

CHAPTER ONE

INTRODUCTION

This is the study entitled “Perceptions and Practices of Public School Teachers in English Medium of Instruction: A Narrative Inquiry.” This chapter includes first with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

1.1 Background of the Study

Generally, instruction refers to the act, practice of instruction, teaching or dealing with information or knowledge. It is used to facilitate the students with content knowledge and to learn that particular language. A medium of instruction is the language that is used in teaching and learning. Ahmed (2013) views that medium of instruction is the language that is used inside the classroom for instruction by the teacher. It is not necessary to use the official language or the primary language of the country as the medium of instruction. EMI refers to the process of teaching through English language. Dearden (2014, p. 2) defines EMI as the use of English language to teach academic subjects in countries or the jurisdictions where the first language of the majority of the population is not English. Thus, it is a process of using English as a language of education.

The language for instruction is the medium of instruction which is selected mainly on the basis of political decisions. Educational institutions make policy for medium of instructions by keeping spread of language, speaker of the language, and national and international recognition of language under consideration. Mainly, individual and institutional needs are determiners of medium of instruction. Nowadays, use of English as a medium of instructions (EMI) is being a trend in schools. Vu & Burns (2014) state that in many

international educational contexts, there is rapid growing tendency for English to be adopted as the medium of instruction, even when a majority of the population speaks other language. It is based on language planning and educational policy. In the present situation, English is taken as a global language and also a lingua franca. Almost all countries have English speakers as native or nonnative, more or less but they can communicate in English. As the international language, most of educational institutions are practicing EMI.

EMI refers to the process of teaching through English language. School is a mini society that is directly affected by socio cultural aspects. When national curriculum framework (NCF, 2006) gave the permission to use mother tongue or other languages as medium of instruction public schools also started to practice different languages besides Nepali as the medium of instruction. Many public schools are implementing EMI these days; Using EMI in the context of Nepal is most challenging job itself because English is learnt as the foreign language. It does not take place in the official use also (Shrestha, 2018). Native speakers of the English are far away and authentic materials are rarely found. EMI has substantial implications for staff recruitment and mobility often academics and raises the fundamental questions of a new professional order in education, where the role of language will occupy confer stage (Wong, 2010).

There are two types of schools running in Nepal: private and government funded schools. In private schools the medium of instruction is English and students' enrollment is high, whereas, some government aided schools are at the verge of collapse mainly due to the problem of MI (Gaire, 2017). Realizing this fact now government aided schools are shifting towards English medium. The provision of MI is changed and English is viewed as the MI in schools (Uperty, 1998, as cited in Bhatta, 2012). Nowadays, In Nepalese context implementing EMI is really challenging job so teacher should have the good pedagogical knowledge. We can see some teachers have been adopting code switching and translanguaging pedagogy to make students content knowledge and to break down the silence of students in class. Phyak (2017, p.10) defines

translanguaging as a making process through functionally grounded hybrid and fluid language practices. It is an approach to bilingual or multilingual education and natural language practice where existing total linguistic knowledge of learner's as a resource to learn a particular language which facilitates accessing different linguistic features of autonomous languages in order to maximize communication competence. The trend of sending children to English medium schools at rural and urban area now starting 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 has often been linked to economic prosperity, development and access to rich body of knowledge available in English. But the government may have a certain trend and system in choosing medium of instruction. It may be based upon the need, interest and context of stakeholders.

However, the shifting of medium of instruction from Nepali to English language has become necessity for the community schools of Nepal for their survival among the institutional schools. The medium of instruction has been a burning issue in the field of education these days, especially in the public schools of Nepal. So it is necessary to find out the perception of teachers and practices of EMI in public schools of Nepal.

1.2 Statement of the Problem

English medium refers to the way of activities of teaching in English. Because of the global spread of English, several countries are starting English as a medium of instruction. It is the use of English language for instructional activities. Nowadays, English is not being only the fashion but also the need of the day. Majority of the students are attracted to institutional schools just because they provide through English medium and the number of the students in public school is decreasing day by day. So, significant numbers of schools have been established and are still opening not only in the urban but also in rural area where there is more EMI in private than in public education

(Dearden, 2014). But in the present days, public sectors are also being interested in EMI (Thapa, 2012). Regarding the policy provisions of medium of instruction (MOI) government has brought the new MOI policy which is flexible, school can choose English or Nepali, as a result most public schools are shifting from Nepali to EMI. Especially after the implementation of School Sector Reform Programmed (SSRP) (2009 -2015), many of the schools are shifting rapidly towards EMI (Bist, 2005). However, it seems that the flow of the students is very high in the private schools where as many public schools are merging. So, what is seen is that public schools are shifting towards EMI mainly to compete with private schools and to reduce the gap between public and private schools. Whatever the reasons are the success of EMI requires instructor's linguistic academic and pedagogical competence, students 'English ability and learning ability (Vu & Burns, 2014). It means using EMI is not easy task in the nonnative context of English. To teach through English, competent English teacher and adequate materials in English language are necessary. National Language Policy Recommendation Commission recommended children first language as the medium of instruction. The constitution of Nepal, 2015 declares all languages spoken in Nepal are national languages in its Article Six. We see English medium instruction as the dominant medium at university level. All private sectors and some government aided schools also use EMI. But some people talk about mother tongue education and multilingual education. There is so differences and mismatch between real practice and people's demand and policy provision.

Here, I have chosen this area for my study because a little attention has been paid by previous study which has not been extensively studied. In this narrative research, this research is relevance in order to find out the perception of public school's teachers of Parbat district where EMI has been implemented. This study analyzed the classroom practices through the use of EMI. So, this present study attempts to find out the gap between perception of teachers and classroom practices of EMI in public school.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i. To find out the perception towards English Medium of instruction by primary level teachers.
- ii. To analyze the practice of English medium of instruction in classroom teaching.
- iii. To find out the gap between perception and practice of English Medium of Instruction.

1.4 Research Questions

To identify the teachers' perception and practice on English medium of instruction, the following research questions were addressed:

- i) What are the perceptions of teachers towards the use of EMI in classroom teaching and learning?
- ii) What are the current practices of EMI in public school of Nepal?

1.5 Significance of the study

The findings and conclusions from this study will be helpful to the administrators and authorities of public schools who want to implement EMI in public schools. Similarly, this study will find out how EMI is being practiced in real classes and the teachers, parents as well as the students will be benefited by receiving better understanding about the role of EMI. This study also may help the expert, textbook designers, syllabus designers, textbook writers, materials producers of auditory task to make improvement on it and implement in the school. While using EMI in the public schools the role of teacher must be differ because all teachers may not be proficient in English. In this regard teachers need to learn to be updated according to time and situation. They need

to be aware of impact of English in the present era and also about the challenges and opportunities of EMI programme.

Similarly, this study will be helpful to the parents who are sending their children to EMI implemented public schools to be aware about the EMI programme and also about the challenges to achieve the expected progress of their children. They also are responsible to make the programme success cooperating their children as well as school administration. Thus, this study will provide not only the information about important of use of EMI in real classroom rather it will also provide some pedagogical implication for further learning in EMI and it will be broadly fruitful to all people who are involved in the field of education.

1.6 Delimitations of the Study

This study was limited to a public school of Parbat district that implemented EMI programme. Data were collected through semi-structured interview with four teachers and their classes were observed. This study has particular aim to find out the teacher's perception and practices of EMI in public schools of Nepal.

1.7 Operational Definitions of the Key Terms

The following key words have been defined here in this section:

Medium of Instruction: Language, used to teach academic subjects in schools or Universities, refers to medium of instruction. In this study, the term 'medium of instruction' means language used to teach all subjects in schools of Nepal.

English Medium Instruction: Use of English language to teach academic subjects in schools is defined as English medium instruction. The present study

represents English medium instruction as use of English language to teach content subjects except Nepali subject in Nepalese schools.

Public Schools – In this study, public schools are those schools that get grant and run by local governments.

Perceptions: In this study, perception refers to the beliefs, opinions or understanding of teachers and students towards the use of EMI in public schools.

CHAPTER TWO

REVIEW OF RELATED LTIERATURE AND CONCEPTUAL FRAMEWORK

Literature review is essential task for any researcher to acquire theoretical knowledge about related topic. Thus, this chapter includes the several sub chapters like review of related theoretical literature, review of empirical literature, implications of the reviewed literature and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

A number of books, policy documents and writings related to the study are reviewed under the following thematic sub- headings in this section as follows:

2.1.1 Medium of Instruction

The medium of instruction is the language used in the school to implement the curriculum. It performs all the functions of language like informative, regulatory, inter -personal, but in practice the most commonly performed are the informative the regulatory, and the heuristic (Puten, 2013). Language has been used as means to convey the accumulated knowledge and wisdom of the human race to its members. It is used as a tool to teach students the basic skills they would need later in life.

Moreover, it is teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it (British Council, 2008).

Medium of instruction is a vehicle through which education is delivered. The role of language of instruction can be likened to that of pipe in carrying water

from one destination to another or that at copper wires in transmitting electricity from one station to another. Just as a pipe is an important medium in carrying water, and a copper wire an important medium for transmitting electricity (Qorro, 2006). It shows that language as a medium of instruction plays a central role in transmitting education and shaping the learning activities that take place in all classrooms and on all play grounds, the language of instruction is an indispensable medium for carrying, or transmitting education from teachers to learners and among learners.

The medium of instruction in academic instigation varies according to policy, practices and contextual needs of learners. National Curriculum Framework (NCF) (2005) argues medium of instruction as ‘it 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.’ In addition, Tollefson & Tsui (2003) believe that MOI policies must be understood in connection with socio, economic, and political forces that shape education generally. They opine that MOI policies are not only about the choice of the language (s) of instruction, but also about a range of important socio-political issues, including globalization, migration, labor policy, élite competition, and the distribution of economic resources and political power. So, the selection of language as MOI is really challenging job. Furthermore, learners who are taught in the medium of their mother tongue have an advantage of performing well in the reading comprehension in their mother tongue (Cekiso, 2014). Mother tongue as the medium of instruction can bring better result in the education because learners do not feel linguistic threatens or dominance in their own mother tongue. Thus, the language of instruction is an important factor in determining the quality of education.

2.1.2 English as a Medium of Instruction

English medium refers to the way of activities of teaching in English. Because of the global spread of English, several countries are starting English as a medium of instruction. Education in English is spreading around the world, not only as a foreign language subject, but increasingly as a language of learning. Nowadays, both local and international schools implement English medium teaching across the curriculum. This development offers opportunities for students to develop academic English and facilitate students abroad, but may also threaten national language and culture (Kirkpatrick, 2011). According to 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.” So, the use of English medium is the way of activities of teaching in English. Hence, EMI is desirable in our schools because being able to read, write, and speak in English has become a very important skill that a global work of today and the future needs to possess. Moreover, the proponents of content based instruction advocates in favor of EMI (Bist 2015, p.12). They opine that if the subjects such as science, history, mathematics etc are taught through English medium, English will be simultaneously acquired as a bonus along with the content learnt. 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. In addition, we can see this policy has posed serious teaching learning challenges in actual classroom practices. There are many agencies and many organizations such as British Council, American agency and many other organizations which have been helping Nepali education system through investing huge amount of money and resources to foster English education. Hence, English teaching has been becoming context sensitive based on local needs, interest and availability. However, EMI is increasingly being practiced as it provides a good platform for the development of communicative competence of EFL learners which provides boundless opportunities for

upward social mobility. And perhaps due to this reason, the parents and other concerned authorities of developing countries like Nepal have the major concerns towards EMI for their children schooling. EMI is being growing phenomenon in public education in Nepal too. However, the effect of EMI on content learning has to be researched so that well-informed decisions can be made regarding its implementations. The real challenge is to conduct well designed research on how to best organize, implement and assess EMI programme (DOIZ, Lasagabaster, & Sierra, 2011). At the present days in Nepal, English language teaching has taken its dominant position in academic field. So, most of the public schools are nowadays starting their instruction in English medium because English medium schools and college has begun as English Mania today in Nepal.

2.1.3 English Language Teaching in Nepal

The formal education in our country was started with the establishment of Durbar school. There were not any schools even in Nepali medium. So, that the history of English language in Nepal can be traced back to the establishment of Durbar School in 1854 AD, by the then Prime Minister Junga Bahadur Rana. However, Whelpton (2005) states that formal English education was begun when the First Rana ruler Jung Bahadur Rana, traveled to England and elsewhere in Europe in 1850, and was greatly impressed by the educational systems he observed and the power of English language worldwide. Being influenced by the Britain and English, he established the Durbar School on palace grounds in 1910 B S after his returning but that was limited only to Royal family. Thus the first government -run school in Nepal was in the medium of English.

Similarly, it was introduced in the higher education after the establishment of Tri- Chandra College in 1918 (Whelpton, 2005; Eagle, 1999 as cited in Weinberg, 2015 p. 64). Nowadays, English language is taught from nursery to higher education as a compulsory subject as well as optional subject in 10 + 2,

bachelor, and university level. The first University of Nepal, Tribhuvan University was established in 1959 which gave more priority to the English language. Since the Rana Regime, the scope of English is gradually continuing and came into existence (Gaire 2017). Furthermore, Awasthi (2004, 2011, as cited, Giri, 2014, p. 193) states that in 1954 Nepal government appointed Dr. Hugh B. Wood as a US Fulbright Scholar in India, as an advisor to National Educational Education Planning Commission (NNEPC). The report of the commission has had overarching influence on the Nepali education. In fact it became the foundation of subsequent language education policies in Nepal in which the Wood's legacy continues, in one form or another, in the construction, deconstruction and reconstruction of Nepal's language policy. Therefore, English has been unquestionable as the medium of instruction in the education. It has continued to be the medium of instruction in the teaching of English as a subject. Education Act (1971) brought the provision of adopting Nepali or English or both languages as MOI which was the great turning point of development of English education in Nepal. However, Malla (1977, as cited in Bista, 2011) mentions that when the great master plan the National Education System Plan (NESP 1971-1976) was implemented, a drastic change has been brought in the system of curriculum, textbook, syllabus, examination from primary to the University level of education. First the plan reduced the weightage of English courses (from 200 marks to 100 marks) set up by earlier system. Secondly, it reduced the credit hours of English from 15 to 10 from high school to university level. Despite the modification of English policy, English language no longer made English as a compulsory school subject but it made English as an optional one (as cited in Shrestha, 2018). English at present not only has become language of communication between the sectors or groups but also interacts with the local languages through code mixing and code switching. So it is the need and compulsion of present world.

2.1.4 Language Planning and Policy in Education in Nepal

Language planning in the sector of education is difficult in the context of multilingual country. Many ups and downs are found in language planning. Regarding that, Bista (2015) writes: Nepal National Education Planning Commission (NNEPC1953) 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 Rana regime (p.6).

Likewise, National Education System Plan (1971) was in favor of Nepali language as the medium of instruction. The plan brought a drastic change in education system by reducing the weightage of English courses from 200 marks to 100 marks (Sharma, 2015 p. 85). So, we can say English language has not yet been able to establish its existence as the most favorable language that can be used easily in government officials and public education. Rather, Nepali language is used as standard variety here.

Nepal is a multilingual country; different speech communities are found in a single society. Therefore constructing a language policy in education is not an easy job in our context. However, Education Act, 1971 is amended by The Education and Sport Related Some Nepal Acts Amendment Act, 2006 with the policy that Nepali language or English language or both languages shall be the medium of instruction in a School in its Section Seven, Subsection One. Similarly, in Subsection Two (D) we can find the policy of English language medium while teaching a compulsory subject of English. Therefore, this document of Education Act permits the public schools to use English as a medium of instruction while teaching any academic subjects in the schools (Education Act, 1971 Amended by Education and Sports Related some Nepal Acts Amendment Act, 2007).

Medium of instruction in education have considerable impact not only on the school performance of the students but also in the whole educational programme of the nation. It is used in the study of communication to refer to the functionally distinct dimensions in which message is transmitted. In many multilingual and multicultural countries the choice of the language for medium of instruction raises a fundamental and complex question. So, it is useful to consider how the language used supports the aim of the class and objectives of the whole educational programme (Phyak, 2012). The policy of the government about the language to be used in education has not remained constant because language is the identity of political powers. That's why it is changed according to situation and time.

Contrasting the policy in Education Act 1971 about language in education, the Constitution of Nepal 2015 includes every Nepali community living in Nepal has right to get education in its mother tongue up to secondary level, in the Article No. 31, sub article No.5 (Constitution of Nepal, 2015). Besides the mismatching governmental policies about language in education, some other language planning documents are in favor of multilingual education policy. Regarding this matter, Phyak (2015) says that, if we closely look at the Ministry of Education's policies and plans such as Education for All, Millennium Development Goals, School Sector Reform Plan and National Curriculum Framework, it wants to promote multilingual education by considering children's home/community languages a resource for an equitable and quality education. While analyzing the language policies in education we can say, language policy in education is itself controversial. There is no harmony in the policies set by government of Nepal, in some documents it has focused monolingual policy in education, and at the same time, we can find mother tongue based multilingual policy in education.

EMI in Nepal was first introduced and used by the Prime Minister Janga Bahadur Rana in 1853 after the establishment of Durbar High School to provide their children education. The government's revised Education Act

(2006) mentions that the medium of school level education shall be Nepali or English or both. It also states that children's mother tongue can be offered as a medium of instruction at primary level. Because of the flexibility in policy most public schools are shifting from Nepali to EMI in present context. Similarly, EMI policy as the best way to promote quality education. In addition, we can see this policy has posed serious teaching learning challenges in actual classroom practices. There are many agencies and organizations such as British Council, American agency and many others organizations which have been helping Nepali education system through investing huge amount of money and resources to foster English education. Curriculum Development Center (CDC) is also playing great role to foster English Education.

NCF (2006) has a provision that mother tongue will be the medium of elementary education. However, in the first stage of elementary education, the medium of instruction will generally be in mother tongue. In the case of non-Nepali citizen, there will be a special provision of choosing any other language as subject instead of Nepali. The medium of teaching of any language subject will be in the same language. It has made the policy of language for instruction more flexible. Every citizen of Nepalese has right to speak their own language and to get education as the medium of instruction in their mother tongue (Constitution of Nepal, 2015). Similarly, Education Act (1971) allows schools to adopt Nepali or English language or both of them as MI without any legal restrictions. Although all above mentioned provisions have their own rule and regulation, all of them allow EMI in the schools according to the constitution (As cited in Gaire (2018). Then the student enrollment is increased in the private schools only due to the EMI. Analyzing the competitive situation, being pressurized from the parents and feeling somehow easy with the flexible rules and regulations of implementing EMI public schools these days are launching EMI programme especially after the implementation of SSRP (2009). As provision in SSRP (2009) teacher training according to the demand of schools should be provided so that, teachers can get basic communication skill in

English language. So according to the demands of parents and global market economy public schools are also starting EMI.

2.1.5 Language Shift in Education in Multilingual Country

Nepal is a multilingual country but most of the public schools here are using Nepali language as a medium of instruction, forgetting other minority languages spoken in different communities. Nevertheless this practice is going on; shifting of medium of instruction (MoI) has been a matter of great concern nowadays. Regarding this Kandel (2010, p. 1) argues that the education policies and laws are favorable towards using children's home language as a medium of instruction in basic education. Since the MOE approved Mother Tongue Based Multilingual Education (MTBMLE) guidelines 2010, many children from minority language speaking communities are getting benefits from the program. However, the Mother Tongue Based Multilingual Education (MTBMLE) programs are not effective as the expectation.

In a similar vein, the Constitution of Nepal 2015 suggests that the mother tongue can be used in the early stages of education, but in fact there has been little implementation of this provision at the grassroots level (UNESCO, 2012, 2015). The main reason behind the ineffectiveness of these programs can be the parents' desire to educate their children through the medium of either Nepali or English language. Bhatt (2013) mentions that the guardians belonging to different ethnic groups and speaking different languages did not accept that their children should get the chance to study in their mother tongue though different organizations and educationists were focusing on it. Rather they want to teach Nepali or English language to their children for gaining future opportunities.

Sah (2015) expresses his ideas about the challenges of implementing EMI in multilingual country, Nepal which is not yet able to sustain even a single educational policy. Not only that, the Ministry of Education does not seem to

be prepared to meet the basic requirements for the effective and successful implementation of EMI. Besides, EMI policy is questioned here because MOE has opted for MTBMLE. So that we can sense the process of implementing EMI is very challengeable job. Likewise, EMI gets challenge to be implemented because the language policy in Education in Nepal has been made with multilingual perspectives. Likewise, Taylor (2010, p.5) puts, MLE [multilingual education] are intended to increase the educational and economic prospects of minority language speakers; they are also introduced to ensure the students' linguistic human rights (LHRs).

Multilingual education has not been successful in our country, though it is multilingual. Rather, people believe that it is very profitable to educate their children through English medium. Most of the parents send their children to private English medium schools, learning English language is a desire of everybody because English is global language and functions as international lingua franca. Moreover, EMI helps students connect countryside with a global world and it offers them boundless opportunities (Khatri, 2015). In addition, EMI has become a common wish of parents and they consider EMI as a gateway to join a global academic and economic community. Shifting the medium of instruction from Nepali to English language in public schools is an emerging phenomenon, though Nepal is a multilingual country.

2.1.6 EMI in Public Schools of Nepal

EMI has become a pressing contemporary issue in non English speaking countries around the world. In the words of Dearden (2014), it is a global phenomenon. While talking about our country, public schools are struggling to attract students by changing the medium of instruction. Because most of the students join in private schools to get education through English medium.

Many people are now showing concern about EMI, its implementation and effectiveness in public schools of Nepal. English has the treasure of knowledge available in the world. So it is desirable to use EMI in the schools of Nepal.

However, Phyak (2015) argues that English is the third language and they do not need to use English in their everyday social interactions. Whether or not students have a better understanding of the content of teaching/curricula largely depends upon whether or not the language used as the medium of instruction in school is comprehensible to them studies from all over the world have shown that most low-achieving and drop-out students are taught in a language other than the language(s) they speak at home/community. However, Dearden (2014, p.1) writes: There is a fast moving worldwide shift from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects such as science, mathematics, geography and medicine. EMI is increasingly being used in universities, secondary schools and even primary schools.

The government of Nepal is also in favor of shifting MOI in schools as the Interim Constitution of Nepal 2006 mentions it for the first time, though it requires a lot of resource, materials, and trained human power. Because of the various reasons the rapid spread of EMI does not imply immediate success. A recent study of (Hamid et al., 2013), who examined medium of instruction policies in ten Asian countries, conclude that implementation is “fraught with difficulties and challenges”(p.11). In this regard Vu & Burns (2014) observe the main challenges the EMI lectures are facing are “language proficiency problem, language diversity, pedagogy and lack of resources availability (p.8).

It is true that inadequate and limited resources clearly affect the success of EMI policies. To teach the monolingual speaker is really challenging where teachers are compelled to switch the code into local language. On the other hand English is limited only in classroom so students cannot develop English language proficiency which creates problem in teaching and learning.

2.1.7 Perception Towards EMI

EMI is increasing day by day. However, it is controversy yet that the EMI improves the quality of education. Different people have different perception towards EMI. Here the perceptions of teachers and students as discussed separately.

2.1.7.1 Perception of Teachers

Teachers take EMI as a strategy of their professional growth. They enhance their proficiency and competence of English by practicing in the classroom activities. In teaching and learning process, not only English teachers but other subject teachers are also responsible for students' competence. Though teachers are positive towards EMI they have psychological or emotional instinct to use language for effective teaching and teacher should be trained in English proficiency (Tilahun, 2015). Thus teachers get opportunity to develop their own proficiency in English by EMI practice. According to Dearden (2014, p.16), in European countries many of the teachers and administrators of universities consider EMI as attractive proposition for many reasons, including promotion, globalization and financial survival. However, in 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) said that:

It is basically 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, than any policy (be it Nepali only or English –only) that promotes monolingualism in education is hegemonic for multilingual students.

2.2 Review of Empirical Literature

Many research works have been carried out on the use of English language in the field of education. Some of the researches related to this study are reviewed as follows:

Bhatt (2012) conducted a research on “Shifting the Medium of Instruction in Schools.” His main objectives were to find out the reason behind shifting the MOI from Nepali to English and to find out the major challenges they faced after changing MOI. He used questionnaires to obtain the data from forty respondents, four administrators, 16 teachers, and 20 students from four schools of Kathmandu district implementing EMI. He found out that almost all of the respondents were happy with the new medium and the students’ enrollment after shifting the medium of instruction was high. Multilingual background of the students, traditional ways of teaching, lack of resources like library, internet, was found to be the common problems of students and teachers through his research at that time.

Lamichhane (2017) conducted a research on “Practices and Challenges in Implementing English Medium Instruction in Public schools.” Her main objectives were to find out the practices of EMI in public schools and to find out the perception of teachers on effectiveness of EMI (in public schools). She used questionnaires to obtain the data from thirty respondents from six schools of Kathmandu district where EMI has been implemented. She found that the teachers at primary level used both English and Nepali languages as MOI in classes. Similarly, she found that 90% of all thirty respondents faced different problems .i.e. related to EMI training, students and resources whereas remaining 10% teachers did not have any problems while implementing EMI in their classes.

Bist (2015) conducted a study titled “Shifting the Medium of Instruction in Nepalese Schools; an Attitudinal Study of ELT Practitioners.” He used open

ended questionnaires to collect data from 40 respondents including ELT practitioners from Kathmandu district. This study found out that enough have to be done before implementing EMI in government- aided schools to adopt EMI. He also found English language, helpful to the student's higher study and career, though it was found to be a threat to our national or local languages by its exclusive use without appropriate planning.

Komba & Bosco (2015) conducted a study on "Do Students' Backgrounds in the Language of Instruction Influence Secondary School Academic Performance?" In Tanzania, the main objectives of this study were to compare annual examinations results for students who had used English and those who had used Swahili as the medium of instruction at primary school level and, to compare two national examinations results for students who had used English and those who had used Swahili as the medium of instruction at primary school level. They involved 524 students from eight secondary schools in Mbeya region in the study. They collected the data through review of documents containing students' admission lists and examinations results. They analyzed the data using computer software, Statistical Package for Social Sciences, version 18, in which an independent samples t-test was conducted to test the hypotheses advanced for this study. They found that the students whose medium of instruction at primary school level was English, performed better in form one annual examinations than their counterparts who had used Swahili and the difference was statistically significant at $p < 0.05$, in a two tailed test. Likewise, students who had used English as the medium of instruction at primary school level, performed better in form two national examinations than those who had used Swahili and the difference was also statistically significant at $p < 0.05$, in a two-tailed test. Then they concluded that the language of instruction used by students at primary school level influenced significantly students' academic performance at secondary school level.

Gaire (2017) conducted research on "A Case Study on Expectations and challenges Faced by Public Schools for the Implementation of English Medium

Instruction” to identify the expectations of stakeholders of the schools from EMI before the implementation and also to find out the challenges faced by teachers, parents, and SMC to continue the EMI Program. Similarly, she attempted to explore the reasons that forced them to quit the EMI program. The research was based on case study research design. She used non-random sampling strategy to select a sample. Data were collected from a public school of Baglung district that implements EMI for five years (2067-2071 BS.) and quitted from the year of 2072. In her study she found that the school wanted to implement EMI to stop the flow of students towards the private schools, to bridge the academic gap between the children of rich or non Dalit and poor or Dalit family, to improve English language proficiency of the learners and to make learners competent in English language as private school’s students and for teachers personal and professional development. She also found that it was really challenging to implement EMI in that school because the school taught the textbook of private publication which was expensive and parents were not ready to cooperate financially and there was a lack of qualified trained teacher to teach in EMI as well. Moreover, she found that EMI was implemented without making any change in usual condition which was the main reason to quite EMI in that school. In addition, she suggested that the well preparation and planning should be done before shifting EMI in school and should expect those things which can be fulfilled.

Bhattarai & Yadav (2015) conducted interaction on “At the Crossroads: Community Schools in Nepal” with the teachers from different thirteen community schools from Sindhuli district. After the interaction, they concluded that the community schools took a step to compete with private schools rather than closing themselves in the lack of students. Furthermore, they add that such a move at community schools for English medium instruction without adequate preparations and proper plan has brought them at crossroads, where they meet with different consequences than it was expected. While analyzing these facts, we can say that EMI is not only a potential to enhance quality in education,

surviving matter for public schools, and a desire to parents, it is also a challenge in our country because the government of Nepal has not yet been able to sustain a single educational policy in this multilingual country and it has not prepared the required mandatory for implementing EMI.

Khatri (2015) wrote an article based on his EMI classroom observation on, “EMI in Nepal: A Passport to a Competitive World or a Commodity to Sell? A Case Study.” His main objective was to find out the primary motive of shifting the MOI in Solukhumbu. In his research, he observed many EMI classes in Solukhumbu district during 2014/ 2015. He found the primary motives of shifting into EMI were, increasing students’ participation, enhancing quality of education and improving performance of the schools. He also found that public schools adopted EMI so that they could acquire more quotas for new teachers from the government. More strikingly, he found the teachers taking for granted that teaching in English helps students find job and participate in global community and believing that students’ progress in the English language contributes to more access to information and knowledge.

Although there have been conducted many researches related to language shift in the field of education and its challenges, these studies are not able to portrait the real classroom practices of EMI in Nepalese public schools besides its challenges. Therefore, this study aims to find out the current practices of EMI and perceptions of public school teachers, suggesting some practical guidelines for the effective implementation of EMI in real classes.

2.3 Implications of the Review for the Literature

Literature review is an important part of the entire research process. The most important function of the literature review is to ensure researcher read widely around the subject area in which s/he is interested. Thus, different previous

research works, articles, journals and books have been reviewed which have made me feel the need to carry out this present study.

In this study literature review has invaluable implication from selection of the topic to methodology and to drive findings. The theories and research works which I reviewed are all about the English as a medium of instruction in Nepal and talked about history of EMI and recommended some possible researchable topics which helped me to come to know the gap between what has already been said or found out and what has not said yet or to found out. It shows that any researchable topic gets background knowledge from the literature review because all problems may not be research topics. Similarly, theoretical review is implied; expand the knowledge of EMI like medium of instruction, English as the medium of instruction, what are the different perspectives toward EMI, policy and practice of EMI in the Nepalese context. It is required to find out the policy of EMI in the different documents. Different people have various perspectives toward EMI which were presented in the literature review section.

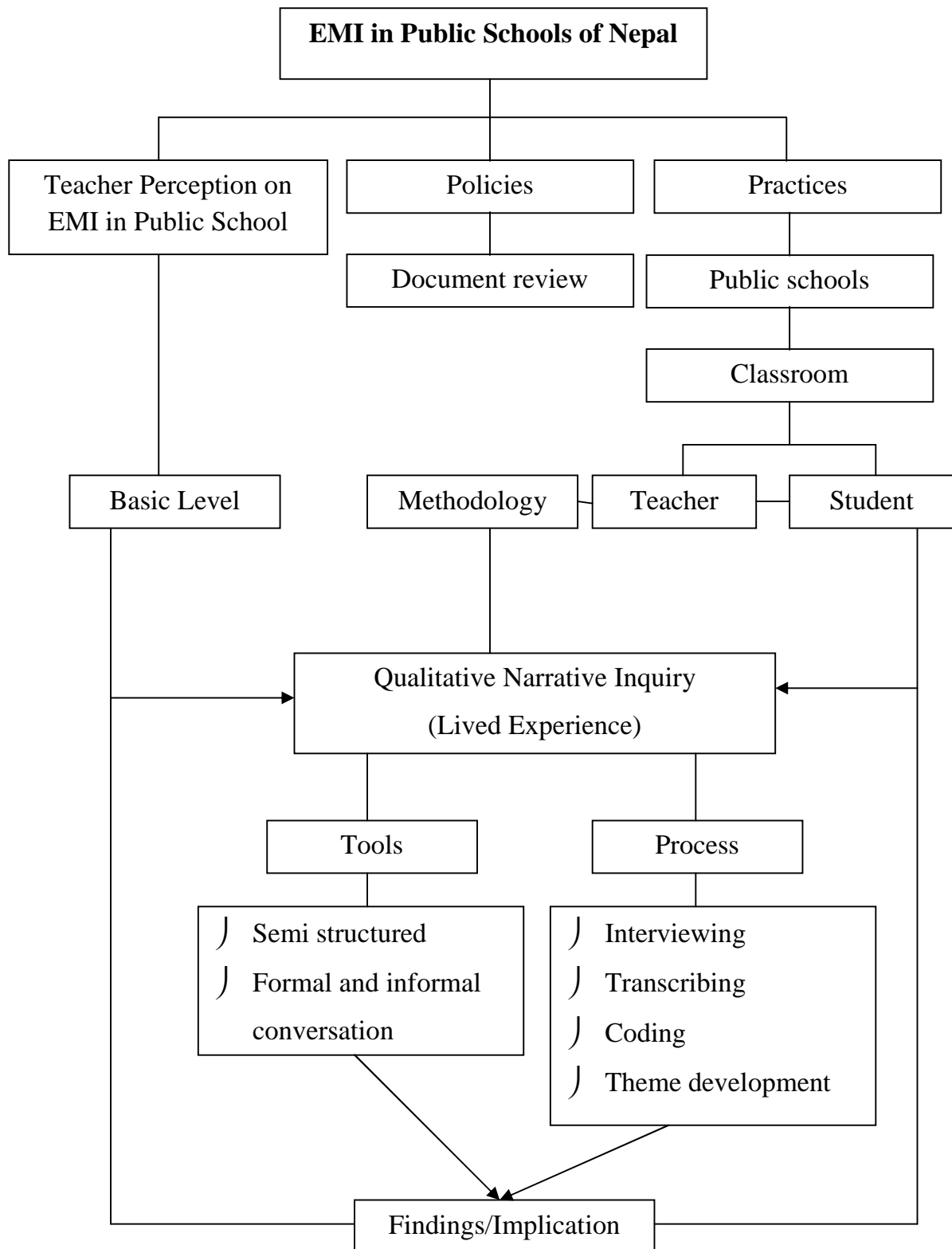
Empirical literature review is equally important for all operational steps. Basically, components of the study and their real examples were found from the empirical review. And it obviously became significant to collect and analyze data and also to derive findings. Beside literature review has implications to develop the better mechanism of academic writing. I have got lots of ideas of objectives, research questions, methodological procedure and other things too in order to complete my research. I consulted different books, articles, journals like Puten (2013), (British Council ,2008) ,(Dearden,2014) ,(Phyak ,2017), (Bhatta ,2012),(Lamichhane ,2017),(Bista,2015),(Gaire, 2017) and others too in order to develop my theoretical insight of my study. I have developed ideas about use of English language. In the field of education and about English language teaching among the above studies, the study by Dearden (2014) mainly provided me the global scenario of the case of EMI and provided me clear guidance to construct the questions for data collection. Similarly the study by Phyak (2017) helped me to revisit the language

education policies of Nepal. Likewise, the research work of Gaire (2017) and Lamichhane (2017) made me know what teachers, students, SMC and parents expect toward the shifting of medium of instruction from Nepali to English in public schools. Furthermore, Bist (2015) and Bhatta (2012) made me know that how the teachers in community schools perceive in our context and what is the attitudes of concerned people towards the shifting medium of instruction. After reviewing the literature, I got ideas of EMI policy practice of public school teachers and it also helped me to link the Nepalese context of EMI in my study and also to select appropriate research design, data collection procedures, analysis of data and interpretation of results. Hence, the review helped to identify gap between the perception and practice, design this study so as to minimize the gap.

2.4 Conceptual Framework

The conceptual framework is the basis of the research problem. It stems from the theoretical framework and usually focuses on the section(s) which become the basis of the study (Kumar, 2011, p. 53).

The conceptual framework of the present study can be presented diagrammatically below.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter is about methods or procedures I used to conduct my research study. The chapter mainly includes the design, selection of research site and participants, tools and techniques of data collection, data collection procedure, data analysis and interpretation and finally, ethical considerations.

To achieve the objectives of the study, following methodologies were adopted in the research process.

3.1 Design and Method of the Study

There are many research designs which are used to find out the truth to a problematic question. The leading scholar in the field of teacher education, Clandinin and Connelly (2000, p.34) state, “Formalist begin inquiry in theory where as narrative inquirer tend to begin with experiences as expressed in lived and told stories”. Though narrative is often ignored in teacher education inspired me to accomplish my study so the design of this study is based on narrative inquiry. To make my research sound, I adopted the narrative as my research design and followed the suggestions provided by the experts in the field of narrative to investigate the participant teacher lives closely. When I was inquiring with them about their personal and professional lives, I believed that narratives have the ‘enormous power to shape the reality’ as suggested by Spector-Mersel (2010, p. 208). The author further talks about the power of shared stories to create reality. He means that when a researcher inquiring with participants, the experiences these participants shared ‘invites’ their own life story than history. According to Schwandt (2007), narrative inquiry is the interdisciplinary study of the activities involved in generating and analyzing stories of life experiences (e.g., life histories, narrative interviews, journals, diaries, memories, autobiographies), and reporting that kind of research (as cited in Ojha, 2013). Similarly, Creswell (2012, p. 502) writes “In narrative

research design, researchers describe the lives of individuals, collect and tell stories about people's lives, and write narratives of individual experiences.” So in narrative inquiry research, life stories and people’s biography are the main subject matter of the research. For the educators who are looking for personal experiences in actual school setting narrative research offers practical, specific insights.

Thus, narrative inquiry is the powerful research design to understand how individual teacher makes meaning of their teaching environment, socio-cultural context. The experience they encountered during their student life and being an ELT practioner and engaging in teacher communities are vital to construct their identity.

Clandinin (2007) as cited in Dickinson(2012) provides list of factors that distinguish narrative from other qualitative methodology based on the her interview with researchers like Polking Elliot Mishler and Amia Lieblich a leader in the field of narrative inquiry. According to her, narrative inquiry deals with temporal development of lives and the unique history of people.

By observing the ideas provided by those renewed authors, I came to know that narrative inquiry is not the end product rather it is the ongoing process of narrating; people create and recreate their identities. It is through the story, teachers reflect their experiences and make a sense of their professional and personal lives which individually or collectively lead storied lived. Telling stories is a natural part of life, and individuals all have stories about their experiences to tell others. In this way, narrative research captures an everyday, normal form of data that is familiar to individuals. Thus, sharing stories impacted me and my study.

3.2 Population Sample and Sampling Strategy

Population is any group of individuals that have one or more characteristics in common and that are interesting to the researcher. According to Best & Kahn (2010) the group selected for the purpose of research is called population.

Sample, here represents a small proportion of the population. Sample are not selected haphazardly rather systematically. Sampling strategy, on the other hand, is the process of selecting few from the total population.

The population of the study included all the primary level teachers teaching in Parbat district, where EMI has been implemented. But this is a small- scale study, it is difficult to collect data from each and every respondents. So I selected four English language teachers teaching any academic subjects except Nepali subject from the same district, who have been selected applying purposive non-random sampling strategy. These participants were selected through baseline than classroom observation and after semi- structure interview were conducted.

3.3 Research Tools

There are different tools to collect data for the research. The data plays very crucial role to reach to the solution that comes from the analysis and interpretation in order to collect the data required for this study. To accomplish the objectives of this study, I designed semi-structured interview for the teachers and prepared observation diary. I took interview for eliciting the respondents' personal feeling, attitude, opinion, perception and experience about the targeted research problem. I selected participants and developed rapport. Before take interview, I prepared interview protocol and conducted interview.

3.4 Sources of Data (Primary and Secondary)

Data were collected by using various sources: primary and secondary. In this study, I collected data by using primary and secondary sources. The respondents were primary sources of data and the books, the articles and other documents were the secondary sources of the data.

3.5 Data Collection Procedure

Data collection is considered as the important part in the sense that without data the whole activity will become incomplete. The researcher should focus on the certain and systematic procedures while collecting data.

To accomplish the objectives of the study, the stepwise methodological procedures have been adopted. Primarily, I prepared interview schedule, consent letter and participation information form. Secondly, I visited the field and distributed those above mentioned required materials to the selected respondents. After getting permission, I took interview based on the questions and few additional questions, and recorded the data. Thirdly, recorded data have been transcribed and I visited field again to maintain accuracy and validity. Finally, I thanked all participants for their cooperation.

3.6 Data Analysis Procedure

The obtained data were analyzed and interpreted by using thematic and content analysis.

3.7 Ethical Considerations

While collecting data and after the completion of the study, the ethical considerations were kept in mind which is essential in the research works. My search was made for academic purpose. Thus, the findings and data were not misused. Before taking an interview, I took informed consent from my respondents. I clarified my purpose and built the rapport with them. Similarly, I

ensured them that their names, addresses and responses would be kept confidential. The data were protected and there was no risk of experimentation and data manipulation. To conceal the identity of the participant, I have used their pseudonyms, as Dipak, Ram, Hari and Sita in my research.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

In this part, the data collected through the research tools have been analyzed and interpreted following descriptive approach. The qualitative data collected through interview and classroom diary have been analyzed through the process of transcribing, translating and coding.

4.1 Analysis of Data and Interpretation of Results

This part deals with the analysis and interpretation of the raw data gained through the semi-structured interview and classroom observation. This study was carried out to find out perceptions and practices of English teachers of public schools where EMI were implemented. Similarly, it was conducted to get required data which could explore the various strategies used by teachers to teach at primary level through medium of instruction. I have used the pseudonyms to conceal the identity of these participants. The pseudonyms which I used here are, Dipak, Ram, Hari for the male participants and Sita for the female participant.

In this chapter the data collected through observation and narrative interview were analyzed. Recorded data which were later transcribed into written form translated into English and coded and thematized as per the objectives of the study have been analyzed thematically. The main objectives of the study was to find out the perception of public school's teachers of using English as a medium of instruction and to analyze the practice of teachers and students regarding the use of EMI in classroom language teaching .This research has tried to study in depth as possible. Data for the different objectives of the study are analyzed under sub topics.

4.1.1 Perceptions of English Language Teachers towards Medium of Instruction

Perception is an important factor in EMI because it infers teaching and learning, sometimes even reversed. In this modern era, English language is spreading rapidly around the world. It is essential for all learners to develop their language proficiency. The teacher Hari views *regarding that ongoing encouragement towards the English medium of instruction is the needs of the students and parents in global context*. In the context of Nepal and Nepal like the one country where English is taken as a second or foreign language; the great progress cannot be attained unless the teacher Sita *is positive about the use of English medium instruction to run with the world in the context of globalization and modernization*. Dipak said that *the overall goal of EMI is to help children acquire English language that enable them to cope up with globalization*. We know that English is spreading rapidly around the world. As 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” (Coleman, 2011b, p, 18). Another teacher Ram shared, *EMI is effective to develop the language skills of the students especially, speaking and writing skills of the students so it is necessary to provide English language development course for the teachers to upgrade their English language proficiency*. Most of the people are attracted to the English language. I used classroom observation and narrative interview with teachers as a research tool to understand and explore the views of teachers regarding the use of English Medium Instruction, its uses and practices in English language teaching process.

4.1.2 Teacher's Role in Effective Implementation of EMI in Public School

The effective implementation of EMI cannot be successful without the role of teachers. It depends on the teacher's performance in the classes. However, the people are attracted to the English language, the rapid spread of EMI does not imply immediate success due to the various reasons. For example, the study of Hamid et al. (2013), who examined medium of –instruction (MOI) policies in ten Asian countries, conclude that implementation of English is ‘fraught with difficulties and challenges’ (p.11). This theme presents the idea that most of teachers have positive perception towards the role of teacher is essential factor to implement EMI effectively. In this regard, Hari, who had been to teaching for more than seven years shared, *“I think without teacher's active role, EMI never can be successful, so a teacher should encourage and motivate the students to learn and s/he can use different techniques to make the students learn the content through English.”*

He shared his experience while teaching in the class, there was not any audio visual materials to teach English before implementing EMI in that school so, there was difficult to teach English language easily. But nowadays, it has been changed he has got little bit chance to use different audio visual materials like tape recorder computer and real objects to learn English for the students in the classroom.

From his articulation, we assumed that after implementing EMI, teachers have got chance to teach English through the use of new techniques and audio visual materials for the improvement of English language learning of the students. So, it is not only concerned their private and professional lives. But also helps to implement EMI effectively. In the same way, he shared that after implementation EMI, he could not have proper knowledge about the technologies and new techniques for his teaching preparation.

In the same way, Deepak expressed,

I had to teach all subjects in English medium in the classroom after implementation of EMI so it makes me difficult to teach properly. But nowadays throughout the different EMI training, I feel easier to teach English through using such types of materials in the classroom.

The respondent reflects strong and positive towards EMI. The narratives of his story cleared that if they have got chance to participate in EMI training, they can use proper materials and techniques to improve the English language of the students in the classroom. So, it helps to implement EMI effectively in public school of Nepal. Therefore, the teachers should be dynamic according to the situation to make easier and better outcomes form learning.

Throughout the discussion with next teache,r Ram believed that EMI can lead to effective content learning if instructional techniques (e.g. code switching between L1 and L2) are adopted, more time is allocated. Training to the teachers is provided and most of the program is offered in EMI. Ram shared *Teachers can prepare for teaching ask help and share ideas with other teachers, discussion about EMI and its result or better learning outcomes with educational and non educational stakeholders. This will be helpful for their professional development.*

Thus for effective implementation of EMI in his school, he shared his experiences about various techniques while teaching English effectively. When he was in problem, he asked with his collogues and shared the problem what he faced while teaching English in the classroom. According to this narration, teachers can motivate each other and share their ideas to prepare for teaching which is helpful to the learners and teachers to be an autonomous. To reduce the problem in teaching this happened in classroom, sharing experiences and different techniques are more powerful to develop self confidence in English

language teaching so teachers need to make harmony each other and motivate themselves for teaching. However, Sita said

English language is being necessary for today's learners and demand of parents for the public schools because it helps to enhance their four skills such as, listening, speaking, reading and writing. But in public schools, there is not properly implemented EMI due to various reasons, like, lack of subject wise training, lack of subject wise teaching materials, lack of fixed curriculum or guidelines. In spite of those problems, I have prepared my own strategy which is pair work, group work, individual work and discussion helps them to develop their language skill for better learning outcomes.

It shows that English language is great demand of the parents in the public schools but EMI were not properly implemented due to various reasons like lack of subject wise training, lack of guidelines and fixed curriculum etc. Such a situation made the teacher EMI practice very challengeable and extra burden too. Despite those problem the teacher encouraged by the EMI programme and taught through own strategy in classroom teaching to enhance the language skill for better learning outcomes of the students.

4.1.3 Teachers' Perception on Medium of Instruction at Primary Level

As the study of Phyak (2017) reveals that public schools are adopting EMI policy to help 'students develop their English language proficiency.' On the other hand, one of participants Ram perceive that selection of particular language as medium of instruction can be considered as the best way to express students' feeling, inner voice and to develop the proficiency of that particular language. Being based on my interview schedule, I asked all the participants

about the implementation of EMI at primary level whether it is effective or not. Language is a means to bring out the student's ability, so, medium of instruction also determine their ability to perform themselves. While taking interview teacher Hari shared that

Language is important to understand the content, so primary level is the base level of upper level or higher study where the students can learn new vocabulary sound, word, word practice and writing. So, in most of the case, I provide the chance to learn English vocabulary sound, new word and other activities which helps to enhance their English language ability and vocabulary power. When students are quite and nervous about making mistakes while speaking English and writing also I always motivate them to do through showing pictures and examples. In my view, at primary level EMI is related quality education so we should focus on EMI that should be done effectively.

The above excerpt from the interview shows that the teacher viewed positively. It means primary level is the basic level for upper level or higher level study to learn. So, the teacher motivates the students to do practice more through pictures, examples and facilitate their mistakes of nervous students. He provide chance to learn new English vocabulary and speaking skills to enhance their ability in a proper way. The teacher argued that EMI helps to develop the language skills of the students so it is necessary to be quality education at the primary level and implemented effectively. EMI is the need and demand of students and parents in community school and global context. Training is necessary to implement EMI effectively. Furthermore, another participant Sita said,

Teacher needed refreshment training of EMI time to time and training to the teaches should be class wise and new or upgraded training according to curriculum changes, refreshment training, psychological counseling, etc are the needed at primary level. I suggest that government should give EMI training frequently to all teachers of public school of Nepal and it should implement EMI in all public schools from pre-primary level.

From the interview, she argues that class wise, subject wise upgraded trainings are needed for the teachers at primary level to implement EMI effectively.

While asking science teacher about the challenges in teaching he too shared the experiences when he felt too much difficulty to make the text sensible to the students. Students are feeling comfortable to learn translation method only. It was the main problem to make the students understand the sense of English text which happens due to the poor English language proficiency. Similarly at primary level, MOI is the best way to learn English effectively so, teacher should focus on knowledge and skills to teach through it properly. Further, teacher Ram added,

MOI does not matter at primary level, but knowledge, skills and attitude should be focused than MOI. Teacher should teach children in friendly environment through games, stories and pictures description and teacher should be trained in English medium. So, I always focus on those activities to create learning environment in my classes.

Furthermore, there should be choice of MOI (English /Nepali). If this opportunity is given to guardians and students, the selected learners will

participate and the quality of English language will increase due to their internal motivation.

While analyzing his story I found that if teacher creates the friendly environment inside the classroom, students participate in such activities to learn English. Similarly, to motivate the learners, and make equal participation there should be choice of MOI (English/Nepali) for quality education. One of teacher shared about the parents views, parents are predicted better future of his child in respect to EMI implementation. They faced the problem because their child did not want to go to school daily due to the difficulty in completing homework. Student lost their interest in learning because he did not understand the lesson in the class and felt burden. So parents focused on linguistic difficulty of students and need of child learning environment. In this regard teacher Deepak explained

In my point of view, according to demand of time and people in the context of globalization, to teach in English medium teachers need to practice more time for the students work as hard as the teachers in private schools do. English medium is required but I felt comfort to teach in Nepali medium because I have compelled to teach all subjects except Nepali in English medium so we need to get subject wise training and sufficient resources to develop our English language proficiency.

According to his narration, English language is more important. It is need and demand of time that's why public school teachers need more practice in English medium. Similarly, he compelled to teach all subjects except Nepali in English medium due to lack of subject wise training. So, public schools should consider to provide subject wise training and manage the teacher's problem properly for better implementation of EMI.

4.1.4 English Medium of Instruction for Quality Education

English is the global language that works as a main weapon to compete in the global market. As this is the 21st century, age of science and technology, English is being the most important international language. People of the country like Nepal also give more emphasis on English language or EMI rather than Nepali or any other languages. 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. Quality education is another theme which was generated from the teacher narratives. The stories that teachers told the strong sense of becoming an English language teacher to teach English for developing language proficiency of the students for their quality education. In the narratives, Dipak shared,

English language competence makes our children able to get job opportunity in their own choice in future. They can work easily, either in the nation, or in foreign land. As reference, In my experience of past time, when I was young, I was searching good job in market I felt the extreme need of English language to get better job so, English language is being most important to make the students genuine and students can adjust at any corner of the world.

From his view, it is clear that the need of English in this competitive world is important where use of English is being compulsory to be kept in touch with the various inventions of science and technology. Competent in English is the foremost thing to get higher level job. In the same way, some participants' stories reveal the passion in English so English language competency is the strong desire to send their children in private school for their better English language competence. But after implementation of EMI in the public school, parents are ready to pay the extra fee to invest for the better quality education

and they are ready for their students and children development. As the narrative, Ram expressed that he has inner desire to become a professional teacher for the quality education. He said,

Quality depends up on various things, like learning content and other skills the students need for their lives. But attaining the goals of curriculum is related to quality, it does not matter in which language they learn at primary level. But EMI is not implementing properly at primary level because students feel difficult to learn English. They are not ready to learn all subjects in English and also there is not proper environment for learning in English medium. Still we can say that English language is the key to open the outer world and if the students learn everything through English, it is of course beneficial.

Furthermore, he said that teachers do not work hard and their existing knowledge is not sufficient for English medium teaching. His interview indicates that EMI is not being quality education at primary level due to lack of proper learning environment and students feel difficult and did not understand the lesson taught in English. Moreover, English language is the key to open the door for future life so teachers should encourage the students for learning English and motivate them towards learning. In non native context, to implement EMI is one challenging job so, the school administrations as the well as teachers need to be aware about the ideas of Sita,

EMI is an effective way to get quality education; it is mostly used to develop English language proficiency of the students but sometimes it is quite difficult to develop student's language proficiency due to their mother tongue. To solve this, we should work hard to make our students

proficient in English. We have different strategies to be followed. We can use English native speakers recorded voices, movies, English teaching classes, English speaking games, and so on, which will motivate our students to participate in English speaking activities.

From above mentioned experiences we can say that EMI is helpful to develop English language proficiency of the students but sometimes it is quite difficult due to their mother tongue. So, it is expected that teachers work hard to make students proficient in English. She further added that with the growing demand of English education in present situation parent's expectations from the school also directly being related with their children's ability to understand and use of language. Hari respondent that:

Teacher would be active in English language teaching and would be better proficient in English language as expected for the student's competitive learning with that of private school. Then parents also believe the quality education which is provide from public school and they were ready to pay extra fees for providing their children the better quality of English education.

From his narration, we come to know that parents are ready to invest more for the better quality education and teacher's active participation is important to maintain the quality in the classroom with the use of EMI.

4.1.5 Development of English Language Proficiency through EMI

English teachers have basic language skills and competence regarding English language proficiency used. Language teachers have accomplished and developed certain degree of language proficiency to make their instructional

strategies more effective. Those teachers who have been teaching in Nepali medium for years have expected that any types of orientation programme, particular teaching before the implementation of EMI programme and during practice is to be conducted so that the real classroom practice of their English language proficiency can be developed. One of the teachers Hari shared his experience about it, *yes; sure I even had English language classes with one of my colleagues, teaching English for about a fortnight in the beginning. Then I got better understanding in English language which has helped me to teach.* While taking interview, another teacher Ram said:

It was expected that our English language proficiency would be developed some trainings or such any opportunities would be provided which could help to develop us professionally. So, it was expected that parents would regularly, be interested to the programme would cooperate with school management committee members and administration. As a result the language proficiency would be developed and competitive, students would be produced.

According to them, teachers are interested with the concept of EMI and they hope that they also would be competent in English personally and professionally. Dipak shared his experience

While I was teaching science using English language, students felt difficult to understand the content due to their low proficiency of English. So, I expect that children' English language ability would be improved, they would be hard working on their study and developed to be more competent after the EMI implementation

From his experience, teaching science through English is challengeable because students feel difficult to understand the content due to their low

proficiency in English. So, he expects students work hard and develop their ability to be more competent in English. As we know that EMI is helpful way to develop English language proficiency, students need to be laborious and serious in their study. From the observation, I found that Hari is fully competent in English language. He has ability to use English appropriately and effectively in classroom and easily over come from language related general issues. Similarly, teacher Sita and Ram are not fully competent. They use English language while teaching but they have wrong pronunciation and grammatical mistakes in classroom. In this way, how can they tackle the problems of classroom so they cannot challenge such types of problem which happen unknowingly in the classroom,

Teachers, who have sufficient skills and innovative ideas, are more competitive and confident to teach English effectively, they can easily handle and overcome from obstacles. However, they do not use English language constantly while teaching and they do not explicitly speak English. While I am taking interview Sita, she articulated,

EMI was implemented because of today's demand of English in the world. English is widely used language so, parents also wanted to have proper EMI in the public school of Nepal to make their children more competent in English. If the students were taught in English medium their English would be improved and would get better job what they want to be in the future. That's why I think teacher should be had those language competence which is needed for public school teacher, which makes the proper implementation of EMI effectively practiced.

From the interview with teacher, it can be interpreted that teacher expects their students to have good language proficiency which can make them competent in

modern era. That's why teacher expects that EMI practice is obviously good to bring remarkable improvement in English language competence of both teacher and students and also it is thought to be the foremost weapon to compete in the global market.

4.1.6 Facilities and Trainings for Teachers

This theme presents the idea that most of the teachers have positive perception towards trainings and facilities in English medium of instruction which are given by school. But due to lack of infrastructure and other problems they do not used properly in the classroom teaching. In this regard, Sita said,

I try to implement the knowledge and skills of training in the class what I learned in the training phase, which had given by DEO and Child Nepal organization. Language teaching and learning will be interesting, easier and long lasting through different activities while I have used those techniques in the classroom teaching what I learned in the training. But lack of proper teaching materials and time, I cannot use my training and skills effectively inside the classroom.

According to her, because of lack in proper teaching materials she cannot use training skills effectively but she always try to implement the knowledge and skill in his classroom properly which has been given by DEO and child Nepal organization. We can say that if teachers are not be updated to the new innovation in science and technology it is difficult to make teaching scientific and suit for the time. Another teacher Ram shared his experience about the training and facilities which he has taken from school. He said:

Actually, I have more than ten years teaching experiences and I am implementing EMI for those four years only. For the first time there

were not any facilities and training for the teachers. In spite of that situation, I loved to teach the students for their joyful learning and wanted to do new activities with them. I was highly motivated to implement EMI for the professional purposes and want to develop the English language proficiency of the students. After implementation of EMI in the school, trainings were given us which are fruitful and effective for our daily classroom activities which were given by Municipality and other institution.

From the teachers' side it is expected they should be provided more opportunities to participate in the EMI trainings for their professional development. They should be encouraged to teach the students through their own strategies to make effective English language environment for enhancing the language ability of the students. To put one of the teachers Hari spoke,

Training makes us refresh to motivate our self for capacity building and our professional development. We got no more subjects wise training as expected. As a science teacher, I did not get any ideas to teach science using English language. So I feel difficult to teach using EMI in the classroom. That's why I expect to get subject wise training to develop English language proficiency and to use materials in a proper way in the classroom.

He shared his experience that teachers work for years they are habituated to teach in Nepali language. In this situation how can we teach effectively so, such situation makes the teachers EMI practice very much challengeable. So, we teachers need to work hard and look for effective implementation of EMI.

Training motivates us to develop our teaching and it makes us refresh to build our capacity for better implementation of EMI. So Deepak has expectation to get subject wise training and other trainings from the school. Deepak added,

The teacher should be well trained for effective implementation of EMI but sometimes training was not effective to deliver content knowledge appropriately. For improvement of English language of the students and teachers, SMC members and head teacher motivate us in teaching and provide facilities or training according to our interest and need.

From his view, in lack of proper guidance and trainings in English language teaching. Pedagogical preparation and refreshment trainings, teacher faces challenges in teaching English and delivers the content knowledge appropriately. That's why teachers should be well trained and provided with trainings by the school for the improvement of English language of the students.

4.1.7 Problem Faced by the Teachers

English medium of instruction (EMI) is a complex educational innovation in non-native context. It requires prerequisite for the effective implementation. So, because of lack of prerequisite things the teachers and students are facing lots of problem. However, in order to find out whether the teachers are facing any problem while teaching through EMI, Hari mentioned that,

The most frequent problem is that their students understand the content but they cannot interact while using English. They understand the lesson but cannot write properly and do not participate in class activities.

While I have been teaching there is a multilingual background of the students and they do not have English environment at their home. In this

situation I felt difficult to manage the classroom and teach all subjects in English except Nepali.

From above narration, it is clear that in the EMI classroom most frequent problem is that their students cannot communicate in English but they understand the content. In this situation teacher compels then to use multi language and overall the classroom becomes unmanageable. So, to minimize those types of problem public schools should manage classroom in proper way and teacher also need to become active for the student's well participations.

Likewise Sita said:

While teaching through EMI, I faced one of the major problem that the student's low proficiency in English language. The students who are good at English can learn the content easily in the class. But low proficiency of students in English language hampers the students' learning of subject matter though they are good at other content subjects like, mathematics, science, computer science, health.

In this regard, one of the major problems she faced was the student's low proficiency in English language but some students are good in English. In this situation for the effective and proper implementation of EMI teachers and schools also provide them extra class to improve their English language. Another teacher Ram also has similar types of problem in the classroom. Ram shared his experience,

The students commit grammatical errors in their speech and writing and poor students cannot understand core curriculum and they cannot express their ideas freely in the classroom. Likewise, some students understand the subject matter but they cannot communicate in the class

with their teachers and friends freely due to their MOI, they cannot write precisely in examination.

While analyzing his story, I found the similar problem as Sita has faced. The students commit grammatical errors in speech and writing because of lack of practice at home. Student feels difficult to express their ideas and do not want to communicate with teachers and friends due to their MOI. So, to reduce those problem teachers and parents both should focus on their problem and motivate them to engage in the classroom activities. Another teacher Dipak said

I think such students faced many problems such as difficulty in expressing their views, ideas, answers, as well as main problem was that they could not write properly in exam, though they knew the content and they have to consume more time to comprehend the lesson because of the MOI, and there occurs the problem for whole class.

It shows that, there is a problem that students cannot write properly in exam although they know the answer. Furthermore, in public school above problems happen in classroom while teaching through EMI. So, they need to focus in reducing those problems and considering for effective implementation of EMI.

4.1.8 Practices of EMI

This section is concerned with the practices of EMI at primary level in public school. Every language teaching is rich with teachers and pedagogical practices of teaching; most of the teaching approaches are suited to arrange engaging and effective practices of English medium of instruction. This theme is created from the note of class observation and interview. During the observation, I found that most of the teachers have similar ways of teaching, teaching materials and same types of techniques which they use in daily classroom.

However, they agree that EMI facilitates for quality education and report in interview that they use EMI. I have observed eight classes of four teachers and their usage of English language at primary level (1-5) teaching.

4.1.8.1 The Use of Teaching Techniques

In order to find out the techniques used in EMI class, I observed four classes of different subjects where teacher were using English language. Then I had got the similar types of data where most of the teachers used teacher centered techniques but sometimes students were involved in group work and pair work while teaching. It has been found that one of the teachers used individual work while teaching. As seen in the following classroom vignette.

Classroom Vignette 1:

I selected Shree Janak Secondary school at first for data collection. Then I reached school at 10: 00 o clock. When I reached there, assembly was started. I looked all the activities in the ground. After that all the students went to their classroom. And teachers also went to the office room and greeted the all teachers of that school. Then I talked with head teacher about my research. Then he asked to show the consent letter which was provided by college. Then I showed the consent letter and he told me that you have talked with English teachers. Then I met the English teacher of class five and requested him to allow observing his classroom on July 14, 2018. He easily gave me the permission to observe his classroom. He also informed me that his second period is in class five and he talked with me about my research. Then I also asked so many questions about his teaching career, school environment, student's ability in English language likewise, about English medium of instruction, use of English language. In the second period, we entered into the classroom together. We both greeted the students by saying good morning class and they also actively replied us. Then the teacher introduced me with students and informed them about my research and I am there for data collection.

After that, the teacher talked about previous class by asking some questions. Then, the teacher started the class by saying open your book and turn your page n. eight dear students. The topic of that day was Tense (present tense).’ First of all, the teacher tells them to listen carefully and started the class by giving the definition of tense. Then he started the class from simple present tense with its definition and he also tells them time adverbials which are used in simple present tense like sometimes, often, usually, always etc. Then, the teacher makes some sentences like “I eat rice”, “she goes to school.” He asked some students “Did u understand?” They said, we feel difficult to understand sir. Then teacher translate the sentences into Nepali and tried to understand them clearly. After that, teacher called individually to make two sentences using simple present tense. Then he checked those sentence what they made and helped by using Nepali language to clear each student if they felt any confusion and he also translate those sentences into English which are made by students. He focused them individually and taught them individually. Furthermore he shared his experience, “*students here are not able to understand us and though we tired with full effort. We felt too difficult to make students understand the English text and grammar. So, they used to translate questions in Nepali. It was difficult to them to express their response to the questions in the classroom or even in examinations.* Before the teacher’s active participation all the students were active but the class was quite noisy. When there was five minutes left he told them to make five sentences by using simple present tense as an assignment. When the bell rang we together came out of the class. I thanked the teacher for providing that opportunity to observe his class.

The above classroom vignette shows that English teacher were involved the students in a individual work to fulfill the objectives. The data shows that teacher used GT method to teach grammar in his classroom to make his understand the content clearly. But most of the time students felt difficult to understand the English language and felt uncomfortable to learn. So that if students are focused individually based upon their ability, the students will be

able to learn in English. The data from the observation of other teachers show that teachers used teacher center techniques rather than student centered techniques. But sometimes they used pair work, group work and discussion to enhance the English language of the students in their classroom. From the data obtained, for the effective learning and teaching discussion, pair work, individual work and group work among the students and teacher is the best way to learn English appropriately for a long time. So, if teaching is focuses on student's ability individually the class will be active and all wil understand the content in English. Without teachers and students active participant EMI is not implemented effectively. For the EMI as a quality education teachers, students and SMC members plays vital role to implement effectively.

4.1.8.2 Use of language in Classroom

Language is the tool in EMI classroom to deliver content knowledge along with learning of that particular language. When I observed EMI classes, I found most of the teachers and students are using bilingual approach (Nepali/English). As seen in the following Vignette, the teacher was used bilingual approach.

Classroom Vignette II:

After the morning assembly, I and the teacher entered into the grade four classes on July 15 2018. When we reached there all the students stood up and greeted us “good morning teachers.” The teacher warmed up the class by asking how they were that day. After that the teacher opened the textbook pages and wrote the topic “Introduction” (page no 6 from the textbook) on a whiteboard. The teacher revised the lesson briefly. He said, “We learned about family” and asked some students “what types of family do you have?” some of them gave answer but some of them were feeling difficult to give the answer in English. Then after, teacher repeated the questions in Nepali “*Pariwar dui parkarka hunchan ti hun ekal pariwar ra sayukta pariwar e madhee hajurharu*

kun parima basnuhunx?” .Some of the students gave answer in English “I have big family sir, in my family there are eight members in my family”.

After revising the previous class, the teacher entered into the topic. The teacher started the class by giving his introduction thoroughly. Then the teacher involved the students in individual as well as group activities by involving them to give their introduction each other. The teacher came with materials in the class; he hanged that material (chart paper) on the wall written in points “Introduction of different people.” He explained each of the items in English by giving different examples as well as by showing the pictures from the book. But sometimes the teacher switched and mixed the code while explaining to make understand the students. After explaining about the introduction he asked the students to tell their introduction individually and also involved them to introduce each other in a pair. In the discussion, the students were free to tell about their introduction in Nepali and English. Sometime lated the teacher asked each student to tell their introduction one by one based upon the topic as “Introduction.” The students also tried to speak English fluently and they tried to give their introduction nicely. But some students felt difficult to speak English. For e.g one of the students said, “*Mero name Hari ho, ma Char kashya ma padchu, mero ghar kunapa 10 ma parcha.*” Likewise, most of the students gave their introduction related with their personal things. At last, the teacher summarized the lesson in English and Nepali language and ended his class by giving them writing homework about their introduction. He said that, “*Though we tried to teach in English being prepared a lot, students did not understand the lesson taught in English. So, they pressed to translate the lesson in Nepali. I teach an English lesson in English as effectively as I could, but I got pressure by students and even by parents to translate the vocabulary and their meaning and also make them memorize.*”

The above vignette shows that, students were actively involved in learning when the teacher divided them in pair and try to give their introduction each other based on the topic, the students learned through discussion and from the

chart paper. The students understood more when the teacher gave introduction himself by different examples. Furthermore, the main points given on the chart paper and board made the students easy to learn and remind. So, we can say that even a small material in teaching may help lots in learning. However, he argued that he often comes with materials because it is so much helpful to deliver clear concept about the subject matter in English. Similarly, he said that without teaching materials teaching is meaningless so we can say that the materials also play to very important role in learning through the particular language.

Likewise in my observation, I equally focused on their practice of EMI whether it is implemented effectively or not. Meantime I came to see that, the teacher uses Nepali language by giving more examples to make understand the content properly. After that the students were ready to give the answer of their question in Nepali as well as in English. The teacher compelled to switch and mix the code to make students clear about the content. The classroom vignette and discussion with teachers' shows that they adopt bilingual or flexible approach to develop linguistic knowledge of the students in EMI classroom and teaching materials helps to engage them in the lesson rather than monolingual policy.

4.1.8.3 The Use of Teaching Materials

Material is an effective source to deliver the content knowledge in the particular language. Teaching cannot be effective without the use of teaching aids. "Materials are invaluable for young learners and teachers of children find that they constantly use them" (Ur, 2009, p.191). So that teaching materials play an important role in learning which can be used in teaching learning activities. I observed four classes of two different subject teachers and also took interview with them at primary level where their usage of teaching materials in English medium of Instruction in their classes.

Classroom Vignette 3: Living and Non- living things (science)

After I observed social class in third period, I and teacher entered into the grade three classes to observe his class on July 16 2018. When we reached there all the students stood up and greeted us “Good afternoon teachers”. The teacher warmed up the class by showing pictures. After that the teacher opened the textbook pages and wrote the topic “Living things and Non –living things” (from the textbook) on the board. The teacher revised the previous lesson in English she said, “We learned about animals yesterday” and asked each student to solve problem from the given exercise. He checked the exercise of some students.

After revising the previous class the teacher entered the topic and showed the pictures related with topic which he pasted the chart paper on the board. Then he asked students to guess the topic and explained and showed real objects to clear them about the topic. After that he divided the students into group and tries to find out other related things which are not presented the class. Then, the students were happy to search new things outside and inside the classroom. After that they found lots of non-living and living things which makes them to understand the lesson clearly. Furthermore, the teacher explained the topic by using different materials like chart paper, showing videos, real objects which they found to clear them about the topic. Then he told them to write 10/10 examples of living and non – living things. Then he checked whether they wrote correct or not and provided them feedback.

In the narratives interview, he said “*I usually search real objects, other pictures and videos from the internet and used in the classroom according to the need of learner.* Moreover, he used to go field with their students to show real objects which are related to the topic and students feel comfortable and easy to understand the content by going in the real field. So, English teaching and using those types of materials helps them to get new tricks to create new ideas.

Classroom Vignette 4: Conversation (English)

After I observed Science class in fourth period, I and teacher entered into the grade five classes. When we reached there all the students stood up and greeted us “Good afternoon, teachers.” The teacher warmed up the class by asking how they were after that the teacher opened the textbook pages and wrote the topic ‘Conversation’ (from the textbook) on a whiteboard. The teacher revised the previous lesson briefly in English. After revising the previous class the teacher entered into the topic but the objective of the study lesson was not clear. The teacher was teaching conversation in grade five. He did not use any kinds of materials but he divided the students in pairs and told them to make conversation by asking each other to use “Hello” “how are you?” “I am fine” “It’s ok” “Thank you.” After that he facilitated them whether they felt difficult and did mistakes. Similarly, in the second day, he taught grammar in the same class but he did not use any materials to teach English language.

Correspondingly he did not use teaching materials in his all class. In the first meet, he told me that frequently use materials in his teaching. In the interview, this teacher commented *I generally use daily used materials only to teach the subject matter in the classroom, I have not proper ideas to use new kinds of ICT materials related to the content. So I used only daily used materials in the classroom.*

The above vignette shows that materials are helpful to create new ideas in learning and it plays important role to understand the subject matter easily. So, here science teacher involved the students to participate in the field and showing real objects to clear them on the subject matter. In his class, students were actively involved in learning when the teacher showed different real objects and they learned through discussion. They understood more when the teacher involved them in field to see real objects and by giving different examples. Furthermore main points and attractive materials made the students easy to learn and remind for the long time. But another English teacher did not use in his class room because of lack in training to make new kinds of ICT

materials to use proper way. That's why he used only daily used materials in his classroom. I think he is lazy to make materials daily but he taught very well to give content knowledge for the students. So, we can say that a small material can motivate the students to learn lots of things and to create new innovation in learning. That's why, nowadays materials are being effective and creative things to enhance the ability of the learners and motivate the students to learn more effectively. For effective learning, we have to know about the importance of materials in daily classroom activities for the better way to teach the students to gain knowledge according to their interest and level.

4.1.8.4 Gap between Perception and Practice of EMI

During this study, I had tried what effects are reflects on students learning through EMI practice in public school.

When we see the policies regarding the use of EMI, SSRP has made the policy to use English or Nepali or both languages as a medium of instruction. As a result many schools have implemented EMI. However, there is only the name of EMI in most of the schools. In researched school there is also using EMI but it is not found the use of monolingual policy of EMI. It is found that in most of the classes' teachers and students use Nepali than English. The teachers said that they use enough materials while teaching to make students understood but there is not found the proper use of teaching materials to make the students understand the content easily but only one teacher is using teaching materials in a proper way to make the student's learning environment joyful.

While observing the class, I found that teacher used daily used materials and sometimes only few teachers used audio-visual materials in their classroom. Some teachers used only textbook material in EMI classroom which is great challenges to the teachers and students for the effective implementation of EMI. I saw that some teachers used most frequently group work, individual work discussion and sometimes using teacher centered to teach English in the

classroom. In this situation, students are able to learn English but not able to learn properly throughout teacher centered techniques. They used bilingual approach (Nepali and English) and translation method to teach English in EMI classroom. We can say that while observing the class, I did not see there is really EMI being implemented or not. EMI is necessary in the public school of Nepal but there is not implement EMI effectively. There is gap between perception and practices of EMI in public school. Lack of fixed curriculum, subject wise training for the teachers and due to low proficiency of students and teacher, EMI would not be developed as a quality education in the public schools of Nepal. While taking interview with the teachers some of teachers said that they use materials properly and use English language while teaching but while I was observing their class I found that there is not use English language as they said. So that teachers are required to get training, qualified, speaking zone should be created and more exposure should be provided for the effective implementation of EMI. If it is provided in the public schools, EMI is effective for quality education and beneficial for learners who want to learn and be competent in English.

4.1.9 Further Suggestion for the Implementation of EMI

While I finished interviewing with the teachers I asked all the teachers in common to provide overall suggestion for the effective implementation of EMI, where teachers said that *EMI is helpful to enhance language skills and for better proficiency in English in students. That's why EMI policy has been implemented in most of the countries where English is spoken as foreign language. In today's context it is good to implement EMI, but proper resources and regular training to the teachers in necessary. It is supportive to enhance English language in students and attract more students in public school because most of the students go private school for it.*

Teacher Hari suggested that *Implementing EMI is not bad, rather it has positive impacts on the guardians and students, but proper plan and resources should be available in the school. There is no projector and lack of ICT knowledge, we are unable to show audio-visual materials that's why it effects on student's learning they could not learn permanently. So Government should be available ICT training for the better learning of the students through EMI.* One of them, Sita said that *“School should manage the playing materials, should take the students in different places for visit and should create English speaking Zone in the school for the effective implementation of EMI.”* Head teacher said that *some of the teachers did not work hard and their exciting knowledge was not sufficient for English medium teaching. So they need to practice and spent more time for the students for effective implementation of EMI.*

From above respondent's view on EMI for effective implementation, they suggested that EMI is helpful to enhance language skills and better proficiency in English language of the students. So for the proper way to implementation of EMI, resources, proper teaching materials and regular subject wise training to the teacher is needed. Moreover, to enhance the English language of the students teacher's hard work is needed for the effective teaching. They suggested that ICT knowledge is necessary to show audiovisual materials and important factors to implement EMI effectively. The government should be fixed curriculum and EMI policy has been created or selected to implement as a similar way in the all public schools of Nepal.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter concludes my study which I have drawn from chapter I to chapter IV. It is all about the brief description of my research study. Especially, the final chapter discusses the main findings of the study presented in chapter four. It deals with the major findings of the study, conclusion and recommendation to the policy maker, teacher educator, female researchers, and ELT practitioner. The study intends to find out the perception and practices of public school teachers in English Medium of Instruction.

5.1 Findings

Regarding perceptions and practices of public school teachers in English Medium of Instruction, I found the lived experience they shared me were highly accounted. Stories, a form of discourse provided me the huge amount of insights for understanding about English Medium of Instruction closely. In this part, I have thus presented the findings on the basis of the narrative reflection and semi-structured interview. Moreover, I have tried to present the main theme of research, findings separately that stemmed of the data analysis, research objective and research questions.

5.1.1 Perceptions of Public School Teachers in English Medium of Instruction

-) It is found that most of the teachers are positive towards the implementation of EMI. Encouragement and motivation are the key points for the progress of the students.
-) For the effective implementation of EMI, I found that teacher's role is important to encourage and motivate the students to learn. Teachers feel difficult to teach all subjects but throughout the different EMI training teacher feel easier to teach English in the classroom. Teachers are the

role model to facilitate the students for self-learning. But lack of fixed curriculum and guidelines, lack of proper resources, teaching materials and subject wise training EMI is not effectively implemented at primary level.

-) Teachers motivated the students to enhance English language ability through pictures. They needed practice more and subject wise trainings to be more competent for better learning achievement.
-) English language is being most important to make the students genuine and students can adjust at any corner of the world. So parents are ready to pay the extra fee to invest for the quality education and they want better English language competence of their children through EMI.
-) Most of the teachers perceive EMI helps to develop English language proficiency. Teacher expected that English language proficiency would be developed throughout the training and parents would regular to be interested the EMI programme for their children would get better job in the future. They claimed that they mix and switch the code to make students interactive and collaborative and they perceived, that is the best way to make understand the content.
-) Before implementation of EMI they did not get extra facilities and training that's why teacher has expected that proper training and opportunities would be provided which could be beneficial for personal and professional development. But lack of materials and time they did not use training skills effectively in their teaching.
-) It is found that most of the students use bilingual approach in learning for the ease of them to learn. Due to MOI teacher felt difficult to teach English and other subjects like science, social and mathematics and Students cannot communicate, interact and did not express their ideas because of their low proficiency in English. Furthermore they could not write properly in exam though they knew the content and consume the more time to comprehend the lesson.

5.1.2 Practices of EMI in Public School Teachers at Primary Level

-) While observing the class I saw most of the teachers used teacher centered techniques but some of them using individual work, group work, pair work and questions in teaching. Similarly, students and parents forced the teachers to use translation method to teach English text. It creates the teachers difficulty to make the students understand English text who were habitual to learn through GT method. . It made the teachers thought that EMI is not implementing effectively
-) Most of the teachers said that they use audio-visual materials in Teaching. Classroom observation reveals that the teachers mostly use printed material (textbook) rather than audio-visual materials. However one of them, science teacher used properly real objects and participate the students in field work based upon the subject matter. But one of them English teacher did not use any kinds of materials due to lack of ICT training and ideas about use of materials in the classroom teaching.
-) While observing the class I found that most of the teachers used bilingual approach (English/Nepali) to understand the content for the students in EMI classroom. Teacher said that they switch and mix the code to makes understand the content clearly. There are some teachers who want to teach in English but compelled to teach through using bilingual approach due to low proficiency of the students. However, observation shows that most of the time the teachers used Nepali language rather English language or monolingual EMI policy.

5.2 Conclusion

EMI is increasingly being practiced in education as it provides bundle opportunities for upward mobility. English has a great impact in the private sector of education for a long and gradually it has influenced the public sector of formal Education in Nepal. Due to competitive situation between private and public school and need of the time to interest of public schools and parents,

now a days EMI seems implemented rapidly as it is allowed by the education policy.

Interpretation of the data and the results can reveal their narratives. The results can help me to draw out the conclusion of my research. The main aim of my study was to find out the perception of English language teachers and analyze the practices of EMI in public schools of Parbat district. In school where Nepali language have been used to instruct the students at primary level. It made the teachers thought that EMI is not implementing effectively level. As more, the classroom observation reveals that textbook, chat papers, real object only the material in EMI classroom and only bilingual approach used which is the great challenge to the teachers and students for the effective implementation of EMI. That's why for the effective implementation of EMI in public school, multiple teaching aids are important. While teaching they applied group work, discussion, individual work respectively and they use the English to motivate and encouraged their students for effective practice of EMI. This study reveals that most of the teachers are positive towards EMI in public school but lack of proper training, technology, resources and materials, EMI is not being practiced effectively. Students are indeed generally in favor of using English exclusively but they cannot express their inner voice though they understand the content. That's why EMI should be practiced effectively for the student's better learning in English.

EMI is necessary in the present situation of education and public schools either for growing demand of parents to survive among private school. That's why according to their perception, to reduce the gap between EMI policy and pedagogical practice of EMI, there is should be provided trained teachers, support from the government, proper management of financial, fixed curriculum and ICT training for the teacher so adequate preparation helps to EMI to implement effectively.

5.3 Recommendations

On the basis of the above mentioned findings, the following recommendations have been proposed. The recommendations have been categorized into three different categories.

5.3.1 Policy Level

On the basis of findings and conclusion, following recommendation can be purposed at policy level.

-) Nepal government should make EMI policy to provide better financial, social and institutional support for fixed criteria to implement EMI.
-) Private publications have no uniformity in textbook. So, the curriculum policy should be informed for EMI in general public schools and all Nepali medium public schools have same types of curriculum and textbook. But implement public schools have adopted the textbook as their wish. That's why it needs separate uniform, curriculum and textbook.
-) There should be policy, teacher's perception and practices have shown that there is gap between perception and practice while implementing EMI. Therefore, it is necessary for regular supervision and fair evaluation to reduce imbalance between policy and teacher's perception towards the practices of EMI in public school of Nepal.
-) To make effective implementation of EMI, policy should be made to provide with different training packages for those who need it and who want to implement EMI according to their needs and situation.
-) There should be provisions of reward to motivate those schools and teachers who use effective implementation of EMI to provide quality education for better outcome.

5.3.2 Practice Related

Policy is not sufficient for the successful implementation of any programme. For the existence of EMI in public schools, parents, teachers and SMC should be responsible to create English environment in school and even at home. Some of the practice related recommendations from the findings of the study are as follow:

-) Teachers need to have good knowledge of new teaching innovation and proficiency in English because this study has demonstrated that the teachers teaching content subjects like social studies, science and mathematics and they want to develop or upgrade their English language proficiency.
-) School administration need to provide refreshment, in-service training and workshop to motivate the teachers and teachers need to be refreshed and motivate through expected facilities or reward.
-) Teaching materials must be managed as per the teaching activity and government also should manage the financial support and provide textbook to the all students as like to Nepali medium schools.
-) Well preparation and planning should be done before shifting to any new programme in school and teaching materials other resources and infrastructure should be well managed to implement and to run the EMI programmed for quality education.
-) Not only particular level of teacher such as basic to secondary level, the whole school team should put hands together and cooperation, collaboration, coordination and collective effort are the foremost things for the better future of public school of Nepal.

5.3.3 Further Research Related

No research study is complete in itself. Each research study has own purpose and finding. The study has been carried out about perception and practices of EMI in public school only at primary level in ruler area as in Parbat district. There are so many things left out to be studied. So, the following further research related recommendation are drawn which is presented below.

-) The research is qualitative in nature, so further research can be carried out taking quantitative data.
-) Similar, research can be conducted to involve many private schools in order to determine other more issues and opportunities for implementation of EMI in education delivery.
-) Further research can be conducted to find out the gap between private and public school of Nepal after implementation of EMI.
-) The research can carried out the research can be conducted in lower secondary and secondary level in other districts of Nepal to investigate the experiences of teachers and students on English medium of instruction.

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APPENDIX – I

INTERVIEW SCHEDULE

- 1) How long have you been teaching?
- 2) In which level have you been teaching?
- 3) What is your perception regarding the use English as a medium of instruction?
- 4) What is your perception of English medium of instruction at primary level?
- 5) What is the role of teachers for effective implementation of English medium of instruction?
- 6) Do you think English medium of instruction is related with quality education? Is EMI really a good way to how quality education for the students?
- 7) What changes have you got through EMI to develop English language proficiency?
- 8) Have teachers got any training to teach their subject in English medium?
- 9) What kind of problems do you face related to teachers and students' competence and language classroom?
- 10) Which language do you use most in teaching and learning?
- 11) What materials do you use most while teaching?
- 12) Are you satisfied with the achievement you have got through EMI?

APPENDIX – II

Transcription of Interview with Teacher A

Researcher: How long have you been teaching?

Respondent: I have been teaching for 6 years.

Researcher: Which level have you been teaching?

Respondent: I have been teaching in Primary level.

Researcher: What is perception regarding the use English as a medium of Instruction?

Respondent: English Medium of Instruction is necessary to run with the world in the context of globalization and Modernization.

Researcher: What is your perception of English Medium of Instruction at primary Level?

Respondent: Language is important to understand the content, so primary level is the base level of upper level or higher study where the students can learn new vocabulary sound, word, word practice and writing. So in most of the case, I provide the chance to learn English vocabulary sound, new word and other activities which helps to enhance their English language ability and vocabulary power. When students are quite and nervous about making mistakes while speaking English and writing also I always motivate them to do through showing pictures and examples. In my view, at primary level EMI is related quality education so we should focus on EMI that should be done effectively.

Researcher: What is the role of teachers for effective implementation of English Medium of Instruction?

Respondent: I think without teacher's active role, EMI never can be successful, so a teacher should encourage and motivate the students to learn and s/he can use different techniques to make the students learn the content through English.

Researcher: Do you think English medium of Instruction is related with quality education? Is EMI really a good way to how quality education for the students?

Respondent: Yes, English language competence makes our children able to get job opportunity at their choice in future. They can work easily either in the nation or in foreign land.

Researcher: What changes have you got through EMI to develop English language proficiency?

Respondent: Yes, sure I even had English language classes with one of my colleagues, teaching English for about a fortnight in the beginning. Then I got better understanding in English language which has helped me to teach.

Researcher: Have teachers got any training to teach their subject in English medium?

Respondent: I try to implement the knowledge and skills of training in the class what I learned in the training phase which had given by DEO and Child Nepal organization. Language teaching and learning will be interesting, easier and long lasting through different activities while I have used those techniques in the classroom teaching what I learned in the training. But lack of proper teaching materials and time, I did not use my training and skills effectively.

Researcher: What kind of problem do you face related to teachers and student's competence and language classroom?

Respondent: The most frequent problem is that their students understand the content but they cannot interact while using English. They understand the

lesson but cannot write properly and do not participate in class activities. While I have been teaching there is a multilingual background of the students and they do not have English environment at their home. In this situation I felt difficult to manage the classroom and teach all subjects in English except Nepali.

Researcher: Which language do you use most in teaching and learning?

Respondent: I used English language most but sometimes I also used mother tongue to understand them clearly.

Researcher: What materials do you use most while teaching?

Respondent: I used daily used materials, pictures and what I need for my subject.

Researcher: Are you satisfied with the achievement you have got through EMI?

Respondent: I feel better before because it helps to increase my language proficiency and EMI enhance the language skills of the students.

APPENDIX –III

Transcription of Interview with Teacher B

Researcher: How long have you been teaching?

Respondent: I have been teaching for 10 years.

Researcher: Which level have you been teaching?

Respondent: Primary Level.

Researcher: What is perception regarding the use English as a medium of Instruction?

Respondent: English medium of instruction is the needs of the students and parents in the global context.

Researcher: What is your perception of English Medium of Instruction at primary Level?

Respondent: Teacher should be provided with refreshment training of EMI time to time and training to the teaches should be class wise and new or upgraded training according to curriculum changes, refreshment training , psychological counseling, etc are the needed at primary level. I suggested that government should give EMI training frequently to all teachers of public school of Nepal and it should implement Emi in all public schools from pre-primary level

Researcher: What is the role of teachers for effective implementation of English Medium of Instruction?

Respondent: I had to teach all subject in English medium in the classroom after implementation of EMI so it m. difficult to teach properly .But nowadays throughout the different EMI training, I feel easier to teach English through using such types of materials in the classroom.

Researcher: Do you think English medium of Instruction is related with quality education? Is EMI really a good way to how quality education for the students?

Respondent: Quality depends up on various things, like learning content and other skills the students need for their lives. But attaining the goals of curriculum is related to quality, it does not matter in which language they learn at primary level. But EMI is not being quality education at primary level because Students feel difficult to learn English so they are not ready to learn all subjects in English and there is not proper environment for learning. Still we can say, English language is key to open the outer world and if the students learn everything through English, it is of course beneficial.

Researcher: What changes have you got through EMI to develop English language proficiency?

Respondent: It was expected that our English language proficiency would be developed some trainings or such any opportunities would be provided which could help to develop us professionally. So it was expected that parents would regularly, be interested to the programme would cooperate with SMC members and administration and so English language proficiency would be developed and competitive, students would be produced.

Researcher: Have teachers got any training to teach their subject in English medium?

Respondent: Actually, I have more than ten years teaching experiences and I am implementing EMI for those four years only. For the first time there were not any facilities and training for the teachers. In spite of that situation, I loved to teach the students by doing enjoy for their learning and wants to do new activities with them. I was highly motivated to implement EMI for the professional purposes and want to develop the English language proficiency of the students. After implementation of EMI in the school, there were given by

Municipality and other institution. Training had given us which are fruitful and effective for our daily classroom activities.

Researcher: What kind of problem do you face related to teachers and student's competence and language classroom?

Respondent: While teaching through EMI, I faced one of the major problems is the student's low proficiency of English language. The students who are good at English can learn the content easily in the class. But low proficiency of students in English language hampers the students' learning of subject matter though they are good at other content subjects like, mathematics, science, computer science and health.

Researcher: Which language do you use most in teaching and learning?

Respondent: I used both Nepali and English language while teaching.

Researcher: What materials do you use most while teaching?

Respondent: I used audio visual material sometimes otherwise I used daily used materials.

Researcher: Are you satisfied with the achievement you have got through EMI?

Respondent: No, Because EMI seems to be difficult to implement without proper and qualified human resources.

APPENDIX – IV

Transcription of Interview with Teacher C

Researcher: How long have you been teaching?

Respondent: I have been teaching for 7 years.

Researcher: In which level have you been teaching?

Respondent: Primary level.

Researcher: What is your perception regarding the use English as a Medium of Instruction?

Respondent: EMI is to help children acquire English language that enable them to cope up with globalization.

Researcher: What is your perception of English Medium of Instruction at primary Level?

Respondent: MOI does not matter at primary level, but knowledge, skills and attitude should be focused than MOI .Teacher should teach children friendly environment through games, stories and pictures description and teacher should be trained in English medium. So I always focus on those activities to create learning environment in my classes. Furthermore, there should be choice of MOI (English /Nepali) .If this opportunity is given to guardians and students, the selected learners will participate and the quality of English language will increase due to their internal motivation.

Researcher: What is the role of teachers for effective implementation of English Medium of Instruction?

Respondent: Teachers can prepare for this by asking help and share ideas with other teachers, discussion about EMI and its result with educational and non educational stakeholders.

Researcher: Do you think English medium of Instruction is related with quality education? Is EMI really a good way to how quality education for the students?

Respondent: EMI is an effective way to get quality education; it is mostly used to develop English language proficiency of the students but sometimes it is quite difficult to develop student's language proficiency due to their mother tongue.

Researcher: What changes have you got through EMI to develop English language proficiency?

Respondent: EMI was implemented because today's demand of English in the world. English is widely used language so parents also wanted to EMI in the public school of Nepal to make their children competent in English. If the students were taught in English medium their English would be improved and would get better job what they want to be in the future. That's why I think teacher should be had those language competence which is needed for public school teacher, which make able to implement EMI effectively practiced.

Researcher: Have teachers got any training to teach their subject in English medium?

Respondent: Training makes us refreshment to motivate for our capacity building and professional development. We got no more subjects wise training as expected. So I had expected to get subject wise training to develop English language proficiency and to use materials in a proper way in the classroom.

Researcher: What kind of problem do you face related to teachers and student's competence and language classroom?

Respondent: The students commit grammatical errors in their speech and writing and poor students cannot understand core curriculum and they cannot express their ideas freely in the classroom. Likewise, some students understand

the subject matter but they cannot communicate in the class with their teachers and friends freely due to their MOI, they cannot write precisely in examination.

Researcher: Which language do you use most in teaching and learning?

Respondent: I used mixed language it may be mother tongue or Nepali language with English language.

Researcher: What materials do you use most while teaching?

Respondent: I used properly chart papers, related pictures and homemade teaching materials.

Researcher: Are you satisfied with the achievement you have got through EMI?

Respondent: Yes, because it helps to enhance our English language ability which motivates us to be professional and nowadays it is being helpful for those students who wants to learn English language properly.

APPENDIX – V

Transcription of Interview with Teacher D

Researcher: How long have you been teaching?

Respondent: I have been teaching for 4 years.

Researcher: In which level have you been teaching?

Respondent: Primary level.

Researcher: What is your perception regarding the use English as a Medium of Instruction?

Respondent: It is effective to develop the language skills of the students especially, speaking and writing skills of the students so it is necessary to provide English language development course for the teachers to upgrade their English language proficiency.

Researcher: What is your perception of English Medium of Instruction at primary Level?

Respondent: In my point of view, According to demand of time and people in the context of globalization, to teach in English medium teachers need to practice more time for the students work as hard as teachers in private school do. English medium is required but I felt comfort to teach in Nepali medium because I have compelled to teach all subject except Nepali in English medium so we need to get subject wise training and sufficient resources to develop our English language proficiency.

Researcher: What is the role of teachers for effective implementation of English Medium of Instruction?

Respondent: English language is being necessary for today's learners and demand of parents for the public schools because it helps to enhance their four skills such as listening, speaking, reading and writing .But in public schools, there is not properly implemented EMI due to various reason like lack of subject wise training, lack of subject wise teaching materials, lack of fixed curriculum or guidelines. In spite of those problems, I have prepared my own strategy which helps them to develop their language skill for better learning outcomes.

Researcher: What changes have you got through EMI to develop English language proficiency?

Respondent: While I was teaching science using English language, students felt difficult to understand the content due to their low proficiency of English. So, I accept that children' English language ability would be improved, they would be hard working on their study and developed to be more competent after the EMI implementation.

Researcher: Do you think English medium of Instruction is related with quality education? Is EMI really a good way to how quality education for the students?

Respondent: Teacher would be active in English language teaching and would be better proficient in English language was expected for the student's competitive learning with that of private school. Then parents also believe to the quality education which is provide from public school and they were ready to pay extra fee to invest for better quality of English education.

Researcher: Have teachers got any training to teach their subject in English medium?

Respondent: The teacher should be well trained for effective implementation of EMI but sometimes training was not effective to deliver content knowledge appropriately. For improvement of English language of the students and teachers, SMC members and head teacher motivate us in teaching and provide facilities or training according to our interest and need.

Researcher: What kind of problem do you face related to teachers and student's competence and language classroom?

Respondent: I think such students faced many problems such as difficulty in expressing their views, ideas answers, as well as main problem was that they could not write properly in exam, though they knew the content and they have to consume more time to comprehend the lesson because of the MOI, and there occurs the problem for whole class.

Researcher: Which language do you use most in teaching and learning?

Respondent: I used English language mostly and sometimes I used Nepali language too to clear them about subject matter.

Researcher: What materials do you use most while teaching?

Respondent: I only used daily used materials because there is not available subject wise teaching materials and don't know how to use those materials in a proper way.

Researcher: Are you satisfied with the achievement you have got through EMI?

Respondent: I am not satisfied with the achievement which I have got because students were demotivated due to their low proficiency in English so for effective implementation of EMI teachers should be well prepared and motivate the learners to learn English.