

**Basic Level Teachers' Experiences of English Medium Instruction**

2022

– Hem Raj Sharma

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Basic Level Teachers' Experiences of English Medium Instruction

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Hem Raj Sharma**

**Department of English Education  
Faculty of Education,  
Tribhuvan University, Kirtipur,  
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## **Declaration**

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research to any university.

Date: 20-02-2022

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### **Recommendation for Acceptance**

This is to certify that **Mr. Hem Raj Sharma** has completed his M.Ed. thesis entitled **Basic Level Teachers' Experiences of English Medium Instruction** under my guidance and supervision.

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## **Dedication**

*Dedicated to*

*My parents and teachers who taught me to believe in self and keep my dreams alive.*

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**Hem Raj Sharma**



## Abstract

This research is entitled “**Basic Level Teachers’ Experiences of English Medium Instruction**”. The present study aims to narrativize the lived experience of basic level teachers on EMI in public schools in Nepal, to explore the existing practices and trends of EMI, and draw some pedagogical implications of existing EMI policies and practices in teaching and learning. The study was conducted in Kathmandu district using unstructured interviews and informal conversation as data collection tools adopting a qualitative research design. The systematically collected data were analyzed descriptively and thematically. Finally, after analyzing the data, conclusion was drawn. From the analysis and interpretation of the data, it has been found that most of the teachers were from public schools having less exposure to English but they are imposed to teach through EMI due to several reasons so that they could develop linguistic competency simultaneously. It is also found that the teachers have faced many difficulties at the beginning but later the use of translation technique and multiple languages make EMI somehow easy. Learners’ incompetence in English, the impact of mother tongue, poor infrastructure of educational institutions, classroom diversity, inadequate policies about EMI, and psychology of learning are the objections that have been found in this study.

This thesis consists of five chapters. The first chapter presents introduction including the background of the study, statements of the problem, objectives of the study, research questions, relevance of the study, delimitation of the study, and operational definition of the key terms respectively. The second chapter presents literature review both theoretical and empirical, and its implications. In addition, it also includes the conceptual framework. The third chapter presents methodology such as research design, method of the study, population, sampling strategy, and research tools, source of data, and data collection procedure as well as ethical considerations. Similarly, the fourth chapter deals with the analysis and interpretation of the data, findings, and results. Finally, the fifth chapter incorporates a conclusion and recommendations based on the study which is related to policy, practice, and further research. Likewise, the references and appendices are also included for the validation of the research at the end of the study.

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### **List of Abbreviations and Symbols**

CLIL	:	Content and Language Integrated Learning.
CDC	:	Curriculum Development Center
ELT	:	English Language Teaching
EMI	:	English as a Medium of Instruction
ESL	:	English as a Second Language
HEIs	:	Higher Education Institutions
MLE	:	Multilingual Education
MoE	:	Ministry of Education
MoI	:	Medium of Instruction
NCF	:	National Curriculum Framework
NESP	:	National Education Planning Commission
NNEPC	:	Nepal National Education Planning Commission
NNES	:	Non-native English Speaking
SSDP	:	School Sector Development Plan
SSRP	:	School Sector Reform Plan

## Chapter 1

### Introduction

The present study is on "**Basic Level Teachers' Experiences of English Medium Instruction**". It aims to dig out their lived experiences along with the existing practices of English Medium of Instruction. This chapter consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

### General Background

Several non-native English-speaking countries have adopted English as a medium of instruction on account of the explicit demand for communicative competence and enhancing socio-economic and socio-political development. In the same way, the rise of English as a global lingua-franca seems to be further focusing to learn English in non-English so that many countries have been trying to change their education system profoundly in favor of English to meet the global needs. Additionally, Kacharu (1985) draws three concentric circles: the inner circle, the outer circle, and the expanding circle, referring to the sociolinguistic profile of English. The inner-circle countries treat English as their first language, the outer-circle countries have an intuitional form of English and the expanding circle countries treat English as a foreign language (EFL). Nepal comes under the expanding circle in terms of that concentric circle. In the same way, regarding the power of English, Giri (2010) mentions that English functions as a power language working as a medium and resource for social mobility, linguistic superiority, and educational and economic benefits. So, it has to play a significant role in the field of education like other different aspects and arenas.

In the same way, Coleman (2011, p.18) argues that English is assumed to play an important role in "increasing employability, facilitating international mobility (migration, tourism, studying abroad), unlocking development opportunity and accessing crucial information and acting as an impartial language". There is no doubt that EMI is associated with socio-economic realities that English is largely needed for

global employment and higher studies. Furthermore, Coleman & Nunan (2011; 2003, as cited in Phyak, 2017, p.1) mentioned that English language teaching is increasingly embraced as an important aspect of educational reforms in developing countries, local challenges, (lack of) resources, and pedagogical practices are often overlooked.

Instruction, in the field of education, is understood as the act of educating or assisting the learners. Broadly, it can be understood as the purposeful direction of the learning process and is one of the major class activities. Random (2016), states that the term 'instruction' is derived from the late Middle English word 'instruction' meaning to provide structure and direction. Johnson (1967, p.18) states "instruction is the interaction between a teaching agent and one or more individuals intending to learn knowledge that is appropriate for students to learn." Likewise, Donald (1976, p.6) defines instruction as "the action context within which formal teaching and learning behaviors take place"

Now, the medium of Instruction can be defined as a language used for teaching to facilitate the learners that may or may not be the official or national or also maybe the local language of that particular nation. So, EMI stands for English medium of instruction which is a process of teaching the content of the subjects to students using English language. Dearden (2014, p. 2) mentions EMI as "the use of English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English." Similarly, Simpson (2017) states that EMI refers to a situation where learners for whom English as an additional language are receiving some or all of their education in English, i.e. at any stage of the educational cycle. In other words, EMI is the process of delivering and receiving the contents or subjects in English language by the teacher and learners in the context where the first language is not the English language is EMI. In the same way, Roger (2012) also mentioned that due to the wider use of English as an additional language, laymen expected to be their children fluent in English.

It can be explicitly seen that the public schools are adopting the EMI policy to help 'students develop their English language proficiency. So it proves that most of the parents are eager to provide education to their children in English. The trend of sending children to English medium school and college has begun as English mania today in Nepal. We can easily find most of the schools in rural and urban have started

their instruction in English. When Coleman (2011) commonly observed in the educational context of many developing countries in Asia and Africa, teaching and learning of English have often been linked to economic prosperity, development, and access to the rich body of knowledge available in English.

Similarly, Simpson (2017) argues that the use of English at all levels of the education system to teach and learn different subjects including mathematics, science, social studies in the context where the majority of learners and teachers use English language as an additional language. Deardon (2014) rightly says that the use of the English language has been used to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English. So, doubtlessly, we can state that EMI is popularly increasing without considering other aspects of teaching and learning due to the global status of English and the contents available in the respective language. Therefore, EMI has been understood as a rising issue in these current days by the number of scholars. In this context, Eagle (2000, as cited in Giri, 2010) argues

English is the most widespread language in Nepal in terms of popularity, education, and use. It is spoken at all socio-economic levels, by both literate and non-literate people. No statistics are available for the number of people who read English. The general impression is that a large percentage of populations speak at least some English with varying levels of accuracy and fluency (p.198).

Finally, after the restoration of democracy, implementation of the Education act of 1971, and public schools started EMI policy although SSRP (2001-2015) suggested choosing mother tongue in early grades. In addition, regarding the policy provision of the medium of instruction (MoI) government has brought the new MoI policy which is flexible; schools can choose English or Nepali, as a result, most public schools are shifting from Nepali to EMI. According to Curriculum Development Center (CDC, 2007), "the goal for learning English in Nepal has been to gain access to the rich body of knowledge available in English". Similarly, the Education act 1971 of Nepal had made the provision related to the medium of instruction can be Nepali and English or both whereas School Sector Reform Plan (SSRP 2001-2015) suggested, instruction in mother tongue in grades one to three. But most of the public

schools are now running in English medium because of the market-driven demand of the community.

### **Statement of the Problem**

The increasing demand of English language worldwide made the choice of schooling children in English. It has been highly prioritized in non-English countries including Nepal. This is due to the increased publicity, importance, and need of English language in the present global world. In this context, Harmer (2007, p.13) mentions that by the end of the 20<sup>th</sup> century English was already well on its way to becoming a genuine lingua franca, which is a language used widely for communication between people who do not share the same first language. Additionally, Roger (2012) says that using EMI, of course, may have both cultural and political implications where English is not the first language and EMI somehow has growing popularity either might be the cause of misconceptions towards it or desire to compete globally. In the context of Nepal, still English has been taken as a difficult subject in public schools though some of them are teaching their pupils using EMI. In the same way, parents are also judging their children's knowledge and ability through the fluency of their children in English.

Although, the Educational act, Educational commissions' suggestions, plans made for education suggested different languages as MoI, i.e. Nepali, English, both, mother tongue and Multi-languages, but English is the most widely used language in Nepal after the Nepali language in the field of education. In addition, after the implementation of SSRP (2009-2015), several public schools are attracted towards the implementation of EMI. The adoption and use of EMI in public schools is not an easy job without considering physical and human resources. To talk about the present situation of EMI, several Nepalese teachers from non- English backgrounds are teaching through English but their major subjects are different such as mathematics, social, population, and so on. They are compelled to teach their subjects through English. Therefore, both teachers as well as students, both parties are facing various challenges in teaching and learning such as a lack of resources and skilled teachers, insufficient English-speaking environment in the schools and community, and violence of child right to basic education in the mother tongue. Similarly, most of the teachers are textbook centric are teaching English content translating in the Nepali



language because of the students' mother tongue which they can understand in a better way. Therefore, implementing EMI in the Nepalese context is debatable and creates problems for both teachers to teach and learners to learn. However, they are practicing EMI in schools and colleges /universities.

Therefore, I chose this topic for my study to explore the teachers' live experience of adopting EMI in public schools. Similarly, I also want to explore are the teachers happy with the implantation of EMI? Are they able to create an English atmosphere all the time in their classes? Are they implanting EMI as a trend or necessity without considering its debate? Are they able to teach all the contents and make their students able to understand? These all questions are still waiting for further discussion. Furthermore, as a student of different levels and teacher of the English language at a basic level, I, myself felt and found so many challenges in students regarding speaking, listening, reading, and writing the English language. These kinds of experiences, contexts, and debates lead me to research this topic.

### **Objectives of the Study**

Following were the major objectives of this study:

- I. To narrativize the lived experiences of basic level English teachers towards EMI in public schools of Nepal.
- II. To explore the existing practices and trends of EMI in public schools of Nepal.
- III. To draw some pedagogical implications of existing EMI policies and practices for teaching and learning.

### **Research Questions**

The following were the research questions of the study:

- I. How do the basic level teachers experience EMI in public schools?
- II. Why is EMI being implemented and how is it practiced in public schools as a trend or a real necessity in?
- III. What are the existing practices and situations of EMI implemented by public schools of Nepal?

### **Significance of the Study**

This research will be significant to the teachers and administrators regarding their experience on EMI and its' existing situation. Various researches have been carried out in the respective area but few researchers focused on the topic of "Teachers' Live experience on EMI in public schools of Nepal" in the department of English. Hope that this research will be a milestone for teachers teaching at basic levels, administrators adopting EMI in their schools, language planners and policymakers who are planning language policy in education, curriculum designers and makers to focus on the demand of the existing practice of teaching-learning activities, Parents and students respectively. In addition, this research work will be more beneficial for the researchers who will have the interest to conduct further research in the respective field.

### **Delimitations of the Study**

The study has the following delimitations:

- a. The study was limited only to narrative inquiry.
- b. The research area of the study was limited to public schools of Kathmandu district.
- c. Only four basic level English teachers were selected adopting purposive non-random sampling.
- d. The research tools were limited to unstructured in-depth interviews and informal discussions.
- e. The collected data and information was analyzed thematically.

### **Operational Definition of the Key Terms**

The key terms that are used in the study are listed and defined as follows:

***English medium of instruction.*** It refers to the use of the English language as an instruction to teach academic subjects in the public school of Nepal where English is not the first language.

***Experience.*** It refers to how teachers are encountering EMI and what they feel or experience regarding EMI.

***Medium of instruction.*** Language, used to teach an academic subject that may or may not be the national or official language of the nation. In this study, the term 'medium of instruction' refers to the language used in teaching at the basic level in schools of Nepal.

***Public school.*** It refers to the schools financially supported by the government of Nepal.

***Teacher.*** Individuals who teach their respective subjects in their classes in public schools.

## Chapter 2

### Review of Related Literature

This chapter consists of a review of theoretical literature, a review of empirical research, implications of the review for the study, and a conceptual framework. The literature related to the study is reviewed under two broad topics: theoretical and empirical are discussed in detail below:

#### Review of Related Theoretical Literature

History of a medium of instruction policy in Nepal, medium of instruction (MOI), English as a medium of instruction (EMI), teaching English through content, language policy, provision and practice of EMI in Nepal, and English language teaching (ELT) in Nepal, EMI perception and practices are discussed under this subsection.

**Medium of instruction policy in Nepal.** The history of language planning and policy in Nepal can be seen going in the following three stages to reach the present situation. The following sections present this history as it takes us through the period before 1950, from 1950-1990 and after 1990 to now.

***Schooling before 1950.*** The first statement of language policy in Nepal, made in 1905, supposedly established Nepali as the official language of law and government with the declaration that only documents written in Nepali were legal for use in courts (Eagle, 1999). However, Hutt (1998, as cited in Eagle, 1999) notes that no documents of this declaration have been published. At the same time that Rana rulers declared Nepali the only permissible court language, the Rana rulers wanted English- language education for their children. The first Rana ruler, Jung Bahadur Rana, visited England and elsewhere in Europe in 1850, and was greatly impressed by the education system where he observed the power of the English language and opened Durbar school, only for the Rana family. Thus, the first school that opened was the English medium school. Then, the first post-secondary school was established in Nepal, Trichandra College, which opened in 1918. The medium of instruction at

Trichandra College was English (Eagle, 1999). So, we can say that the duration medium of instruction was English.

Regarding EMI at a basic level, Khati (2016) says that after the restoration of democracy in 1990, many private English schools started EMI from earlier grades and the public schools also followed the same pattern. Similarly, Sah (2015) states, "The MoI is implementing EMI policy to ensure quality education in public schools and increase the number of students by considering Nepalese parents' perception of having of their children's better future". The growing situation of private schools and EMI in public schools clearly shows that the students are supposed to be illiterate if they do not have fluency in English. Therefore, addressing students cum parents' interests, globally growing expansions of English, global competition, and liberalization in education are the major reasons for implementing EMI in public schools.

***Schooling during the Panchayat Era (1950-1990).*** After the end of Rana's rule in 1950, democracy was established then there was the establishment of the power of the king. The period after 1950 was the first time that Nepal's government becomes interested in cultural unification. The slogan of '*Ek bhasa, ekbhesh, Ek dharma Ek desh*' (one language, one way of dress, one religion, one nation) attempted to spread the Nepali language throughout the country (Rai et al., 2011). Then new structures of educational administration were set up shortly after the establishment of democracy. The Nepal National Education Planning Commission (NNEPC) developed an educational plan to the question of the language of instruction. The report "set the tone of the education sector" for a year to come (Awasthi, 2004, p.3). The authors of the report strongly supported Nepali as the medium of instruction for schooling. NNEPC (1950 p.97) reports that "if the younger generation is taught to use Nepali as a basic language, the other language will gradually disappear." So, after the establishment of democracy, the medium of instruction was focused on Nepali. The next major education policy was the national education system plan (NESP) established in 1971 which also focused on the Nepali as the medium of instruction.

***Schooling after 1990.*** The panchayat system ended in 1990 and democracy was restored. In the constitution 1990, the first time Nepali language was given the official status, and other languages spoken in Nepal are the national languages (Phyak, 2011). This constitution also provided the right to primary schools for

imparting education to their children in their mother tongue. This is also the first time that a language in education policy is stated in the constitution including the provision for the operation of schools in each community's mother tongue.

The school sector reform plan, Nepal's major educational policy document for 2009-2015, provided some clarification of the language policy, supporting the case of mother tongues in grades one to three (ministry of education, 2009).

So, from this history of the medium of instruction I've found that before 1950, there were no schools and a few elites received English instruction, between 1950 - 1990, the medium of instruction was Nepali-only but after 1990, other languages were allowed in schools. There was no legal and policy level provision for using English as a medium of instruction. Gradually, privatization in education has increased day by day which also prioritized EMI.

**Medium of instruction.** The term medium of instruction denotes the language used by teachers to teach their students in a classroom which may or may not be the official language of the country or territory. In other words, it is the process of getting the learners enacted in the directions given by the teachers by using a language. If the first language varies from the official language, it may be used as the medium of schooling. Medium of instruction is also known as the language through which education is imparted to the children in the different levels of the educational system, for example, in a Nepali medium school, everything is taught in Nepali and English is a language of instruction in the English medium school. In this regard, Bhatt (2012, p.10) argues, "Medium of instruction is the main factor which affects the students' achievement at least at primary and lower secondary level". On the other hand, Coskun and Civan (2016, p.1982) state, "the effect of the medium of instructional language lies on the academic success of university students".

Similarly, according to National Curriculum Framework (NCF, 2005), MoI "may or may not be the official language of the country or territory where the first language of students is different from the official language". Due to the impact of globalization and the great attention of people towards English, it is emerging as a medium of instruction all over the world. In this context, Aryal (2013 as cited in Sah, 2015) mentions that it is a common perception among Nepalese people that children

will have better future prospects if they have English medium in schooling. However, the English language is one of the languages that can lead one to be sold in the global market in this global context, it may create several problems pedagogically, linguistically as well as culturally. To support this, the language researcher (Graddol, 2004, p.47) predicts that the global spread of English will lead to serious economic and political disadvantages in the future unless plans are put in place immediately to remedy the situation. Further, Graddol (2004) concludes that monolingual English graduates face a bleak economic future as qualified multilingual young people from other countries are provided to have a competitive advantage over their British counterparts in global companies and organizations.

**English language teaching through content.** Content-based instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of the syllabus (Richards & Rodgers, 2001). Thus, content is interpreted as the use of subject matter or as a vehicle for a second or foreign language teaching/learning. Language and content are integrated so that language can be learned better through content. Supporting this idea, Leyster (2007, p. 3) writes:

Content-based instruction and its theoretical underpinnings are conveniently consistent with current educational thought that attributes considerable importance to language as a cognitive tool in all learning. For this reason, content-based programs have considerable potential, not only for developing high levels of bilingual proficiency among a wide range of learners but also for creating ideal conditions for both language and cognitive development – given optimal instructional practices that nurture the relationship between language development and content learning.

Similarly, Stryker & Leaver (1997) mention that experience in foreign language classrooms have convinced us that content-based approaches have the potential to enhance students' motivation, to accelerate students' acquisition of language proficiency, to broaden cross-cultural knowledge, and to make the language learning experience more enjoyable and fulfilling. Moreover, students who experience a well-organized content-based program are more likely to become autonomous, lifelong learners to develop the wings they need to fly on their own.

This process of teaching language through content to make the learners more competent in target language results in another term 'medium of instruction.' Being an international language, English has been a dream of people around the world, that's why English medium instruction has become a buzz word especially in ESL and EFL countries in the world. Content and language integrated learning (CLIL) and EMI can partially be synonymous though there are distinctions between them. Dearden (2014, p.3) writes, CLIL does not mention which second or foreign language (L2) academic subjects are to be studied in, but EMI makes it quite clear that the language of education is English, with all the geopolitical and socio-cultural implications that this may entail. Whereas CLIL has a clear objective of furthering both content and language as declared in its title, EMI does not (necessarily) have that objective.

**English as a medium of instruction.** English medium instruction refers to conducting teaching-learning activities in English. Several countries have started teaching in English medium including Nepal. To promote the English medium in Nepal, several English countries are also helping Nepal through different modes in different areas. The teaching program, which is running in the English language, is English medium. Textbooks, materials, teaching-learning activities, and other extra-curricular activities are also conducted in English. The students and teachers are communicating in English. They exchange their views and attitudes in English medium in school time or in school periphery which we call EMI but Deardon (2017) says that EMI is being rejected by some countries because of the wish to protect a home, unifying language, or education system.

Dearden (2014, p.2) "the working definition of EMI is: The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English". The use of English medium is the way of activities of teaching in English. The use of English as the lingua franca, medium of instruction (EMI) at higher education institutions (HEIs) across the globe is today considered the most significant trend in educational internationalization (Chapple, 2015, p.1). Similarly, Rahmadani (2016, p.132) states that English as a medium of instruction (EMI) can be defined as the use of the English language to teach academic subjects in schools or jurisdictions and implemented in



some countries where the first language of the majority of the population is not English.

Looking at the use of English in different sectors, we can see there are the private sectors have been using EMI more than public sectors. The government's revised Education Act (2006) mentions that the medium of school-level education shall be Nepali, English, or both. It also states that children's mother tongues can be offered as a medium of instruction at the primary level. Because of the flexibility in policy, most public schools are shifting from Nepali to EMI in the present context. However, Phyak (2016, as cited in Phyak, 2017, p.9) states that public schools have misrecognized the EMI policy as the best way to promote quality education. However, students and teachers are facing some challenges while teaching and learning the English language. In this regard, Sah (2015) mentions that it is a common perception among Nepalese people that the children will have better prospects if they have English medium in schooling. English is one of the languages that can lead one to be sold in the global market in this globalized context. So, we come to say is that this policy has emerging popularity of English, investment to spread English globally which may have posed serious teaching-learning challenges in actual classroom practices.

**Language planning, policy, and practice of EMI in Nepal.** Language planning is a significant process that enhances and reforms the entire linguistic situation of the country. It is also the national and/ or international strategy to promote the selected language(s). However, many ups and downs are found in the language planning of our country. Several plans and policies have been introduced at different times in the history of Nepalese Education regarding languages as Nepal has diversity with language. Regarding that, Bist 2015, p. 6 writes:

Nepal National Education Planning Commission (NNEPC) 1953 AD suggested that English needs to be started from grade four to Bachelor level as a compulsory subject. However, through its report in 1956, the commission recommended to remove English from the Medium of instruction, which was in practice since the Rana regime.

Similarly, National Education System Plan 1971 was in favor of Nepali language as the medium of instruction. It did not make English a compulsory school subject but made a provision to opt for any of the United Nations languages (NESP 1971). In addition to this, the plan brought a drastic change in the education system by reducing the weightage of English courses from 200 marks to 100 marks and it also reduced the credit hours of English from 15 to 10 from high school to university level (Sharma, 2006).

In addition, after the restoration of democracy in 1990, Nepalese ethnic communities raised their voice for mother-tongue education. The contemporary government implemented a language policy to encourage primary education in the mother tongue as recommended by National Education Commission Report (NEC-1994). The commission also recommended that the language of the nation (i. e. Nepali) be used in schools with multilingual contexts. In the same way, the UNESCO report (2007) concludes that the best medium for teaching a child is his Mother Tongue. As NEC recommended NMI up to higher education level, this report has also focused on mother tongue than other languages regarding the use of language in instruction. It is a burning issue of choosing a language as a medium of instruction in institutions or schools because of linguistic plurality in Nepal. In the same way, the constitution of Nepal (2015) has removed the trend of the language of the nation and ensured that all the spoken languages in Nepal are the national languages. Some people and some linguists are pressurizing to use local language as a medium of instruction at least up to the primary level whereas some other people and scholars are against it because of the high demand for the English language all over the world.

Talking about the medium of instruction, NCF (2006) has a provision that the mother tongue will be the medium of instruction in elementary education. Similarly, the government of Nepal, Ministry of Education and Education Department made the policy on SSRP (2009-2015) to launch the program of multilingual education in 7500 schools. Regarding the use of language as a medium of instruction, SSDP (2016) mentions that there is the provision of using trilingual language as a medium of instruction. The practice of EMI nowadays in Nepal is increasing day by day.

Despite all the challenges and problems in EMI, schools nowadays prefer to use it for several advantageous reasons. The situation that has prevailed in the country since the Rana Regime is one of the policies where non- Nepali speakers have been at a disadvantage in education, employment, and other social benefits (Kansakar: 1996, p.18).

By reviewing and analyzing the policies in education, it is to say that language policy itself is in controversy. There is a controversy between the policies regarding EMI because the government of Nepal has not set the policies in the same way. Some of the documents highlighted the monolingual education system but some of them focused on multilingual education. Similarly, most of the documents have supported MTBE at an elementary level through almost all institutional schools have been using EMI and multilingual education system at the secondary level.

**EMI assumptions and practices.** As the EMI practice is being adopted around the world day by day, not everyone is supporting it. EMI-related people including teachers, students, parents, and stakeholders do not have the same perceptions of EMI. It is perceived as a way of building a professional network, professional growth, and need of the present context, cause of the worldwide spread of English and also as a granted burden, dominancy over other languages which are near about in endangered position and a mode of extinction of other languages of the world.

Regarding the students' benefit, Khati (2016) says that more strikingly, teachers take for granted that teaching in English helps students find jobs and participate in a global community. They also believe that students' progress in the English language contributes to wider access to information and knowledge. In the same way, Rahmadani (2016) says that using the target language in the classroom can provide a source of modeling for the students both in regards to the production of the language and the attitude toward the language. In other words, the attitude of the students affects language learning which can be developed by teaching the students in the target language. In the same way, regarding the impact of EMI on students' future, Costales (2017, as cited in Manivannan, 2006) concludes that students consider that English- taught programs might have a positive impact on their professional career and future prospect. Mentioning the parental perception, Tehran

(2003) says, "...Therefore, parents never want to see their children being disadvantaged by using the mother tongue. Thus it is argued that English medium instruction enhances children's proficiency in the English language, which will direct them in securing upward social mobility, prestige, and well-paid jobs". It shows that parents are also supporting EMI.

Despite recognition of several problems and constraints in its implementation, EMI has been widely introduced into various non-native English-speaking (NNES) countries (Burns & Vu 2014). Ibrahim (2001) states the fact that in this era of globalization, people need a lingua franca to communicate with one another, which has no doubt made the English language a necessity especially for those who need access to information stored in the language. The growing need for English as a key to global communication, relations, and information, is noticeable in universities around the world. Seeing the great opportunities they may derive from the use of the language, many universities have adopted English as a medium of instruction now. This happens not only in ESL settings like India, the Philippines, Singapore, Malaysia, Hong Kong, etc. but also in countries where English is a foreign language like Holland, Germany, Hungary, Kuwait, Saudi Arabia, Thailand, Indonesia, etc. English as a second/foreign language is a demanding course of Nepalese academia. English has been taught and spoken in Nepal for the past half a decade in schools and colleges along with other several local and regional languages (Bista 2011). Hence, there are various challenges to implementing EMI. Despite the various challenges of EMI, it helps to improve English speaking skills. It also helps to find work and provides an opportunity to study abroad.

On the other hand, Kang and Park (2004 Yoo & Chung 2009 as cited in Kym 2014) mention that psychological burdens and anxiety felt by students and instructors have also been reported as some of the problems caused by EMI classes. So, the attitude, perception, and anxiety of students are also the factors to affect EMI that may cause interference in implementing EMI. Likewise, in the Nepali context, Davies (2009, as cited in Phyak 2017, p.8) argues that the current unplanned EMI policy is shaped by the increased pressure to compete with private schools and the ideology of English as a symbol of social prestige. Similarly, Phyak (2015, as reported in ELT Choutari, p.2) argues:

It is wrong to force students, who have never learned and used English before they come to school, learn all the content area subjects in English (without any English language support) from the first day in school and the current EMI policy seems more hegemonic, that any policy (be it Nepali-only or English-only) that promotes monolingualism in education is hegemonic for multilingual students.

On the other hand, Baral (2015) contends that "this unplanned policy of EMI has contributed to the silencing of students' voices, poor understanding of content, limited creativity, and teacher-centered classes, and promoted students' reliance on memorization". Despite the problems, we can see they are in the favor of EMI for the improvement of English language learning and to get opportunities in the international market. Similarly, Phyak (ibid., as reported in ELT Choutari, p.2) states, "What is most dangerous is that the de facto EMI policy has projected (quality) English language learning and teaching as synonymous to quality education, which is no other than a myth". From the above literature review, we can say that stakeholders' perception toward EMI is not satisfactory which discloses that EMI at present is also in controversy.

### **Review of Empirical Literature**

There are several types of research carried out in this field. They have some connections with this research study which are reviewed as follows:

Dearden (2014) conducted the research work entitled "English as a Medium of Instruction -A Growing Global Phenomenon". The main objective of this research work was to find out the initial picture of the rapidly growing global phenomenon of English medium instruction (EMI). Fifty-five countries including Nepal selected using a purposive sampling procedure. Data were collected by using an open-ended questionnaire and analyzed descriptively. The research study found that in many countries, the educational infrastructure does not support qualities EMI provision. There is a shortage of linguistically qualified teachers, there are no stated expectations of English language proficiencies, there appear to be few organizational or

pedagogical guidelines that might lead to effective EMI teaching and learning, there is little or no EMI content in initial teacher education (teacher preparation) programs and continuing professional development (in-service) courses. The research work concluded that there is an urgent need for a research-driven approach that consults key stakeholders at the national level and which measures the complex process involved in EMI and the effectiveness of EMI both on the learning of the academic subject and on the questions of English proficiency.

Bist (2015) researched his M.Ed. thesis entitled “Shifting the Medium of instruction in Nepalese Schools: An Attitudinal Study of ELT Practitioners”. He states that most government-aided schools are not well prepared to adopt EMI. He added that the study of the subjects like science, mathematics, and computer science is more fruitful through the English medium than through the Nepali medium. Finally, he concluded that good command of the English language has facilitating role in higher education and in achieving attractive careers.

Bhusal (2017) carried out a survey research work entitled “Implementation of English as a medium of instruction: Non-English teachers’ perceptions. The main objectives of this study were to explore the existing situations of English as a medium of instruction applied by non-English teachers at the community secondary and lower secondary schools in Kathmandu district and to explore perceptions of secondary and lower secondary level non-English teachers regarding the use of English as a medium of instruction. He used a set of questionnaires as the major tool for data collection from the informants. He used both open-ended and close-ended questions to collect the required information and a purposive sampling procedure was used for selecting the sample population and sample size consisting of thirty-three non-English teachers from community schools where EMI has been implemented. The data obtained from informants were analyzed descriptively and interpreted using simple statistical tools i.e. percentages and tables. This study showed that EMI has not been implemented effectively because almost all non-English teachers (91%) have not been provided training, guidelines, reference materials, and orientation classes. In this study, the researchers also found that teachers had a positive attitude towards implementing EMI, they know the global needs and importance of the English language. Another

thing that he found out was they need support from institutional agencies and different training packages should be developed and delivered to make EMI effective.

Lamichhane (2017) conducted research entitled “Practices and challenges in implementing English Medium instruction in public schools”. The main objectives of this study were to find out the current practices of EMI and challenges in implementing EMI in public schools and to find out the perception of teachers on the effectiveness of EMI in public schools. This study followed a survey design to find out current practices and challenges related to the research problem. In this way, the population of this study was all of the teachers teaching in public schools of Kathmandu district at the primary level where EMI has been implemented. To conduct this study the researcher purposively selected 30 teachers teaching in different English medium public schools at the primary level in Kathmandu district. The researcher of this study used a questionnaire as a research tool. Both close-ended and open-ended questions were used to find out the current practices of EMI and the challenges of implementing EMI. The data were analyzed and interpreted using statistical tools as well as descriptively. This study showed that English and Nepali languages are used as the medium of instruction at the primary level. Likewise, most of the teachers face training and students related problems while implementing EMI. However, it is found that EMI is necessary because of the growing demand of parents in public schools; it can be effective at the primary level to enhance the speaking and writing skills of the students.

Nyaupane (2017) carried out research work on "Parents' Perception on English as the Medium of Instruction in Public Schools of Nepal" to find out the parents' perception towards the use of EMI in public schools. His research was based on a survey research design where he used a non-random sampling procedure. Data were collected from 30 parents from public schools of Taklak VDC of Parbat district by using interviews. In the research, work parents assumed that EMI is very important to develop the English language proficiency of learners and a good way for a better job. Parents state that it is essential to adopt English medium instruction in a public school in Nepal. However, in his study, he also found that there are difficulties to implement EMI at government added schools because of various problems such as lack of education background of parents, financial problems, and so on. He concluded that

teachers should be well prepared for it in their teaching and school, teacher and parents themselves need to be ready to begin EMI in their institution. Furthermore, he stated that all parents are interested to admit their children to English medium schools because parents viewed that if their children get English education they would get jobs easily and settle in any corner of the world. Nevertheless, this study did not focus on pedagogical practices of EMI in a real classroom and did not try to find out the perception of teachers' and students' towards the use of EMI.

Similarly, Phyak (2017) conducted research on "Translanguaging as a Pedagogical resource in English language teaching: A response to unplanned language education policies in Nepal." The main objectives of the research were to discuss critically how 'difficult circumstances' are constructed through 'unplanned language education policies in Nepal and how the students' existing linguistic and cultural knowledge can be a significant resource for teaching English as a foreign language in Nepal's multilingual context. In different times between 2012 and 2014, he had conducted ten in-depth interviews with teachers and a series of informal interactions with teachers, parents, and students from two rural public schools and observed the classes as well. In this study, the teachers from both the focal schools revealed that the 'teach English in English' policy has posed tremendous challenges for teaching-learning in the early grades. He found that the current unplanned English language teaching policy which promotes both the monolingual and the earlier-the-better assumptions itself has created difficult circumstances for both the teachers and students towards achieving the national curricular goals for teaching English. The interviews and informal discussions with the teachers from the focal schools indicate that public schools are adopting the EMI policy to help 'students develop their English language proficiency. They assume that private school students are good at English because they are taught in English. In this research work, he suggested that teachers can use a translanguaging pedagogy to address the current difficult circumstances created by unplanned English language policy to engage students in classroom interactions, activities, and task performance, to help them explain and negotiate meanings, to check comprehension and to raise questions on the topic of discussion.



Shrestha (2018) carried out research on “English as a medium of instruction in public schools: practices and perceptions of teachers and students” to analyze the perceptions of teachers and students regarding the use of English as a medium instruction (EMI) and to explore the classroom practices of using English as a medium of instruction at the basic level and secondary level in public schools in Sindhupalanchok district. Purposive sampling procedures were used as a sampling procedure in which ten students and thirty basic level and secondary level teachers of public schools teaching content and subjects except English and Nepali were selected as respondents of the study. A questionnaire containing open-ended and close-ended, eight classroom observations, and two focus group discussions (FGDs) were used as the tools of data collection. The collected data were analyzed and interpreted descriptively and statistically. The study found that most of the teachers and students were positive towards the implementation of EMI in public school as well as it shows that English and Nepali should be used as a medium of instruction rather than monolingual English language at basic level and secondary level classrooms. In the study, the researcher found that English is necessary because of the great demand of parents and students in public schools. It is also found that there was a gap between policy and practice of EMI in the classrooms because there was the name EMI in the classroom teaching but teachers and students were compelled to use a bilingual approach (Nepali and English). In addition, the researcher recommended that teachers are required to get training, English speaking zones should be created and more exposure should be provided for the effective implementation of EMI.

Vidal and Jarvis (2018) conducted the research study entitled "Effects of English- medium instruction on Spanish students' proficiency and lexical diversity in English". The main objective of this study was to investigate the effect of three years of teaching through the medium of English on students' level of proficiency, essay quality, and lexical diversity. The researchers examined the essays by 195 undergraduate universities in Spain. The researchers used the Oxford Placement Test, the CERF Writing Scale, and three measures of Lexical diversity for measuring the students. The major finding of this study was that EMI showed a significant improvement in the learners' second language (L2) proficiency and a significant but subtle increase in essay quality ratings but no significant increase in lexical diversity scores.

As all the above-mentioned works are related to English as a Medium of instruction, those helped this study to be carried out effectively. Those helped it in terms of gaining additional information, preparing the conceptual framework, having the idea of choosing the research design for this study, and so on. This study is different from those of the studies mentioned above because it considers the experience of teachers who are teaching in public schools regarding the implementation, effectiveness, and improvements of EMI in public schools which have not been done or considered by those studies.

### **Implications of the Literature Review**

Different previous research works have been reviewed considered useful to the present research work. These research works have been carried out with different objectives, methodology, and research questions and in different situations. Various ideas are found after reviewing them about the effectiveness of English, teaching English as a medium, developing skills, and ways practicing English as an MoI in the government school. The way of teaching through English is to facilitate teaching and move the children forward. Thus, a literature review plays a vital role from the selection of the topic to deriving the findings.

Kumar (2011. p.46) "Reviewing the literature can be time-consuming, daunting and frustrating, but it is also rewarding." To choose the researchable topic in the area of EMI, I have reviewed some works of literature which have already been carried out. These researches have recommended some possible researchable topics that helped me to select a new research topic and to find out the gap between what has already been found out and what is not explored yet.

Eagle (1999) helped me with the writing background of the study. Similarly, Shah (2015), Education Act (2028), SSRP (2009-15), SSDP (2016-32) NCF (2006) and Bista (2011), Dreaden (2014), Burns & Vu (2014), Ibramin (2001) and Sah & Li (2017) and so on supported me in reviewing theoretical aspects and planning, policy and provision of EMI and understanding the global scenario of the case of EMI. It also provided me with clear guidelines to set the questions for the collection of data. Moreover, Bhusal (2017), Lamichhane (2017), and Shrestha (2018) assisted me in empirical studies including methodological parts, and also made me know how the

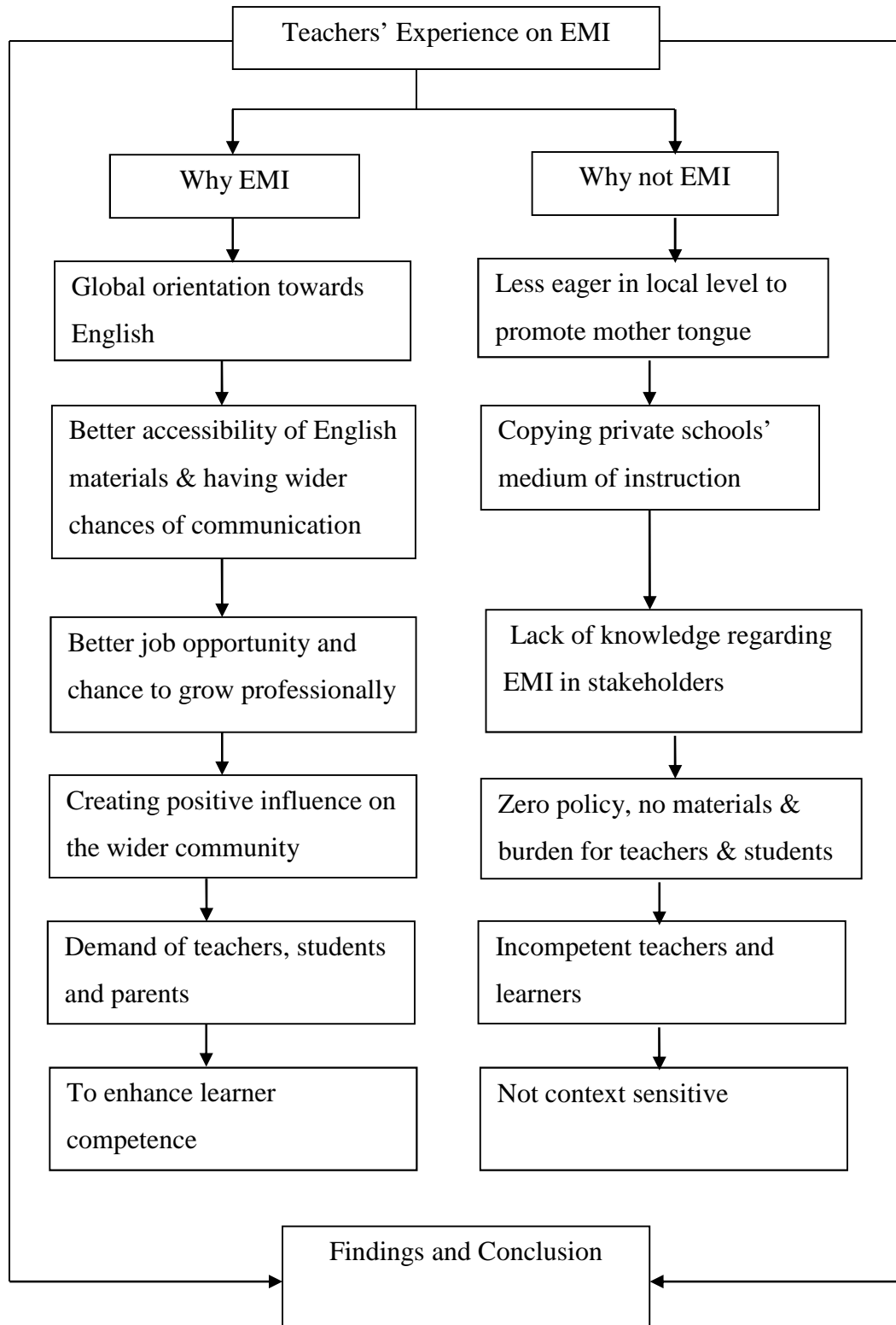
teachers in public schools perceive EMI in a local context and also helped me to select the sample populations for the study. Additionally, the study by Phyak (2017) helped me to revisit the language education policies of Nepal and to know trans-language pedagogy as the best to use in EMI class. Moreover, it helped me to know how to make effective classroom observations. Likewise, the research work of Nyaupane (2017) made me know how the parents of public schools perceive EMI and their attitudes toward the shifting of instruction from Nepali to English in public schools.

All these studies have helped me during this research work and these mainly helped me review and link it in the Nepalese context as well as it supported me for selecting the appropriate research design, data collection procedures, way to analyze the collected data, interpretation of result and conclude the study. All the studies that I have reviewed during my study become supporting and helpful made my work more reliable and informative. Finally, reviewing those research works assisted me to update myself with research process design and methodological tools which are very beneficial to my research work.

### **Conceptual Framework**

Simply, a conceptual framework is a roadmap that gives a clear picture of our whole research. The main function of the conceptual framework is to show the relationship among the various concepts and variables of the study. Therefore, basically I have presented here two leading guidelines why or why not EMI in this visual framework. But, in depth, these two guiding titles led me to explore their depth experiences regarding EMI. Specifically, why EMI aspect explored supporting arguments as well as why not aspect led me explore objectionable aspects. On the other hand, challenges to implement EMI, current practices, teachers' role, and stakeholders' expectation, teachers and learners' background, and so on cannot remain apart from either guidelines. In addition, participant teachers' learning experiences at school level and now, necessity of EMI, and teaching strategies would be explored through this study.

Finally, the conceptual framework of the study is presented diagrammatically as follows:



## **Chapter 3**

### **Methods and Procedures of the Study**

This chapter consists of the methodology adopted in the study including the design of the study, population, sample and sampling strategy, sampling procedures, sources of data, research tools, data collection procedures, data analysis procedures, and ethical considerations.

#### **Design of the Study**

Research design is the arrangement of conditions for collecting and analysis of data to solve the research problem systematically. According to Kerlinger (1986, p.279), “A research design is a plan, structure, and strategy of investigation so convinced as to obtain answers to the research question or problem”. To reach the solution of any problem, there should be a systematic study by applying the scientific procedures to achieve the goal of the research. There are so many research designs such as; survey, narrative inquiry, experimental, ethnographic, case study, and so on. Thus, to reach the goal in the successive way a researcher should select an appropriate design. It is a plan and guideline which helps the researcher to complete the research. One research design will not fit every research. It differs according to the nature of the research.

This research study employed a qualitative research design. According to Merriam (2009, p. 5), “Qualitative research is interested in revealing the meanings of a phenomenon, understanding how people perceive their experiences, how they construct meaning and how they attribute meaning to their experiences”. Similarly, in the word of Cohen, Manion, and Morrison (2007, p.261), “Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories, and regularities.” In qualitative research data is analyzed by organizing, explaining, and interpreting based on the objectives of the research.

In addition, to be more specific, under qualitative research design, I will use narrative inquiry as a research design for this study. Especially, this research design

uses field texts such as stories, autobiographies, journals, field notes, letters, conversations, interviews, and life experiences as the units of analysis to research and understand the way people create meaning and generalize truth in their life. It focuses on the organization of human knowledge more than merely the collection and processing of data. Schwandt (2007, as cited in Ojha & Bhandari 2017, p.255) has defined narrative inquiry as “An interdisciplinary study of the activities involved in generating and analyzing stories of life experiences and reporting that kind of research”.

In this research design, a few respondents are needed and data can be collected through reading their personal stories, diaries, autobiographies, and in-depth interview. Furthermore, the collected data are analyzed in a narrative form focusing on the individual experiences. The process of narrative research design refers to the way carrying out the research using this method. It is a powerful tool to transfer knowledge and deals with how the people make meaning of what happened i.e. the series of events. The major steps of narrative inquiry are formulating a research question, selection, and production of raw data, organization of data, analysis of data, and interpretation of data. In this study, I will use the same process while conducting this particular research.

Hence, I adopted a narrative inquiry design to conduct my study because I would like to get to know the teachers’ experiences on EMI and how they perceive EMI in public schools in Nepal which might be impossible with the help of any other research designs. Therefore I chose this design as the design of my research study.

### **Population, Sample and Sampling Strategy**

Basic level teachers from public schools of Kathamandu district were included as the population of this study. The sample of the study included altogether four teachers from two public schools who have been teaching other subjects except English and Nepali. Then, I employed narrative interviews with four teachers. The sample of the study was selected through purposive sampling procedures.

## **Sampling Procedure**

For the selection of the sample or the participants, a purposive, non-random sampling procedure was applied. Participants were selected based on research objectives and those teachers who are teaching other subjects except English and Nepali in public schools.

## **Research Tools**

For the fulfillment of the objectives of this study, open-ended in-depth interview and informal conversation were done as the main research tools to collect the data. So, the interview guidelines were made/developed at first, and then the interview was taken to each of the participants until I got the required data. Audio recorder and dairy notes were useful for the collection of the data.

## **Sources of Data**

Both primary and secondary sources will be used for data collection. The respondents of this study were the primary sources of data and the books, articles, journals, and other documents were the secondary sources of data that assisted me to form the theoretical portion of the study.

## **Data Collection Procedures**

A researcher should follow certain systematic procedures while collecting data. So, stepwise procedures were followed for collecting the data. Initially, I prepared interview guidelines and a tentative schedule. Next, I visited the target schools and ask for permission as well as inquired about the participants. Likewise, some of the participants were visited with the help of my colleagues. Then, selected teachers were visited to seek permission and to establish rapport with them. After that, I informed them about the process and major objectives of my study. Similarly, I also assured them the confidentiality in terms of ethics. Next, I started a conversation without any restrictions having a cup of tea. After that, I continued my interview until I got the required information. Finally, I expressed my thanks heartily for their kind co-operation and providing me a valuable time.

## **Data Analysis Procedures**

Here, systematically collected data were analyzed and interpreted descriptively by using thematic analysis. Firstly, the analyzed data was presented thematically using a thematic approach which helps me to manage the huge amount of data effectively and also to reveal the shape of research findings. Secondly, themes were developed incorporating data directly addressing my research questions. Finally, sub-themes were also developed, analyzed, and interpreted qualitatively.

## **Ethical Considerations**

Ethical consideration is one of the main aspects of the research. In the words of Cavan (1977, as cited in Cohen, Manion & Morrison, p.58), ethical consideration is, “a matter of principled sensitivity to the rights of others, and that ‘while the truth is good, respect for human dignity is better’”. The researcher should be sensitive in the context of privacy of participant, informed consent & manipulation of data by him/herself. We know that sensitivity is the main principle in the ethical consideration of any kind of research activity. Regarding the ethical consideration at first, I informed them about the purpose of the study. Then, I conducted my interview by taking the permission of the participants to ensure ethicality. Similarly, kept the responses of the respondents confidentially and did not use the data for any purposes. Likewise, I acknowledged all helping hands, gave proper credit to the author of the secondary sources to avoid the risk of plagiarism. Similarly, I equally am aware to maintain privacy, trustworthiness, objectivity, openness, and credibility in my study.



## Chapter 4

### Results and Discussion

This chapter consists of the analysis and interpretation of the data. The data has been gathered from the four participants who have been teaching for many years in both Nepali and English mediums. These days, they have been teaching through English medium in different public schools in the valley. Their stories reflect opportunities, challenges, and many sensitive issues in the respective area. Interview, written stories, and informal talk were the chief sources of the presented information in this section. The collected data are described based on the following major themes:

#### Learning Experiences of the Participant Teachers

One of the themes that emerged from the discussion is the learning experiences of the participants as a student as well as teachers. I present here their current and past learning experiences of English. To receive the information about their learning experiences, I went through their background, future aim, the dominant reason behind selecting the teaching profession, and current status.

All have their own backgrounds which play a key role to determine the selection of their profession. All the teachers come from different family backgrounds having somehow similar economic status. Almost all the participants shared that they didn't have a good economic background, good command of English during their schooling period, proper guidance, and so on. In this regard, Chitra articulates:

*I was educated in a government school where English was taught from class four. In class four, we were taught the alphabet and some basic questions like what is your name,.....? The medium of instruction was of course Nepali, even English in school and university was taught by translating in our mother tongue. Although I had a dream to be a doctor during my schooling period, I realized that my economic background and average performance could not support my dream when I passed SLC. Still, I don't have a good command of English and have been delivering content translating it into Nepali.*

She further added that teaching was considered a respectable profession when she was a student. She thought that she could easily pass education faculty which opens door to enter into this profession. She did the same and began to teach for a decade. She also said that she studied English subjects only at the point of examination, which means how to pass. From her story, I can say that she does not have a good command of English and has been teaching her subjects translating into Nepali. She mostly speaks in Nepali with her students.

Similarly, Amar speaks:

*I also studied in a public school where English was not primarily focused at the primary level. I was an average student during my school and college life. After my graduation, I started to teach mathematics in a private school where I improved my English. Talking about schooling, when I was a student, my teacher would write very important questions on board based on the specification grid and I copied them on my notebook and learned them by heart. It aimed at how to pass English rather than how to learn. Most of the questions were the same given by the teacher. At the university level, I applied how to pass strategies regarding English but content-related vocabularies have been learned from my major subject. Umm..... I deliver the subject in English, but the discussing language is Nepali (Take long breath).....*

The above extracts indicate that most of the teachers teaching in public schools are from public school backgrounds and they did not get sufficient exposure during their schooling period. Similarly, English was not an intelligible language to them during that period and they were worried about how to pass rather than how to learn. Now, speaking English became a fashion and people start to learn it. Some of the informants improved their command over English by teaching in private schools in earlier days, and some gradually improved from their respective schools. They worry about how to deliver content rather than how to handle general communication. Most of the time, they use Nepali, class interaction is also done in either in Nepali or translating contents into Nepali.

## EMI for Subject Matter or Language Development

Similarly, another theme that emerged from the discussion is, EMI is for the subject matter or language development. In this section, I tried to explore whether is EMI adopted for content instruction or also for language development.

The choice of English has been viewed from different perspectives. For some, it is a part of developing socio-economic status and for others, it relates to the need to have a single common utilitarian language. Adopting EMI in the present education system is popularly growing but it is not an easy task as it seems due to several reasons. Even, English becomes the dominant language all over the world, the medium of instruction cannot remain apart from the hot discussion; EMI, MTBE, MLE, or BLE. So that the purpose of adopting the particular language as a medium of instruction becomes a part of a discussion in the field of education and my study. Regarding the MoI and its purpose, Madhab told his experience like this:

*Umm.....(smiling)...., EMI in my sense is adopting the books in English and delivering content using English terms. I am a math teacher teaching at different levels. In mathematics, I use English words on the boards, such as addition, subtraction, ..... We interact with each other using Nepali language. Although Nepali is the dominant language in the class, it helps to develop their vocabulary power and writing skills which are the aspects and skills of language development, in my viewpoint. I think public schools are adopting EMI to get students and to highlight the fame of institutions. It doesn't mean that all might be doing the same but most of the public schools have the same condition. So, say yourself that is this for content delivery or both.*

Similarly, Mina opined:

*Sir, EMI is adopted to change the medium of instruction and it aims to compete with private institutions. Applying new things in the existing situation is not an easy task but in my viewpoint, its sole purpose is not only to deliver content, but the medium of instruction... of course also develops that language. As you said, I took interviews in English, I could not get desired and*

*actual data. So the case is the same for us as well as students. If English becomes the dominant language in the classroom, we teachers, as well as students, cannot deliver what exactly is desired to deliver. I expect, slowly and unknowingly, their ability in the target language is developed. Although, we primarily interact in Nepali, translate things into Nepali, they must do their assignments in English and the medium in the exam is also English. So it of course develops their competence in the language. (Paused.....).....but, I am not telling that EMI is the only way to ensure quality Education even competence in English is a call of the day. (smiling.....)*

From the aforementioned extracts of the respondents, it can be generalized that English is used for academic purposes. In this regard, Amar shared, “*the sole purpose of adopting EMI is academic and competitive but we cannot deny language development purpose too even not focused directly*”. It makes crystal that although using English does not have a general-purpose, activities conducted in the classroom either directly or indirectly enhance the teachers’ and students’ command and competence in English. In the same way, creating complete English surround is also somehow not possible because it loses dialogic interaction, the creativity of both and enhances teacher-dominant practices which is not the call of the day.

### **EMI is Fashion or Necessity**

In the same way, EMI is fashion or necessity is another theme, emerged from the discussion and interview. Many factors play a vital role in students’ lives. One of them is a medium of instruction. It incorporates whether the medium of instruction is intelligible to all the learners or not, are adequate materials available, and are the teachers competent in the language of MoI. Graddol (2000, 2006) says that English-medium of instruction in higher and lower education is a significant educational trend in non-English contexts. But, CDC (2007) quoted that the goal for learning English has been to gain access to a rich body of knowledge available in English, in Nepal’s case. So trend or necessity of adopting EMI is increasingly argued in studies and discussion forums at present. In this regard, one of the informants, Chitra articulated:

*I think the adoption of EMI in the beginning, is a trend but now the stakeholders felt that it is necessary to increase the enrollment rate of the*

*students in public schools, compete with private schools, and enhance the quality of education. (Smiling).....speaking fluent English is denoted as the indicator of education and its quality rather than the knowledge and command over the subject matter. I personally argue that the adoption of EMI as a tool of both, to increase enrollment rate and to enhance quality education, without managing the basic requirements, can be understood as a trend and it may hinder students' creativity and learner autonomy. It is advertised more to make the learners and other stakeholders realize that it is a necessity. Thus, I cannot support the claim, 'EMI enhances quality education and it must be adopted'*

From this extract, it can be said that the medium of instruction cannot enhance quality education and language which is not intelligible and non-mother tongue in basic level may hinder learners' creative and imaginative power. Because of the global status of English, speaking English fluently is also understood as a part of individual status which is one of the misconceptions about EMI. So it is a trend rather than a necessity.

Similarly, Madhav said:

*I realize that EMI is a call of the day because English in the present world, is a language of survival, a language of connecting the education system together globally. I advocate EMI should be applied at a basic level where they can get adequate exposure and achieve mastery in global language when their LAD is in an active phase. They can get sufficient exposure in their mother tongue at home, in society, and a nation but exposure to English is only possible in schools. ....learners may feel complexity in beginning but slowly and gradually they get good fluency in both languages; mother tongue and English simultaneously. (taking pause).....multilingual learners, of course, has more creative, constructive, and imaginative power than monolinguals. ....whatever the studies have shown or found, I come to realize that EMI is a must from my experiences as a learner and of a teacher.*

The aforementioned view of the informant shows that EMI is a necessity because of several reasons i.e. globalization, the status of English, employment opportunities, etc. in the same he further said that exposure to English in basic education makes them multilingual and fluent in English too. Thus, it should be applied and prioritized in public schools of Nepal.

Similarly, Amar said:

*I don't think change in medium is a necessity but it is made and applied as fashion without considering its challenges and impacts. When we applied it in the beginning, all the learners were dumbfounded. Classrooms are teacher dominant and students seem like passive participants. Slowly, we teachers started to use both languages, English and Nepali, then they started to ask their problems. (Take a long breath)....., thus I can't say that EMI is only a need of the day and it can enhance positive changes in education but bilingual or multilingualism in education may bring positive changes and provide privilege to all the learners.*

The above-mentioned extract of the interview indicates that huge advertised in EMI is not a necessity and EMI dominant class may hamper dialogic interaction although it may become the means of increasing students' enrollment rather than enhancing learners' needs. Therefore, if the stakeholders realize that the medium should be changed, adopting the multilingual model of education can be better and enhance all-round development providing privilege to the learners.

### **Support from Stakeholders**

Cooperation, common understanding and goals, motivation, and addressing the demands of employers are the key factors of determining the success of any institution. So that these factors cannot remain apart from the educational institutions. School also is a special institution which has been entrusted with the responsibilities of young ones and teaching is the main activity through which schools discharge their duties and attain their objectives. If teaching is done effectively, schools successfully achieve their goals. It refers to while changing existing practices in institutions, there should be support from all hands to implement the new practices. Thus, support from

stakeholders is another theme that emerged from the discussion in the presented study.

In this regard, Mina told:

*Sir, .....even the school knows that all the teaching staffs were from a public school background, they forcibly adopted EMI. So that they should provide adequate training, conduct workshops, and sufficient materials. Although some printed materials are available, above mentioned activities should be conducted. We should not be left alone regarding EMI, it must be accepted as collaborative responsibility.*

Similarly, Amar opined:

*No trainings or workshops have been conducted yet. Even in school, only a dictionary is available. No other materials are available and neither provided any incentives to us. EMI in public schools as a means of advertisement and forcing the students for a monthly fee. (Take a long breath)..... another school has adopted and we also have to adopt. Otherwise, students may either go to that school or a boarding school.*

In a similar vein, Chitra articulated:

*Sir, I am a teacher and I must teach the learners. ....after changing the MoI, it still has several complexities and challenges because neither the teachers nor the students have such proficiency and the environment. The stakeholders only decided to imply EMI, not thinking of its further impacts and their support. At, present, EMI is a tool of publicizing but inside of an institution EMI is limited in a course. Now, decide yourself whether the stakeholders support it or not.....*

From the above-mentioned opinions, it can be generalized that EMI is spread as a fashion without thinking of its long-lasting impacts. They are motivated to implement EMI and motivate the teachers in the beginning without considering the challenges that will occur in it. In the same way, the stakeholders do not realize that after adopting a new medium of instruction, they will have to empower the teaching

staff. They should discuss it and be more responsible. So the role or support of the stakeholders is not satisfactory during the practice phase.

### **Teaching Strategy Before and After EMI**

Teaching, in the word of Green (1971), is the task of a teacher which is performed for the development of a child. It means that providing learning experiences to the learners is understood as teaching. The main purpose of teaching is to bring all-round development in learners adopting several activities and stages. In the same way, Joyce and Weil (1985) defined teaching as a process by which teachers and students create a shared environment including sets of values and beliefs which turn color their view of reality. So, to achieve a set of objectives and goals, the teacher may go through several strategies during their teaching activity.

In this regard, Amar opined:

*Sir, it is a question of doubt, neither I got training from anywhere after the implementation of EMI nor I was introduced to any new strategies from the stakeholders. So the teaching strategies are the same as earlier. The new thing is that translation was only limited to English subject but at present, we all teachers adopt the translation method explicitly.*

Similarly, Madhav opined:

*(Smiling)..... sir no new methods and strategies have been emerged after implementing EMI in Nepal. Translation technique is aging growing popularly which is taught as an outdated in our universities courses and other training. Changes in teaching strategies demand change in infrastructure, change in training mode and empowering human resources, and research-based teaching techniques that can be adaptable and context-sensitive.*

The remarks shared by both reveal that translation technique is growing popular inside the institution and classes are completely teacher dominant. The usual way is continued after adopting EMI. In the same way, our class size, social surround, linguistic variation, teacher-training strategies, lack of manpower and technologies are



the chief barriers bringing change in usual teaching strategies and adopting newly introduced teachings methods and strategies. To support these remarks, Dearden (2014) opined that most of the teachers use a mixed-language approach, using Nepali to translate and explain the content to the students but assessing them in English. So the usual methods and strategies suit our educational institutions in their perspectives.

### **Students' Perspectives towards EMI in Teachers' Point of View**

Students are the center of teaching to whom, teachers lead towards learning. The effectiveness of teaching is also measured by observing the learning outcomes of the learners. The active participation of learners, regular interaction among teachers and colleagues, availability of resources, medium of instruction, and nature of the classroom are the key aspects that influence the teaching-learning process. In this regard, UNESCO (2007) argues that when students from diverse backgrounds are taught in a language that will not be their home language and then they experience two major challenges: first, the challenge to learn the language and the next to learn academic content in that language (p. 207)

In this regard, Chitra articulated:

*Sir, when they speak with friends and family members, they speak freely but when we teachers speak in English, they seem like dumbfounded persons. If mixed language is used in the classroom, somehow they interact with each other and with us. Although they are assessed in English and do not speak freely against EMI, their silence shows that it is a psychological burden to them. They are not able to express their intentions clearly which hinders their creativity and imagination.*

In the same way, Madhav said:

*..... Even the students did not raise their voices against EMI, their classroom participation shows it becomes a burden to them. But a few students support EMI explicitly even the performance is not satisfactory. The memorization technique is expanded rather than understanding the contents.*

Apart from these extracts of interviews, other informants also have narrated their experiences including similar views. So we can generalize that although learners do not express their voices against EMI, their classroom performance, practice, and participation explicitly reveal that they do not prefer EMI. In the same way, MTBT cannot be denied and mixed-language appropriate for Nepalese classrooms.

### **Parents' Perceptions towards EMI in Teachers' Point of View**

Another theme that emerged from my discussion is Parents' perception towards EMI from teachers' viewpoint. In this section, based on their direct contact with parents and society, how do the parents perceive EMI in teachers' eyes? Regarding the parents' perception, Khan (2014) opined that though the trend to shift to EMI is growing popular in community schools in urban areas and also expanding to rural villages, psychologists and educationists express serious concern over foreign language as the medium of instruction in early grades. They assert that when children are taught in a language that is not in their home and community, their learning is impaired. Phyak (2015) said that the growing popularity of English causes parents seem to think that if their children are not taught in English medium schools their future is bleak because English is associated with success in later life.

Regarding this query, Amar shared:

*(Smiling)..... If their children speak English fluently, they are supposed to be educated and that is said to be quality education. It also makes sure that their children can adjust in any corner of the world. UMM.....in a meeting, a father of one student raised a question, "What do you teach in a school? My son, neither he can speak English nor read. I send him here because of English medium".*

Similarly, Chitra opined:

*Parents perceive EMI as a necessity of the day because they understood that learning English means being able to get success in the future. It may be because of globalization, resources available in English, technological development, and its status in the world. The next participant, Mina said:*

*Most of the parents who have misconceptions regarding English associated with quality education, strongly support EMI in public schools but a few guardians argue that medium is not important than their performance, ..... A language widely used in the world cannot be resisted in the field of education. So it should be decided by the institution itself generalizing the future and outcome of the learners.*

These aforementioned extracts of the interview indicate that most of the parents are in favor of EMI in public schools. They strongly argue that they can learn their mother tongue at home and in society but a school is a place where they can get adequate exposure to the widely used language. It is because their future is not only limited in a locality, they easily can go across the nation for higher education or for employment purposes if they have a good command of English. So EMI in public schools is mandatory from the viewpoint of the parents.

### **Positivities of Adopting EMI**

EMI has become a global phenomenon. Almost every country of the world has adopted EMI in their classrooms from the tertiary to university level. The same is the situation in Nepal at both levels. In this regard, Marsh (2006) highlighted that the English language is proceeding to set up itself as a worldwide most widely used language in a time of extraordinary globalization. It becomes the language of technology, contact language, the language of education, and the language of a rich body of literature at present. Thus, implementing EMI may have some positive impacts on learners and teachers.

Although there are several challenges in implementing EMI and it may be perceived as a forced entity in the field of education, respondents have highlighted some positive aspects of adopting EMI. In this regard, Amar said:

*The impact of English means in many international contexts there is a rapidly growing tendency for English to be adopted as the medium of instruction, even when a majority of the population speaks the local language. So, EMI becomes a tool for increasing students' enrollment. ....of course, it has changed public perception towards public schools. In the same way, although*

*the complexities are there, it may provide exposure to the learners which obviously develops basic competence in English.*

Similarly, Mina opined:

*Implementing EMI helps the learners for their higher education within and across the nation and to communicate internationally. In addition, they can use a large body of knowledge available on several websites and other resources.*

The next participant, Madhav said:

*..... English at present is a lingua-franca and need of the day. So, if the students are taught in English, they can develop competence in English and communicate globally wherever they visit. In addition, they also can receive information and create a global network for several purposes.*

From these aforementioned excerpts of narratives, it can be generalized that EMI has been perceived as a source of motivation for both students and teachers. It also has become an opportunity for teachers and students to utilize a huge amount of resources available in reliable webs and create global networks. In the same way, learners easily travel across the nation for several purposes i.e. employment, higher education, and so on. Finally, it can be concluded that EMI besides these merits, minimizes economic load on parents which they invest in education and discrimination among students, seen through education in regard to the medium of instruction if EMI is adopted in public schools.

### **Objectionable Aspects of Adopting EMI**

Several studies have shown that mother tongue has positive impacts as the medium of instruction on both content learning and development of foreign or second language. Determining the medium of instruction is a matter of discussion including its social aspects, psychological aspects, communicative aspects, and way of learning. In this regard, Hamid et.al. (2013), who examined MOI policies in ten Asian countries, conclude that implementation is “fraught with difficulties and challenges”(p.11). Taking examples from India, Indonesia and Pakistan suggest that

EMI leads social division (Maganthan, 2011, as cited in Hamid et. al), inequitable resources allocation (Coleman, 2011a, as cited in Hamid et.al.), and “language apartheid” (Coleman, 2011b, as cited in Hamid et.al.), a phenomenon whereby local languages are dominated by English at school. In the same way, Baral (2015) also concluded that many socially established and prestigious schools continued the use of English as the medium of instruction as the elites used English as one of the means to maintain their social and economic dominance despite the policy provisions and government interventions to establish Nepali as the sole medium of instruction at the school during the Panchyat Period. He further said children focus on memorizing facts without understanding and their creativity is fostered to the fullest, resulting in a generation that is poorly educated. Gradually, it is spread throughout the nation as the fashion which realized later as a necessity.

Regarding this, Amar stated:

*EMI really has been growing at present even in rural sites. Besides its positive aspects, it may dominate our mother tongue, it is sensitive to our culture, and also may harm students’ creativity. I personally experienced that it also hampers the learning outcome of the learners in comparison to outcomes of first language mode.*

Similarly, Chitra opined:

*Sir, English is understood as a language of the elite group by the laymen, common people are interested to learn it. So, it may lead our mother tongues in the verge of extinction, dominate our rich body of culture, and the learning outcome of the learners. It also creates a psychological burden to the learners and displays a clear line of division among learners and societies.*

These extracts of interviews and informal discussions, done during the data collection period show that EMI is sensitive to social discrimination. Children who are fluent in English display themselves have higher status and do not like to speak their mother tongue. Even the outcomes are not satisfactory, communication in English is highlighted which finally leads our mother tongues in the verge of extinction that results social and cultural division, extinct of a rich body of culture if it

is not connected with education, etc. psychological burden to the learners and teachers, less focus on home cultures and languages, disconnecting ground reality with education, outlook perception, etc. are the objectionable and considerable aspects of adopting EMI.

### **Challenges to Implement EMI Effectively**

The literature I reviewed and went through identifies four major problems i.e. teachers' language abilities, students' proficiency appropriate methods, and inadequate resources. In this context, Giri, (2011) remarked that there are doubts regarding the success of the EMI programs in public schools of Nepal, doubts which focus primarily on the poor English language proficiency of the teachers and a lack of adequate resources.

Regarding the challenges, Mina opined:

*Sir, I have been teaching science and social at a basic level for about a decade in both mediums. They somehow spoke freely while there was Nepali medium but now the classroom is like a dumbfounded class. I also do not get adequate material that can be applied and suitable in the respective level. Classroom diversity, lack of resources, language abilities, and performance of both i.e. students. In addition, teachers, are neither able to handle digitalized world nor given trainings to handle new digital literacy.*

Similarly, Amar said:

*Textbooks are the materials used in the classroom. Besides these, I sometimes use youtube but the language used on youtube is also not intelligible to them. So I personally felt that classroom diversity, less support from school administration, the poor linguistic performance of both in English, and so on.*

The aforementioned extracts explicitly show that all the teachers have the same challenges to implement EMI effectively in public schools. Classroom diversity, lack of appropriate resources, lack of digital illiteracy, linguistic diversity, and language abilities as well as the performance of both teachers and learners. Apart

from these two participants, other respondents also narrated their stories notifying similar problems.

### **Existing Practices of EMI in Public Schools**

Currently, EMI has become a global phenomenon, and many countries have adopted EMI in their education system where it is perceived as either a second or a foreign language. In this regard, Giri (2010) mentions that English functions as a power language working as a medium and resource for social mobility, linguistic superiority, and educational and economic benefits. This reality creates an ideology of English: poor and working-class people cannot afford high fees in private schools and then, EMI is demanded in public schools. Thus, being a student of EMI adopted schools is a matter of reputation for both: students and parents. Supporting this view and describing existing practices of EMI in public schools,

Chitra opined:

*EMI is a growing attraction for all stakeholders. They proudly announce EMI in public schools too and call that English language connects our students' countryside and also said that we, slowly and gradually, can break the whim of institutional schools that primarily have been selling English outlook. However some public schools have been doing well adopting EMI, some schools have adopted it for their own existence and EMI is just shown on the banner with a beautiful slogan 'Quality Education.*

Similarly, next respondent, Madhav stressed:

*Although EMI is growing popular throughout the world in non-English countries, we teachers use multiple languages i.e. local language, Nepali and English, even EMI is advertised. Regarding the quality, it can be ensured using any medium which is an intelligible to the learners. UMM.....I can't claim that any schools have created complete EMI situation though some schools have resulted well learning outcomes.*

The aforementioned extracts of discussion disclose that EMI adopted schools have been using multiple languages in classroom interaction. They have been applying English medium course-books, and assessing their learners in English but medium is mixed. In the same way, I also found that very few teachers find EMI classroom pleasant and exciting while delivering content although they do not speak against EMI openly. In support to the above views, Amar also said, “*we have been teaching adopting EMI for about a decade where textbooks are in English, students have been assessing in English.....,but classroom interaction is done using multiple languages.*” Thus, the EMI has been practicing using multiple languages although textbooks and assessing tasks are done in English.



## Chapter 5

### Findings, Conclusions, and Implications

This chapter has presented brief conclusion made from earlier chapters. Saying particularly, the analysis and findings of the study help me to draw the conclusions. In the same way, some points of recommendations have been made from the findings. So, it includes the conclusion of the study along with some points of recommendations to be applicable at different levels.

#### Findings

The presented study chiefly aimed to narrativise the basic level teachers' experiences of English as a medium of instruction and to explore the existing practice of EMI in public schools. To fulfil the intended objectives, data were collected using unstructured interview and informal discussion with four teachers who have been teaching in two different schools in Kathamandu valley for years where EMI has been implemented. After the analysis of the collected data, the study has come up with the following major findings.

**Teachers' experiences of English as a MOI.** Teachers are at the center of teaching. They have gained huge amount of experiences from the field where they have been involving for many years. The stories of the participant teachers articulated that teaching requires multiple skills. Choosing the medium of instruction depicts in multiple dimensions of teaching and learning i.e. mother-tongue, context, psychology of both learners and teachers, learning theories, etc. in addition, there is also debate among all the stakeholders regarding the medium of instruction. Their experiences also show contraction in the sense that which language should be the medium of instruction, mother tongue, English, or both. In the same way, based on the result of this study, I have mentioned the following major points regarding the participant teachers' experiences of English as a medium of instruction:

- i) The teacher narratives revealed that participant teachers were from public school backgrounds so they did not receive sufficient exposure during their schooling lives which made EMI somehow challenge to them. However,

some of them have developed good competence in English teaching in private schools and gradually through EMI.

- ii) EMI is understood as a process of delivering subject matter in English and language development is not paramount explicitly.
- iii) The participants' stories also disclosed that EMI in the beginning is taken as a trend but now it is felt as a necessity by all of the stakeholders.
- iv) There is a misconception that EMI is a means of improving the quality of education. The experiences of the participants showed that EMI has been applied in public schools to improve the quality of education and compete with institutional schools.
- v) Teachers did not change their strategies of tutoring their pupils, only translation technique is prioritized.
- vi) Speaking English is a symbol of being talent and intelligent.
- vii) EMI is understood as a source of motivation for both: parents and students so that EMI based schools have more enrollment rate than other schools.
- viii) It is also believed that although EMI is associated with content deliver, language development is also inherited in it which we call CLIL.
- ix) It is also found that EMI is imposing due to the world-wide call of English rather than intending to adopt it by heart. On the other hand, it is advertised without considering many affecting aspects.
- x) There is still debated in level of adopting EMI; in in primary level or in higher studies.
- xi) The participant teachers' experiences also revealed that the students do not have good command either in English or Nepali due to the EMI imposing environment.
- xii) In the same way, the data also found that EMI cannot be denied explicitly so that it should be implemented conducting several researches and considering noticeable factors i.e. learning factors, linguistic factors, and psychological factors and so on.

**Existing practices.** The present study also focused on existing practices of EMI. Regarding the existing practices, the study has brought following factors:

- i) The study found that many public schools have been adopting EMI to maintain their social prestige, student enrollment rate and economic status.
- ii) English is only used for delivering content rather than developing creativity and command over respective language. Translation technique is paramount and interaction is done in another language.
- iii) The study also found that textbooks are in English, exams are taken in English but English speaking environment is not created.
- iv) Classroom diversity, lack of technology, teachers' incompetence in English, unavailability of authentic materials, insufficient exposures for both: students and teachers, non-English environment, digital illiteracy, etc. are the major challenges of applying EMI properly.
- v) Parents, administrative staffs and outer surroundings forced to form English environment to both; teachers and students which is not applicable due to the several affecting factors so that it is only limited in slogan.
- vi) Teaching activities are conducted based on the teachers' experiences. They were not given any trainings or workshops to make EMI effective and in favour of student.
- vii) In the same way, the study also revealed psychological factors are not considered while adopting EMI. Thus, it can bring psychological hardships while introducing EMI to the soft minds.

## **Conclusions**

The present study principally intended to explore teachers' experiences regarding EMI. The major objectives of this study were to narrativise basic level teachers' experiences of English as a medium of instruction, to explore existing practices of EMI in public schools of Nepal. It also intended to suggest some pedagogical implications which are inherited in this work. The result of this study clearly demonstrates the narrative experiences of teachers regarding EMI. After collecting and analyzing their stories, I found that; neither the teachers are motivated nor they got any trainings for it, the prerequisites for effective implementation of EMI

were not considered or fulfilled and there are confusions about EMI and its aim to imply in public schools of Nepal.

Shifting the medium of instruction into English from Nepali is expanding as current fashions available in the market. This study summarized that adopting EMI is a common global culture in non-English countries demonstrating several reasons such as; to increase students' enrollment rate, to develop competence in English, to compete with private schools, to enhance quality of education, etc. but in real ground, such a shifting created many challenges. Most of the teachers, teaching in public schools were from non-English background so that they don't have good command in English. The trainings and extra supports from the stakeholders are basic requirements of implementing EMI. Insufficient authentic resources, less competence in ICT, classroom diversity, use of dominant teaching methods, poorly facilitated educational infrastructures, non-English background and surrounding are other major challenges of implementing EMI. Similarly, this study also found that the stakeholders have misconception about EMI so they assumed that implanting EMI is an ultimate solution of increasing quality of education and make our children globally competitive learner. Although the enrollment of students is increasing day by day in public schools, its impacts in their mother tongue or second language is not examined/ explored. Likewise, most of the EMI based public schools have not compared their earlier performance and later yet but EMI board is publicly advertised assuming that the institution is the best among public schools of Nepal. Finally, this study concluded that EMI should be implanted considering aforementioned findings, formulating clear policies and conducting researchers to explore its positive and negative impacts, and so on.

### **Recommendations**

On the basis of findings and conclusions, some recommendations have been made to be applicable in:

**Policy related.** The recommendations at the policy level are pointed out below:

- i. This study vividly demonstrated that still, untrained teachers are teaching so the regular training should be provided to the teachers. In addition, the training framed for them should address the challenges of replacing MOI.
- ii. Implementation of EMI is increasing day by day in public schools either to increase the enrollment rate of students or to compete with private schools but the government has not made a clear policy on it. Thus, the government must formulate clear policies and provisions regarding EMI.
- iii. In the same way, no authentic materials are available in the EMI-based schools so the concerned bodies should provide authentic materials to them.
- iv. Most of the teachers studied in public schools so that they could not develop good competence in English. Therefore, language development programmes should be designed that meet their classroom demands while teaching using EMI.
- v. Teaching resources such as a teachers' guide in English should be developed so that the teachers can teach with less amount of pressure while teaching.
- vi. Although competence in English becomes cry of the day, studies should be carried out regarding linguistic colonization, linguistic hegemony, and impacts of second language on the first language and so on before replacing medium of instruction.
- vii. Many teachers do not have sufficient knowledge about ICT so that they cannot employ ICT in teaching which assists them to search required resources from different sites. Therefore, they should be give trainings for developing ICT competence.
- viii. Fashion of adopting should be demotivated from policy level determining clear provisions and aims that should be achieved or met.

**Practice related.** On the basis of data analysis and findings of this study, the following recommendations have been made at practice level.

- i. EMI should not be adopted for mirroring outlook competing scenario. It should be implemented considering students' need, interest, linguistic awareness and the level of students.

- ii. Teachers must be aware of their competence in language that is adopted as an MOI, methods, and approaches of teaching.
- iii. EMI has not highlighted the quality of education in reality so that quality should be in a center of teaching-learning activities.
- iv. The present study closely displayed that the purpose of adopting EMI is not clear and the stakeholders are in confusion regarding EMI, whether it is for language development or content delivery, or both. As a result, neither the learners develop good competence in English nor good command of content and also lose their competence of first or second language i.e. Nepali. Thus, the practitioners and the stakeholders should have a clear mindset about EMI.
- v. Teachers must be aware of ICT competence.
- vi. EMI-friendly environment should be created by explaining subject matter in a simple way, using literary texts from a pedagogical point of view, and so on.
- vii. Teachers' groups should be created with the English teachers to enhance their linguistic competency.

**Further research.** EMI is growing as a cry of the day due to the global status of English and opportunities created by English. Despite of increasing popularity of EMI, it has several considering factors that should be taken into account of while implementing EMI. So, it can be the area of interest to many researchers, teacher educators, ELT practitioners, linguistics, curriculum designers and psychologists. This study was only limited to narrativise the basic level teachers' experiences of English as a medium of instruction and explore existing practices. There might be more areas for further explorations and studies. I melted my minds with several ideas and areas to be explored in the area while doing thesis in this respective arena. However, I have noted some areas as follows:

- i) This study was limited to EMI based schools of Kathmandu valley. It would be more interesting to explore the teachers' experiences and existing practices of EMI out of valley.
- ii) This study was limited to four participants' in depth story. More participants can be included for data collection so that data will be more validated.

- iii) This study does not focus on gap between policy and practice of EMI. So prospective researchers can explore this issue.
- iv) Prospective researchers can explore students and parents' perceptions regarding EMI.
- v) They also can find out the gaps between policies and real practice.
- vi) Similarly, students' experiences can be another area for other practitioners.
- vii) Impacts of EMI in their mother tongue or providing sufficient exposure in Nepali can be another noticeable area for prospective practitioners.

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## Appendices

### Appendix A

#### Consent form

Dear informant,

My name is **Hem Raj Sharma**. I am a researcher from Tribhuvan University, Department of English Education, Kirtipur Kathmandu. I want to carry out this research, entitled “**Basic Level Teachers’ Experience of English Medium Instruction**” to fulfill the partial requirements of my graduation at T. U.

The purpose of my study is to narrativise the lived experience of basic level teachers on EMI in public schools in Nepal. In the same way, it also aims to explore existing practices and trends of EMI and to draw some pedagogical implications of existing EMI policies and practices for teaching and learning. For this, I am interested to interview non-English teachers who have been teaching at the basic level for many years where EMI has been implemented. The interview will take about 1-1:30 hours. Informal discussion can be done before and after the interview, keeping notes in a diary. The information shared during these sessions will be kept confidential. In the same way, pseudonyms will be used to refer to participants, and institutions, where you have been working, will not be identified by name. In addition, any characteristics that could be used to identify will be altered. Your participation is completely voluntary and you are free to deny or discontinue participation at any time.

Thank you for your kind cooperation!

Name: .....

Signature: .....

Date: .....

## **Appendix B**

### **General interview guidelines.**

The following guidelines were used to collect stories for my research

- Teachers background: (Family and educational background)
- Future Aim in childhood (Aim at school level)
- Entry into the profession (when and how?)
- Selecting teaching as a job (why and how?)
- Experience in the beginning when EMI is first applied (Comparison: Nepali as a medium of instruction and EMI in the beginning )
- School environment to imply EMI (Support from administration and SMC, trainings from anywhere).
- Backgrounds of the learners.
- Learning procedures of learners (creative or rote)
- Challenges and opportunities of implementing EMI in public schools.
- Strategies to used faced hurdles in teaching through EMI.
- Language used by children in schools and out of school.
- Necessity of EMI to enhance the quality of Education: Boon or curse:
- Coping with EMI : (Self-confidence, further practice, assumptions)
- Students perception (Whether they understood or not and how did you evaluate them, how do they cope with the faced problems?)
- Current practice (Beginning and now: comparison)
- Level to implement EMI based on your experience:
- Expectations (from students, administrations, policymakers)
- Further suggestions to make EMI more effective

## Appendix C

### Interview Transcript

**Teacher Name:** Teacher B (Madhav)

**Researcher:** Good evening sir! I hope everything is fine with you.

**Respondents:** Good evening Sir. I am okay and hope that you are also fine.

**Researcher:** I am also fine and would like to welcome you to this interview session for my study. I expect that you will share your experiences explicitly to make my work worthy.

**Respondents:** Thanks sir. I will try my best to share my experiences.

**Researcher:** Could you briefly tell me about your background?

**Respondents:** It's me Madhav Bist, permanent residence of Baitadi. I was born in 2048 B.S. in the same district and earned my school education from the respective district. In the same way, I also did a bachelor's from the same district and came to Kathmandu for the graduate level. I went through governmental schools where I studied English from class four and the medium of instruction was Nepali but most of the teachers were from the locality who used to speak the local language. Talking about my family background, my parents are not literate and it was economically suffered. Although they are illiterate, they guide me to study when I was a child. This is my family and educational background in brief.

**Researcher:** What was your aim when you were a school-level student?

**Respondents:** In the beginning, I was aimless. Slowly and gradually I made my aim to be an engineer, sometimes a doctor when I was in primary level. It did not remain constant. After that, I desired to be a soldier but it couldn't be turned into reality. Then, I made a plan to be a teacher when I was in the intermediate level. After passing SLC, I started my study in the education faculty from where I was interested in teaching.



**Researcher:** When and how did you come to enter this profession?

**Respondents:** Our SLC result was published in Shrawan and intermediate admission was started after Dashain. During that time, I started tutoring small children of my locality at home. These activities also raised up my interest in the teaching field. After being a student of intermediate level, I started teaching at lower secondary level in local boarding school simultaneously where I learned a few basic things in English. This was the compulsion to meet my day-to-day demands. That was the beginning remark of the teaching profession. In the same way, I went through different levels in different schools including private and public, both. Later I passed Teacher Service Commission in 2070 B.S when I was teaching at public schools in the contract.

**Researcher:** Could you tell me how did you feel when you got this job? And what was the medium of instruction during that time?

**Respondents:-** Teaching cannot be done without considering several inherited aspects in it i.e. learning, psychological, and so on. Thus, the teacher must have knowledge about physical and psychological development, adopting appropriate teaching-learning theories. Similarly, talking about my beginning experiences, I felt proud in the beginning thinking that it is a mother profession but I faced a lot of challenges during those days when I began this. I was not able to handle the class properly and thought that how can I survive in this field. In the same way, there is diversity in the class so that students talked in different languages which are not intelligible to me. Gradually, I came to handle these challenges and was somehow able to manage the classroom environment raising up my confidence. However, I became permanent in 2070 B.S., I received a huge amount of teaching experiences from an earlier entry in the respective profession. The medium of instruction was Nepali when I began to work in the contract but after a year EMI was implemented.

**Researcher:** Could you briefly share your stories when the Nepali medium was replaced into EMI? What did you feel and how did you handle the situation?

**Respondents:** Umm.....why not sir, when I taught using Nepali as a means of teaching-learning activities, I did not do any preparation because I had been teaching for years. In the same way, interaction easily took place in the classroom even

sometimes, humour took place to motivate learners. But, after a year, EMI was implemented in my school. We perceived that from now onwards, everything would be conducted in English. Therefore, after implementing EMI, I personally felt psychological pressure thinking that could I teach the students as in previous days? Could there be a huge amount of interaction between teacher and students, and among students? Could they regulate their learning at the same pace, and so on? It happened due to our non-English environment out of school. Likewise, however, I learned content-related vocabulary from my graduate-level education and taught in private schools, in the beginning, I could not create a complete English-speaking zone in the classroom. In the same way, the teacher-student relationship was turned mechanical relationship in the starting phase of EMI even the same teachers have been teaching. We did not interact much and we deliver our content using EMI, and the students sat in silence copying what was written on the board without asking any questions. In the same way, when teachers asked about the confusion, they said either yes or no, if they said no, the teacher would ask what your confusion was but they did not respond with any word. Then, I realized that it is not fair and in favor of the learners. Their learning was being technical rather than practical. So, such a situation could not remain for a long time.

Slowly and gradually, we started to use Nepali and translated everything into Nepali even textbooks are in English and tests have been taken in English. Then, we also raised a question was that EMI referring to conducting everything in English, or does it mean delivering content in English which is still in debate. After using Nepali along with EMI, some aforementioned problems and challenges have been reduced slowly. The students started doing interaction, asking their confusions freely and humour also is replaced.

**Researcher:** Sir, would you mind to tell about the school environment? Do all the stakeholders support positively and take equal responsibility?

**Respondents:** Smiling and laughing.....sir, there is a beautiful building, a pipal tree and pitch road to the gate of the schools, and energetic administration as well as SMC. The number of teachers and students is also enough, said sarcastically. Then, the administration body has a key role to improve the quality of education. You know, our institution has a good name and fame, the students' number is also good, I already

said. But the problem is that they only focus on administration without considering close intimacy with all of the staff and problems that we teachers have been facing in the real classrooms. Speaking honestly, as you know most of the teachers were from a public school background, they don't have fluent English, the classroom is not rich in materials and no trainings have been given to us yet from any agencies regarding EMI. In the same way, the school administration has been taking fees from the students in the name of EMI but teachers are not paid any extra incentives although we need to spend much time at home for preparation. Likewise ....you know the condition of political intervention in public schools so that there is discrimination among teachers based on their political faiths which of course influences the academic environment of the institution.

**Researcher:** Can you briefly tell me about learners' background and their perception regarding EMI? I would also like to hear whether they are learning creatively or rote learning took place? What do they expect from the teachers?

**Respondents:** As you know sir, there is classroom diversity. Even the students were not from Nepali backgrounds so they cannot speak English fluently but they think that studying in EMI medium school is a fashion and do not feel humiliated in comparison to other students who have been studying in private schools. This is a mirroring concept but inside they feel comfortable when their language is used or any other language that is intelligible to them. This situation also makes clear what do they expect from the teachers and how have they been learning; creatively or rote. In the same way, although the textbooks have been designed in English and tests have been conducted in English, everything should be explained in the usual language i.e. Nepali. This is the expectation of the learners.

**Researcher:** Sir, implementing EMI is a boon or curse in public schools of Nepal? What do the parents expect from public schools?

**Respondents:** Sorry sir, who am I to say that implementing Emi is a boon or curse? Being specific to my experiences, EMI itself is neither boon nor curse but its practices, impacts, and results determine whether it is a boon or curse. In addition, EMI, in the beginning, was adopted as the fashion but now it is felt like a necessity. Slowly and gradually, all laymen have paid their attention and now, it became a topic

of hot debate for all stakeholders but no one has claimed that it is complexly a boon or a curse so I couldn't say that it is a boon or curse. My experiences demonstrate that medium doesn't matter largely for enhancing the quality of education but teaching to the learners in their mother tongue make their learning comfortable, fast which of course enhances the quality too.

**Researcher:** How have you been coping with EMI? And how is EMI being practiced these days in public schools?

**Respondents:** Smiling.....you can analyze the answer to this question from our talking. In the beginning, it created pressure in my professional life but now I easily can handle it. We, teachers, use multiple languages in the classroom. Firstly, I read the things given in the textbook, then I translated that thing into Nepali. After, we continue our discussion in the Nepali language. For difficult vocabs, I frequently use mobile dictionaries and difficult answers are also searched on different websites.

**Researcher:** Could you tell me the challenges of implementing EMI?

**Respondents:** Laughing..... and said that could you remember my question that I asked you at the beginning; Will you take the interview in English or Nepali?' This is one of the challenges that we teachers have been facing in the classrooms. Classroom diversity, insufficient authentic and local materials, pre-defined teaching approaches, less use of ICT, lack of internet facility, and misconceptions of all stakeholders regarding EMI are the other possible challenges of implementing EMI.

**Researcher:** What is your expectation from all stakeholders?

**Respondents:** Sir, smiling.....I think this question is already addressed in the aforementioned questions indirectly. To be more specific, teachers must be motivated, not be forced, extra payment also may help to make the teachers enthusiastic, and school administration must play cooperative roles rather than the dominant role. In the same way, ICT and the internet must be managed and connected to teaching-learning activities. Likewise, they should leave their misconception that speaking English is only a key part of learning and a determinant of quality.

**Researcher:** could tell some suggestions to make it more effective?

**Respondents:** Sir, I have already mentioned some suggestions to make EMI more effective and students oriented. Stating in points:

- Teacher training must be given in different intervals.
- Authentic resources should be provided to the stakeholders.
- ICT must be managed in schools.
- Study should be carried out before and after implementing EMI.
- Clear policy regarding EMI must be made or formed.