# CHAPTER – ONE

# INTRODUCTION

This study entitled **Secondary Level Students' Perceptions of Using English as a Medium of Instruction (EMI) in Public Schools.** The introductory part of this research consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

## 1.1   Background of the Study

The language of education is crucial for learner's academic success. Language and education are two inseparable entities. In this reagard, Dube and Ncube (2013, p.250 as cited in Eshun & Ewie 2015, p.1) mention, "Education and language are dependent on each other. If education is to be attained language has to be used and for language to endure, survive and be respected, it has to be taught in schools."

There are many languages in the world. Among them, English is one of the most influential languages. The use of English is not only confined within the English spoken countries but also in other countries where people use it as contact or trade language. Harmer (2007, p.13) writes, "By the end of the 20th Century, English was already well on its way to becoming a genuine lingua Franca, that is a language used widely for communication between people who do not share the same first (or even second) language." English is the most widely spread language in the world. It has great importance in the present world as it is a global language.

Nepal is a country of linguistic and cultural diversity. The census report (2011) has identified123 languages spoken as mother tongues in Nepal. There are 125 ethnic groups and 10 types of religion. Despite its small size, it is fertile land for languages and many languages are spoken in this country. Regarding that,

Bist (2015) mentions that the first line of the national anthem "Of hundreds of flowers made we are Nepali…" glorify the diversity ubiquitous from the high mountains to the plain Terai of the country. Despite, Nepal is being a multilingual country, English as a medium instruction (EMI) is a growing global phenomenon in the field of education (Dearden, 2014, p.1). So, EMI has its great impact in a multilingual, multicultural and multiethnic Nepal.

Simply, instruction refers to the strategy for motivating and encouraging student success. Instruction can also be defined as the methods for preparing, evaluating and justifying instructional activities. Johnson (1967, p.18) states "Instruction is the interaction between a teaching agent and one or more individuals intending to learn knowledge that is appropriate for students to learn." Likewise, Donald (1976, p.6) defines instruction as "the action and context within which formal teaching and learning behavior take place". In other words, it is the teaching learning system.

EMI simply refers to the process of teaching through English language. In other words, it refers to conducting teaching learning activities in English. 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.

In Nepal, the education system is provided through two sectors; Private and Public. In private sector, English language is used as the medium of instruction (MOI), in the same way, in public education sector, the MOI is both English and Nepali languages. Because of the growing interest of the parents towards EMI schools, the number of students in public schools is decreasing. Now, because of the same reason many public schools are shifting to MOI from Nepali to English language. In this regard Phyak (2015) states, "Parents growing aspiration to educate their children in English medium school is the most significant factor behind the expansion of English." Many parents' in

Nepal have prioritized to teach English language to make their children competitive in this global village.

The shifting of MOI from Nepali to English language has become necessity for public schools of Nepal for their survival among the private schools. The MOI has been a burning issue in the field of education these days in public schools of Nepal and warrants further research.

## 1.2  Statement of the Problem

English is essential in today's globalized world. English is a foreign language in the context of Nepal. In our country, education system is divided into two sectors, private and public. The students of public schools of Nepal study compulsory English from grade one to bachelor level as a foreign language. In contrast, students of private schools learn and use the English language as it is the MOI. In this regard Bhatt (2012) writes, "People are ready to pay any price to provide English education to their children to private schools". English education is associated with quality education. Therefore, students are attracted towards private schools as the result number of students in public schools is decreasing day by day especially in urban areas.

In this situation the government of Nepal has declared that the public school can also shift the MOI from Nepali to the English language in teaching all the subjects apart from Nepali. Regarding this, Kathet (2015) writes that a serious challenge to adopt EMI in community schools is teachers, who are not confident and reluctant to adopt the EMI despite their basic knowledge in English. After that even if it is challenging job in the context of Nepal, some of the public schools have stepped forward to MOI from Nepali to English.

In this issue, Awasthi (2015) writes, "English as MOI due to globalization is widening gaps between public and private schools."Public schools are shifting of MOI from Nepali to English due to parental demand, pressure for employment, use of modern technology and better school leaving certificate

(SLC) results in English medium private schools, upward mobility etc. Many parents, schools and students are happy with this process. In the same way, "The primary motives of shifting into EMI are increasing students' participation, enhancing quality of education and improving performance of the schools" (Khati, 2015).

However, multilingual country like in Nepal, it is a difficult job to shift the MOI. Children from different linguistic backgrounds come to school where a single MOI in teaching and learning is really challenging. EMI is a growing phenomenon in public schools of Nepal. Therefore, I decided to explore secondary levels students' perceptions of using EMI in public schools.

## 1.3   Objectives of the Study

This study was based on the following objectives:

a)  To find out secondary level students' perceptions of using EMI in terms of opportunities and challenges in public schools of Tanahun district and
b)  To suggest some pedagogical implications based on the findings of the study.

## 1.4   Research Questions

The research questions of my study were as follows:

a)  What are the perceptions of secondary level students' of using EMI in public schools?
b)  What are the opportunities as well as difficulties of EMI in Nepalese context?

## 1.5   Significance of the Study

This study will be significant to policy makers, language planners, and officials of Ministry of Education (MOE), administrators, and researchers as well

students. As this study highlights the issues of shifting MOI, it will help the policy makers to formulate judicious policy regarding EMI. Likewise, it will be an eye opener to better understand EMI for teachers and administrations. Moreover, students of different levels will gain insights about EMI from this study. Furthermore, this study may open avenues for further research.

## 1.6  Delimitations of the Study

It is difficult to include a large sample in this small research due to limited time and resources. Therefore the study was limited to the two public schools of Tanahun district where EMI has been implemented. Likewise, thirty secondary level students were the sample population of this study. In the same way, the sample population was selected using purposive non random sampling procedure and data was collected through a questionnaire containing open-ended and close-ended questionnaire. Similarly, this study was based on a questionnaire survey research only.

## 1.7  Operational Definitions of the Key Terms

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

**English Medium Instruction**: Generally, EMI refers to the use of English language to teach academic subjects. In this study the term EMI denotes the use of English for conducting teaching learning activities in English language in all subjects except Nepali subject in schools.

**Medium of instruction**: The term MOI refers to the special language used to teach academic subjects in schools. In this study, MOI indicates the language used by teacher to teach their students in a classroom.

**Perception:** Perception refers to the way of understanding and belief about something or someone. In this study, perception denotes what the secondary level students think about EMI in public schools.

**Public school:** In this study public school refers to those schools for which the government provides financial support.

# CHAPTER – TWO

# REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of review of theoretical literature, review of the empirical research, implications of the review for the study and conceptual framework.

## 2.1 Review of Related Theoretical Literature

A number of articles, books, and writings related to the study are reviewed under different thematic sub – headings.

### 2.1.1 Global Spread of English Language

The world is taken as a global village and English has gained the status of global language as well as lingua franca. It is one of the six official languages of United Nations and means of international communication. In this regard Karchu (1985, as cited in Harmer, 2007, p.14 - 15) suggests the division of the English speaking world into three circles Inner (e.g. USA, UK) Outer (e.g. India, Singapore 150-300 million) and Expanding (e.g. China, Russia100-1000million) circles. In the first 'inner circle', Karchu puts countries where English is spoken as mother tongue or first language such as USA, UK, Australia and New Zealand. In the second 'outer circle', he puts countries like India and Singapore where English is spoken second or foreign language. Then, in the third 'expanding circle', he puts the countries where English is taught and learned as a foreign language such as China, Russia and Japan. Nepal also comes under in expanding circle.

Colonial history is one of the causes of the spread of English for several reasons. English language is the main languages of the worlds' prominent economic and political power. A major factor in the survival and the growth of English has been the spread of global commerce, pushed on by the dominance of the US and a world economic power. In the same way, English is one of the

main mediating languages of international business. Economic activities are dealt through the use of English language. Through the use of English language, information exchange is possible. A great deal of academic discourse around the world takes place in English. It has been used as a lingua franca of conferences. Many journal articles also use English as a default language.

In the same way, English has spread as it is widely used while travelling through the world. Much travel and tourism is carried on, around the world, in English is a dominating language in popular culture; Pop music in English saturates the planet's air wives. Thus, many people who are not English speakers can sing worlds from their favorite English medium songs. So it is one of the causes of spreading English language. The advent of film and recording technology greatly enhanced the world-wide penetration of English (Harmer, 2008, p p.14-15).

### 2.1.2  English Language Teaching in Nepal

English is considered as a foreign language for the speakers' of Nepali. The history of English language teaching (ELT) in Nepal can be traced back to the establishment of Durbar School in 1854 A.D. by the Prime Minister Junga Bahadur Rana after returning from his journey to Europe. Similarly, English was introduced in the higher education after the establishment of Tri-Chandra college in 1918 (Awasthi, 2003). Since then English language has been chosen as the most favored foreign language in Nepalese education by various plans and policies implemented by the government of Nepal.

English language has played the role of most indispensable vehicle to the transmission of modern civilization into the nation. It has been perceived as the world's mirror through which we can see and enjoy every corner of the world.

In Nepal most of the public schools use Nepali medium of instruction (NMI). In such schools English is taught as a compulsory subject from grade one to bachelor level where as private schools adopt English as a subject and MOI

from pre-primary level. In private schools, students' enrollment is high. Observing the failing rate of enrollment in public schools and demand of the society and growing interest of the people towards English, public schools have also changed the MOI from Nepali to English.

### 2.1.3  Language Planning and Policy in Education in Nepal

In the history of Nepalese education, a number of plans and policies have been introduced at different times. Regarding the MOI, MOE (1971) suggested that both the English and Nepali languages are used as the MOI. In this policy both the languages are equally emphasized regarding the use of MOI. In the same way, The Nepal Education Commission (NEC) 1992 recommended NMI up to higher education level (Adhakari 2016, p. 25). This policy highly focused on Nepali language; English language was ignored in that phase in comparison to Nepali language. In this regard, the report prepared by National Language Policy Recommendation Commission (1994) concludes that to provide education through MT, this policy was also in favour of MT. According to UNESCO report (1996), concludes that the best medium for teaching child is his MT. This report focused on MT in early stages of education, even when another language must be used for further training. The report prepared by MOE (2007) mentions that the National language Recommendation Commission (1993) has recommended the necessity of bilingual education. In addition to the goals set by Dakar conference, the Education for All, National Plans of Action, Nepal (EFA/ NPA) has added one more goal that is , all the indigenous and linguistically back ward communities shall have right to get basic and primary education in their mother tongue ( MT). This policy helps to ensure education through MT so as to enhance the quality education.

Likewise, the report prepared by MOE (2007) concludes that MT will be the medium of elementary education. The medium of school level education can be in Nepali or English both of them. However, in the first stage of elementary education (grade 1-3), the medium of education will generally be in MT. In the

case of Non Nepali citizen, there will be a special provision of choosing any other language as a subject instead of Nepali. The medium of teaching of any language subject will be in the same language. The SSRP (2009-2015) mentions that elementary child education and development under the strategic activities that to create the child centered educational environment and to provide the child right, they have to be taught in their MT. So, it makes the plan of recruiting the assistant personal being based on the provision of directly child education development program from local sites.

In the same way, the government of Nepal, MOE and education department made the policy on SSRP (2009-2015) to launch the program of multilingual education in 7500 schools. In the Article No. 31, sub article No.5 there is the provision of every Nepali community living in Nepal to get education in its MT up to secondary level (Constitution of Nepal, 2015). School Sector Develop Plan (SSDP) 2016 mentions that there is the provision of using trilingual language as a MOI in order to maintain quality in teaching process.

While analyzing the language policies in education we can say language policies in education are in 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 MT based multilingual policy in education.

### 2.1.4 EMI in Public Schools of Nepal

The schools have been using EMI since Rana regime to up to now. It has been widely used in private schools in comparison to public school. During the Rana regime (1875 to 1932) the MOI was English in secondary level as the students had to participate in metric exam in Calcutta (Adhikari, 2016, p. 2). In the same way, English language was initiated as compulsory subject from grade 1 since 2003 (Adhikari, 2016, p. 17). To adopting EMI in public schools of Nepal are huge challenges in terms of qualified and experienced teachers,

language ability of teachers and students. To meet this challenge, the MOE has started intensive training for teachers for primary schools across the country (Kantipur, 2015). The Education Act – 1971 allows schools to adopt Nepali or English or both languages as the MOI without any legal restrictions based on this provision, there are two types of schools running in Nepal; English medium private schools (often known as boarding schools) and Nepali medium public schools. Most of the public schools have adopted NMI where EMI is regarded as the attribute of private schools. Hence, public schools also have started teaching EMI and such schools are able to attract more students than before.

### 2.1.5 Opportunities of Using EMI in Public Schools of Nepal

EMI is an increasing phenomenon in public schools of Nepal. English language is assumed to be a passport to global world with which one can visit the whole world and one who knows English can enjoy the advantages of a world citizen. Regarding this, Giri (2011, p.213) writes, "English today has established itself as a language of power because it has been used as a tool as well as a resource for social mobility, linguistic superiority and educational and economic benefit." Developing target language vocabulary is one of the great an opportunity of using EMI. Harmer (1991, p.153) says, "If language structure make up the skeleton of language then it is vocabulary that provides the vital organs and flesh." In the other words, it is said that without vocabulary language is not complete in itself. Therefore vocabulary is an integral part of foreign language teaching and learning. Without having a large English vocabulary, students cannot express their ideas clearly and easily in English. The large vocabulary students have the more they become confident and can express their ideas in different fields. The use of EMI in public schools would enhance students' English language vocabulary. In the same way, developing skill is also an opportunity of adopting EMI in public schools. Teachers' practice of using English may affect the use of English in the classroom. If teachers and students use English, it improves and develops their better

speaking skill. It is beneficial to improve the students' English as it provides maximum exposure to them through speech, reading and writing in several subjects.

Likewise, providing quality education is also crucial opportunity of using EMI in schools. It is difficult to define the term: 'quality education' as it is a relative term. Simply, quality education enables people to develop all of their attributes and skill to achieve their potential as human beings and members of society. In this regard, NCF (2007, p. 27) presents, "Education system is based on modern, formal and organized curriculum; quality education is understood and applied on the basis of internal and external efficiency. Education must be available and accessible but also acceptable and adaptable." It assumes that EMI can provide quality in education.

In the same way another opportunity is students' career development. Career development is the life long process of managing, learning, work, leisure and transitions in order to move to toward a personally determined and enduring preferred future. In education development, career development provides a person, often students for selecting a career or subjects to undertake in the future (encyclopedia). Regarding this issue, UNESCO (p.115, 1994) mentions, "English is a vehicle for higher learning. In addition it can be the medium for bringing into closer and friendly relations the European and Non-European of the territory". It has been perceived that one who has a good command in English can easily survive in any part of the world. In the same way, students are dropping out from expensive renowned private schools and gave entrance examination for admission in EMI public school at Biratnagar. Students of renowned private schools gave entrance examination rather than the double ability of Pokhariya Higher secondary school (kantipur, 2017).

EMI is thought a key which helps to open many doors including easier access to good job. So, English can also be viewed as a way to get better job, to

improve social status or to solve economic problems. It also offers greater opportunities for further study and abroad study.

To sum, there are lots of an opportunities to use EMI in public schools of Nepal. Such as develop personality, to bridge the gap between private and public schools in quality education, develop target language vocabulary gain world body of knowledge to get better job and successful career in Nepal as well as foreign countries are the major reasons for using EMI 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.

## 2.1.6 Challenges of Using EMI in Public Schools of Nepal

Nowadays, English language has becomes an essential vehicle to transmission of modern civilization. However, when English is taught and learned as a major subject and used as a MOI in schools and universities in the world as well as in Nepal, teachers and students face numerous problems and challenges. Despite many implementation problems and constraints EMI has been widely introduced into various non-English speaking countries. In this regard, Burns and Vu (2014, p. 6) mentions, "Four major challenges the EMI lecturers facing in Vietnam are: lecturers' language abilities, students' language abilities and learning styles, pedagogical issues and resources availability."

In the same way, Harmer (2007, pp. 176-185) presents the following challenges that world have been facing are as follows: Mixed ability class is one of the biggest problems of teaching English as a foreign language. In this type of class have different students with different levels or learning abilities; some of the students are quite competent in using English, some are just started, some are extreme, some are good and some are less good in using their subject matter. Similarly, large class size is another challenge of teaching English. It makes difficult for the teachers to ask and receive individual students' attention as

well as seems impossible to organize dynamic and creative teaching and learning sessions. It is not easy to handle a class for a novice teacher.

In the same way, use of MT is one of the crucial problems regarding teaching English as a foreign language. Most of the students use their MT in the classroom. It creates problem to the teachers that the students use their native language rather than English to perform classroom tasks, such as having a discussion or doing an English language exercises, for example, role play, dialogues. Dealing with homework is another challenge in ELT. For example, how much and what sorts of (reading, writing, subjective, or objective inside the text-book or outside the text-book) homework is to be given are problem regarding the homework for the teachers. Many teachers face problems regarding the students who do not want to talk in class. Sometimes it is because there are other students who dominate to them and they are not used to talk freely in the classroom setting. Similarly, they may be suffering from a fear of making mistakes in front of teachers and their colleagues.

Nepal is a linguistically diverse country. Although this is strength, it also presents challenges for country under- education system. The MOI in most schools is Nepali; but there has been a shift into English. Regarding this issue, SSDP (2016) mentions, many educationist and some political groups have devoted that education should be provided to children in their MT and MOE has a policy of supporting MT based multilingual education up to grade 3. On the other hand, most private schools use EMI and a number of public schools have also started using EMI. However, most public schools are not resourced in term of teacher of teaching and learning materials to effectively deliver the curriculum in English.

Classroom interaction is one of the challenging aspects for using EMI in public school of Nepal. Learners are mixed ability like some are talent, average and weak also. They do not feel easy about using English with friends and teachers in classroom interaction. Simply, teachers' and students' practice of using

English may affect the use of English in classroom. If they use English frequently speak better English. We know English is foreign language in our context of Nepal. People who learned their first language certainly feel difficult to learn other languages. Pronunciation, structures and grammar are different from their MT which creates the problem in learning the foreign language.

Nepal is the developing country and here the limited resource materials related to EMI. Due to the inadequate resources, EMI teachers and students are facing challenges on it. Textbooks are not available in English on time. In the same way, questions asked in English medium in the examination is challenging aspects to using EMI for students in public schools. Students cannot understand all questions asked in examination in English medium. So, some students feel difficult to write all knowledge which they have in English in examination. If the students do not understand the language of instruction, they are not able to achieve the curriculum goals.

In conclusion, there are lots of challenges to use EMI in public schools of Nepal. Such as teachers' language ability, large classroom size, large number of students, mixed ability class, appropriate methods, lack of the exposure, motivation, inadequate resource, library and books available, MT are main challenges to use EMI in public schools of Nepal. Despite of these challenges, some public schools have also changed the MOI from Nepali to English in Nepal.

## 2.2  Review of Empirical Literature

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

Bhandari (2000) carried out an experimental research entitled "Effectiveness of Instruction in Teaching English Preposition: A practical study." The main objective was to find out the effectiveness of medium of instruction in teaching

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English preposition. Pre and post test were the research tools for data collection and data was interpreted using quantitatively using statistical tools. He has concluded that the students taught through Nepali medium, performed nearly double than the students taught through English medium. Likewise, he found that teaching English preposition through Nepali medium is far better than teaching English preposition through English medium.

Gaire (2005) carried out a survey research entitled "A Study on Student's Opinion about Learning English." The primary objective of the study was to find out the students' opinion about learning English as a foreign language. Two hundred students' from different Kathmandu valley based colleges were selected through purposive non-random sampling procedure for the study. The data were collected through a set of questionnaire. It was found that almost of the students were interested in learning English and students focused on the importance of pronunciation vocabulary and grammar. Similarly, he found that they were of the opinion that English is the very important language without the knowledge of which they cannot achieve better opportunities in the present scenario.

Similarly, Bhatt (2012) carried out survey research work entitled "Shifting the Medium of Instruction in Schools." The main objectives of this study were to find out the reasons behind changing the medium and adopting English language as the medium and to find out the major challenges they are facing after changing the medium. He used questionnaires to obtain the date from 40 respondents, four administrators, 16 teachers, and 20 students from four schools of Kathmandu district implementing EMI. He found that shifting the medium of instruction occurred due to the surrounding English atmosphere of private English schools and students' enrollment after shifting the medium of instruction was high. All respondents were happy with the new medium. Students are found incompetent to use English in the classroom. Multilingual background of the students, traditional ways of teaching, lack of resources like library, internet is found to be the common problem of student and teachers.

Hence, this study attempts to find out current practices of EMI in real classes challenges of implementing EMI in public schools of Nepal.

Thapa (2012) carried out survey research work entitled "Teachers' Perceptions towards Using English as a Medium of Instruction in Community Schools." The main objective of his study was to find out the Teacher perception towards using English as a medium of instructions in school. He used both the primary and secondary sources for data collection. The primary source of data was 40 English teachers teaching at secondary level. He used purposive non-random sampling procedure to select the sample population. For this study the main tool of data collection was questionnaires; open-ended and close ended. The findings of the study showed that seventy percent teachers are positive towards English medium but they are untrained and less qualified to teaching English medium. Similarly, eighty percent of teacher opines that English medium is beneficial for the students. It is base to them for higher studies but it is very difficult to them to understand the content.

Singh (2014) carried out a case study entitled "The role of English Medium Schools to Enhance Speaking Proficiency." The main objective of this study was to find out the role of English medium schools to enhance student's proficiency in the use of English language. He used observation checklist as a tool for collecting data. He observed students in a school for 30 days. This study found that the language used by students in format situation was accurate and contextual. They were fluent and feeling no hesitation. The language use by the same students in informal situation was found grammatically erroneous and they were also found mixing code. It was also found that, due to English medium school, they developed confidence and do not hesitate while using English. Nevertheless, this study did not focus on perceptions of students towards using EMI in public schools of Nepal.

Bist (2015) carried out a study research work entitled "Shifting the Medium of Instruction in Nepalese Schools: An Attitudinal Study of ELT Practitioners."

The main objective was to find out ELT teachers' attitudes on shifting the medium of instruction from Nepali to English language in schools of Nepal. He used non random sampling procedure and open ended questionnaires to collect sample and data from 40 respondents including ELT practitioners from Kathmandu district. Data were analyzed descriptively and interpreted using simple statistical tools. He also found English language, helpful to the student's higher study and career development. It also opined that there exist potential opportunities as well as threats of adopting EMI in Nepalese school education.

Dhakal (2016) carried out a study research work entitled "English as a Medium of Instruction in the Government Aided School: Teachers' Perception and the Use". The main objective was to find out the teachers' perception about EMI and current situation of using EMI in government aided schools. He used questionnaire and classroom observation form as a tool for collecting data. He was purposively selected four secondary and lower secondary level schools and ten English language teachers from each schools of Dhading district. Data were analyzed descriptively and interpreted using statistical tools. He found that most of the teachers are positive towards EMI. They need to provide training and the teaching and materials. It was also found mainly primary and lower secondary level teachers felt difficulty to teach English medium in the beginnings. Students get benefit through EMI although they felt difficulty to understand the content.

Though various students have been carried out in the field of ELT and few on English as the medium of instruction solely, but there is the lack of research in the perceptions of students towards using EMI in public school. So, my study is completely different from these researches. Now this issue is burning one in the context of Nepal.

## 2.3  Implications of the Study

The central focal point of the literature review is to examine and evaluate what has been done on the topic and ensure researcher read widely around the subject area in which s/he is interested. Kumar (2011. p. 46) states, "Reviewing the literature can be time consuming, daunting and frustrating, but it is also rewarding." It is an integral part of research.

While reviewing the literature I went through various theoretical and empirical research studies.  After reviewing these studies I gained many ideas regarding the process of research. From Dearden (2014) research, it has provided me valuable knowledge regarding EMI, definition of EMI, conceptual frame work and preparing research tools. Similarly, the research carried by Khatri (2016) has supported me for preparing research questions and research design.

Likewise, the research carried by Vu and Burns (2014) support me to challenges of EMI for teachers and students as well as information regarding sampling strategies. From Phyak (2015) research, I gained the knowledge regarding the shifting of MOI from Nepali to English. It was support to me while writing background and statement of the problem of the study. The research conducted by Dhakal (2016) has provided me to get the idea for research design, and methodology of the study. In the same way, education act (2028, 2063) and constitution of Nepal (2072) provided me information about plan and policies as well issues existed about the medium of instruction in community schools.

All these studies have become helpful for me during this research work and these are the milestone to make my tasks more informative and reliable.

## 2.4  Conceptual Framework

A conceptual framework is the analytical tool with several variations contexts. It stems from the theoretical framework and usually focuses on the section(s) which become the basis of the study (Kumar, 2011, p. 53). While carrying out this research, I also consulted different theories related to this study and literature review as well developed my conceptual framework which can be presented in the figure.

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                    ┌─────────────────────────┐
                    │ Secondary Level Students'│
                    │ Perception of using EMI  │
                    └─────────────────────────┘
                                │
             ┌──────────────────┴──────────────────┐
             ▼                                      ▼
      ┌─────────────┐                        ┌─────────────┐
      │Opportunities│                        │ Challenges  │
      └─────────────┘                        └─────────────┘
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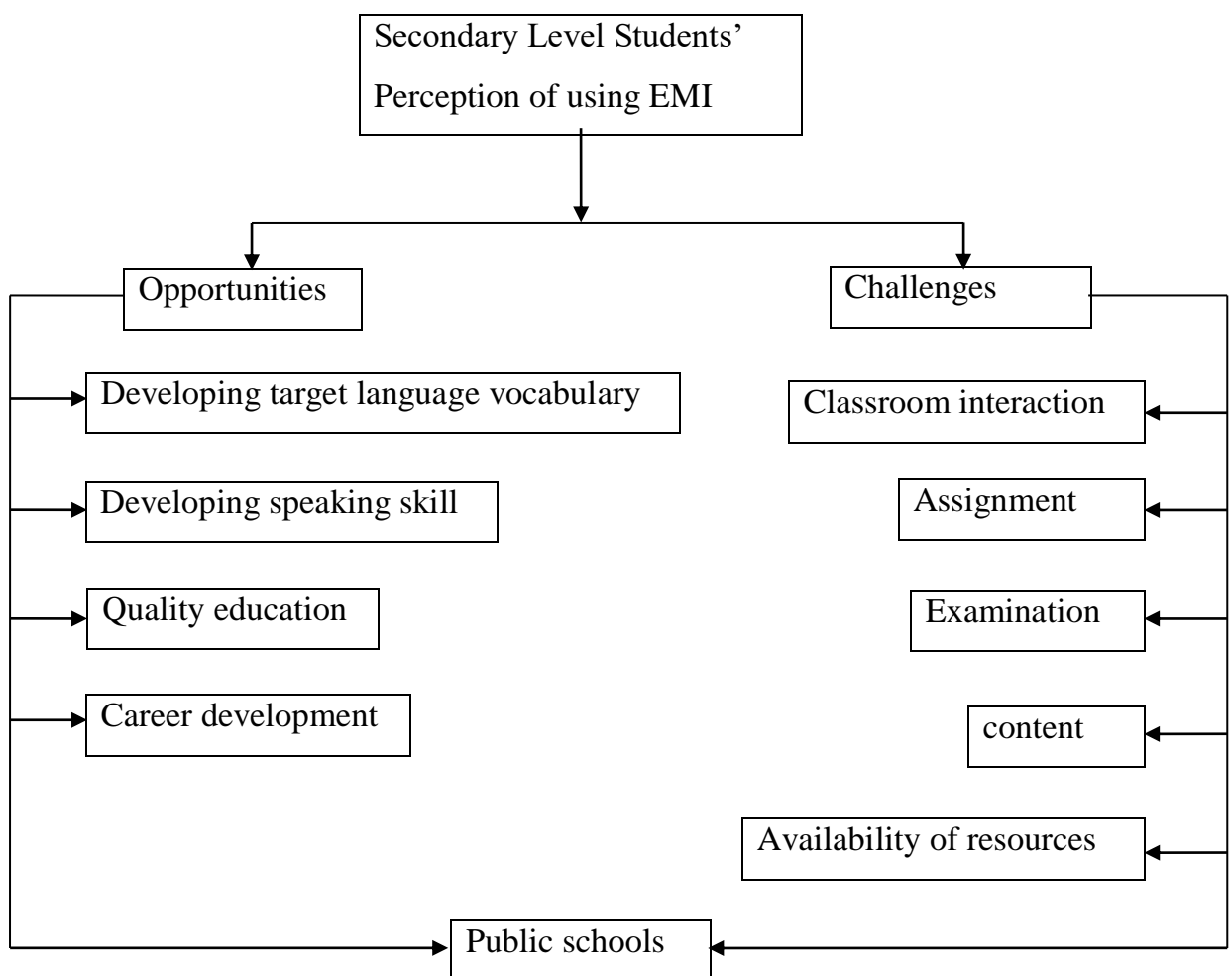| Opportunities | Challenges |
|---|---|
| Developing target language vocabulary | Classroom interaction |
| Developing speaking skill | Assignment |
| Quality education | Examination |
| Career development | content |
| | Availability of resources |

Public schools

*Figure 1: Conceptual Framework*

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# CHAPTER – THREE

# METHODS AND PROCEDURES OF THE STUDY

This chapter presents the methodological procedures used for conducting the research. I adopted the survey research as a research design. This chapter includes population, sample and sampling strategy, sampling procedures, research tool, data collection procedures and data analysis and interpretation procedures and ethical considerations are included.

The following methods and procedures were followed to complete this study

## 3.1  Design of the Study

Research design is the way of investigation that is followed by the researcher while carrying research like experimental, quasi- experimental, survey, historical, case study and action research. This study was based on survey research design. Survey research is the most popular design of research in social science including the field of education. Survey research design is especially used for collecting information, attitude, perception, etc. of individual towards the particular things in a large population.

 According to Nunan (1992, p.140) "Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics". In the same way, Creswell (2014, p.376) says "Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population". From the above definition, we are clear that the survey design is one of the important research methods used in educational investigations. It is mainly carried out to find out people's attitudes, opinions and specified behavior on certain issues, phenomena, events or situations through the questionnaires, interviews and so on.

In Educational survey research involves the collections of information from members of group of students, teachers or other persons associated with the educational process and the analysis of this information to illuminate important educational issues. The researcher can collect the information from small sample size and finding of survey can be generalized to the whole population or group. This study also aims to find out the secondary level students' perception of using EMI in terms of opportunities and challenges. So, researcher has used survey research design in this study.

## 3.2 Population, Sample and Sampling Strategy

The population of this study was the secondary level students of the public schools. Thirty students from two schools (15students from each school) studying at secondary level class 9 and 10 from the selected English medium public schools of Tanahun district were selected. I used as the sample purposive sampling procedure to select the required sample.

## 3.3 Research Tools

This study used a set of questionnaire as a main research tools for data collection. Questionnaire included both close – ended questions and open – ended questions, for obtaining the participants' perception of current practice and problems about the issue.

## 3.4 Sources of Data

I used both primary and secondary sources of data.

### 3.4.1 Primary Sources of Data

In this study, the primary data were collected from 30 secondary level students of two schools in Tanahun district where EMI has been implemented. Therefore, the students were primary sources of data for this research.

### 3.4.2 Secondary Sources of Data

Likewise, I collected secondary data from articles, theses, journals, websites and research works e.g. Bhandari (2000), Harmer (2007), Bhatt (2013), Burns and Vu (2013), Dearden(2014), Bist (2015) and Khati (2015).

### 3.5 Data Collection Procedures

At first, I visited the selected schools of Tanahun district and explained the purpose of my visit. Then, I asked permission from authority and build rapport with the students. After that I met the students and I got written consent form them. Then, I distributed questionnaires to them. If they felt any confusion regarding the questions, I clarified them and collect the questionnaires after the allocated time. Finally, I expressed my thankfulness to the authority and students and assured them that their responses will be kept confidential.

### 3.6 Data Analysis Procedures

The collected data through questionnaire were analyzed descriptively using simple statistical tools.

### 3.7 Ethical Considerations

As per the demand of this research work, I obtained approval for this study from committee of the Department of English at Tribhuvan University. After obtaining the approval I went to two different public schools of Tanahun district where EMI has been implemented. Then I made them clear about the purpose of this study and got permission from the concerned authority in the selected schools. I provided the questionnaires to the participants; I gave them a participant information statement. Then a consent form (see appendix II for consent form, see appendix III for participant information statement, see appendix IV for consent letter) were given to the informants to obtain written consent.

I administered the questionnaire collectively in class. They were assured that all identifiable personal information will be kept confidential and that no name will be mentioned in the thesis. Similarly, I have acknowledged resources consulted through appropriate citations and references.

# CHAPTER – FOUR

# ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data. The data were elicited by using questionnaire. The collected data from the public schools students are analyzed and interpreted to find out their perceptions of using EMI in terms of opportunities and challenges.

## 4.1 Opportunities of Using EMI

This section consists of the analysis of sixteen questions used to find out the secondary level students' perceptions of using EMI in terms of opportunities. The responses obtained have been analyzed under separate sub –headings: Developing target language vocabulary, developing speaking skill, quality education and career development.

## 4.1.1 Developing Target Language Vocabulary

To find out secondary level students' perceptions of using EMI in term of opportunities in developing target language vocabulary, two questions were asked. Table 1 presents the data obtained from students.

**Table 1**

**Developing Target Language Vocabulary**

| SN | Items | Responses | | | | | | | | | | | |
|----|-------|-----------|---|---|---|---|---|---|---|---|---|---|---|
| | | Agree | | | | Undecided | | Disagree | | | | Total | |
| | | SA | | A | | | | DA | | SDA | | | |
| | | F | P | F | P | F | P | F | P | F | P | F | P |
| 1 | EMI helps to develop English language vocabulary. | 18 | 60 | 12 | 40 | - | - | - | - | - | - | 30 | 100 |
| 2 | EMI is best way to increase vocabulary by using English frequently. | 22 | 73.34 | 8 | 26.66 | - | - | - | - | - | - | 30 | 100 |

Table 1 shows the students' perception regarding the role of EMI in developing target language vocabulary. Item 1 was to find out whether the EMI helps to develop English language vocabulary. Eighteen respondents (i.e.60%) strongly agreed and 12 respondents (i.e. 40%) agreed that EMI helps to develop English language vocabulary respectively. The result shows that, all of the respondents (i.e. 100%) agreed with EMI helps to develop English language vocabulary.

In the same way, item 2 was to find out whether EMI is the best way to increase vocabulary by using English frequently. Most of the respondents 22 (i.e.73.34%) strongly agreed and 8 students (i.e. 26.66%) agreed that EMI is the best way to increase vocabulary by using English frequently. The result reveals that all of the respondents (i.e.100%) agreed that EMI is the best way to increase vocabulary by using English frequently.

The secondary level respondents were asked to respond the question- *What are your suggestions for using of EMI effective in schools?* Regarding this, they expressed varieties of views. Most of them opined that respondents should carry pocket dictionary because they can use it when they feel difficult in searching meaning of vocabulary items. Likewise, some said that teachers must give the difficult word meanings for respondents. Similarly, some opined that EMI can improve language skills because it helps to increase English language vocabularies.

**4.1.2 Developing Speaking Skill**

To find out secondary level students' perceptions of using EMI in term of opportunities in developing speaking skill, three questions were asked. Table 2 presents the data obtained from the students.

**Table 2**

**Developing Speaking Skill**

| SN | Items | Responses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Agree | | | | Undecided | | Disagree | | | | Total | |
| | | SA | | A | | | | DA | | SDA | | | |
| | | F | P | F | P | F | P | F | P | F | P | F | P |
| 3 | EMI would enhance speaking skill. | 22 | 73.34 | 8 | 26.66 | - | - | - | - | - | - | 30 | 100 |
| 4 | Satisfied with EMI as it helps accuracy in English language use. | 18 | 60 | 12 | 40 | - | - | - | - | - | - | 30 | 100 |
| 5 | EMI provides maximum chance to practice English for developing speaking skill. | 14 | 46.66 | 16 | 53.34 | - | - | - | - | - | - | 30 | 100 |

Table 2 presents the respondents' perceptions regarding the role of using EMI in developing speaking skill. Item 3 was designed to find out whether the EMI would enhance speaking skill or not. Twenty two respondents (i.e. 73.34%) strongly agreed and 8 respondents (i.e. 26.66%) agreed that EMI would enhance speaking skill.  The result reveals that all of the respondents (i.e.100%) think that EMI would enhance speaking skill.

Table 2 shows that 18 respondents (i.e. 60%) strongly agreed and 12 respondents (i.e. 40%) satisfied with EMI as it helps developing accuracy in English language use. It shows that all respondents (i.e. 100%) agreed with EMI as it helps developing accuracy in English language use.

 Item 5 was designed to find out whether EMI provides maximum chance to practice English for developing speaking skill. The result shows that 14 respondents (i.e. 46.66%) strongly agreed and 16 respondents (i.e. 53.34%) agreed with the statement. It shows that, all of the respondents (i.e. 100%) agreed with EMI provides maximum chance to practice English for developing skill.

Regarding the suggestions for using EMI effective in schools, various views found. Some respondents opined English is an international language so for the development in any field speaking English can play vital role. Similarly, some said that habit of speaking English should be established among the respondents, they also said that as EMI helps to promote English fluency, EMI should use in all public schools.

### 4.1.3 Quality Education

To find out secondary level students' perceptions of using EMI in term of opportunities in providing quality education, three questions were asked. Table 3 presents the data obtained from the respondents.

**Table 3**

**Quality Education**

| SN | Items | Responses | | | | | | | | | | | |
|----|-------|-----------|---|---|---|---|---|---|---|---|---|---|---|
| | | Agree | | | | Undecided | | Disagree | | | | Total | |
| | | SA | | A | | | | DA | | SDA | | | |
| | | F | P | F | P | F | P | F | P | F | P | F | P |
| 6 | Provides quality education through EMI. | 12 | 40 | 15 | 50 | 2 | 6.66 | - | - | 1 | 3.33 | 30 | 100 |
| 7 | EMI helps to participate in various competition programs. | 21 | 70 | 9 | 30 | - | - | - | - | - | - | 30 | 100 |
| 8 | Satisfied to learning in EMI to provide better opportunities for doing trade. | 17 | 56.66 | 13 | 43.33 | - | - | - | - | - | - | 30 | 100 |
| 9 | EMI offers greater opportunity for further study. | 19 | 63.33 | 11 | 36.66 | - | - | - | - | - | - | 30 | 100 |
| 10 | Learning in EMI helps to obtain better grade in SLC. | 11 | 36.66 | 17 | 56.66 | 2 | 6.66 | - | - | - | - | 30 | 100 |

Table 3 presents the respondents' perceptions regarding the role of using EMI in quality education. Item 6 was designed to find out whether EMI provides quality education. The result shows that 12 respondents (i.e.40%) strongly agreed and 15 respondents (i.e. 50%) agreed with the statement. In contrast, only 1 respondent (i.e. 3.33%) strongly disagreed and 2 respondents (i.e.6.66%) were undecided with statement. The result presents that most of respondents (i.e. 90%) agreed with quality education can be provided through EMI.

Item 7, asked respondents whether EMI helps to participate in various competition programs. The result shows that most of the respondents 21(i.e. 70%) strongly agreed and 9 respondents (i.e. 30%) agreed with the statement. It shows that all of respondents (i.e.100%) agreed with EMI helps to participate in various competition programs.

Item 8 was designed to find out whether they are satisfied to learn in EMI to provide better opportunities for doing trade. The result shows that 17 respondents (i.e. 56.66%) strongly agreed and13 respondents (i.e. 43.33%) are agreed with EMI to provide better opportunities for doing trade. It presents that most of respondents (i.e. 100%) agreed with learning in EMI provides better opportunity for doing trade.

 Item 9 was prepared to find out whether EMI offers greater opportunity for further study. Most of the respondents 19 (i.e. 63.33%) strongly agreed and 11 respondents (i.e. 36.66%) agreed with the statement. It shows that all of the respondents think that EMI offers greater opportunity for further study.

Item 10 was designed to find out whether learning in EMI helps to obtain better grade in SLC. The result shows that 11respondents (i.e.36.66%) strongly agreed and 17 respondents (i.e. 56.66%) agreed that statement learning in EMI helps to obtain better grade. However, 2 respondents (i.e.6.66%) were undecided about the statement. The result demonstrates that all most all of

respondents (i.e. 93.32%) think that learning in EMI helps to obtain better grade.

### 4.1.4 Career Development

To find out secondary level students' perceptions of using EMI in term of opportunities in career development, six questions were asked. Table 4 presents the data obtained from the respondents.

**Table 4**

**Career Development**

| SN | Items | Responses | | | | | | | | | | | |
|----|-------|-----------|---|---|---|---|---|---|---|---|---|---|---|
| | | Agree | | | | Undecided | | Disagree | | | | Total | |
| | | SA | | A | | | | DA | | SDA | | | |
| | | F | P | F | P | F | P | F | P | F | P | F | P |
| 11 | English provides good career prospects. | 17 | 56.66 | 12 | 40 | 1 | 3.33 | - | - | - | - | 30 | 100 |
| 12 | English works as a passport to cross border. | 7 | 23.33 | 18 | 60 | 5 | 16.66 | - | - | - | - | 30 | 100 |
| 13 | English is important for developing successful career. | 18 | 60 | 10 | 33.33 | 2 | 6.66 | - | - | - | - | 30 | 100 |
| 14 | EMI is helpful to be a good English teacher. | 2 | 6.66 | 11 | 36.66 | 13 | 43.33 | 3 | 10 | 1 | 3.33 | 30 | 100 |
| 15 | English offers better job in future. | 11 | 36.66 | 16 | 53.33 | 2 | 6.66 | 1 | 3.33 | - | - | 30 | 100 |
| 16 | EMI is necessary for empowerment and career development. | 15 | 50 | 11 | 36.66 | 4 | 13.33 | - | - | - | - | 30 | 100 |

Table 4 presents the secondary level students' perceptions regarding the role of EMI in career development. Item 11 was about whether English language provides good career prospects. Most of the respondents 17 (i.e.56.66%) strongly agreed and 12 respondents (i.e.40%) agreed that statement. However,

only 1 respondent (i.e. 3.33%) was undecided that English provides good career prospects. The result reveals that, in all most all respondents' (i.e. 96.67%) opinion English language provides good career prospects.

Item 12 was prepared to find out whether English works as a passport to cross border. The result shows that 7 respondents (i.e.23.33%) strongly agreed and 18 respondents (i.e. 60%) agreed that statement English as passport to cross the border. However, 5 respondents (i.e. 16.66%) were undecided that statement. It shows that most of the respondents (i.e. 83.33%) agreed with English works as a passport to cross the border.

Item 13 was designed to find out whether English is important for developing successful career. The result shows that 18 respondents (i.e. 60%) strongly agreed and 10 respondents (i.e. 33.33%) agreed with the statement. However, 2 respondents (i.e. 6.66%) were undecided. The result presents that all most of respondents (i.e. 93.33%) agreed with English is important for developing successful career.

Item 14 was designed to find out whether EMI is being helpful to be a good teacher in future. The result shows that 2 respondents (i.e. 6.66%) strongly agreed and 11 respondents (i.e.36.66%) agreed with that statement. In contrast, 3 respondents (i.e. 10%) disagreed and only 1 respondent (i.e. 3.33%) strongly disagreed with the statement. However, 13 respondents (i.e. 43.33%) were undecided about the statement. It shows that, in some of respondents' (i.e. 43.32%) view EMI is helpful for them be a good English teacher in the future.

Item 15 was designed to find out whether studying English offers better job in the future. The responses show that 11respondents (i.e. 36.66%) strongly agreed and 16 respondents (i.e. 53.33%) agreed that statement. In contrast, only 1 respondent (i.e. 3.33%) disagreed with the statement. However, 2 respondents (i.e.6.66%) were undecided about the statement. The result reveals

that all most of respondents (i.e. 89.99%) agreed with studying English offers better job opportunities.

Item 16 was designed to find out whether English language as it is necessary for social empowerment. The responses show that 15 respondents (i.e.50%) strongly agreed and some respondents 11(i.e. 36.66%) agreed that English is necessary for social empowerment. Likewise, 4 respondents (i.e. 13.33%) were undecided that statement. The result shows that majority of the respondents (i.e. 86.66%) agreed with English language is necessary for social empowerment.

Regarding the suggestions for using EMI effective in schools, various views found. Some respondents opined that English is an international language so studying in EMI can make their career good. Therefore, EMI should be used in every parts of the country. Likewise, only one said that those teachers and students who completely follow EMI should be awarded to motivate other teachers and students.

## 4.2 Challenges of Using EMI

This section consists of the analysis of ten questions used to find out the secondary level students' perceptions of using EMI in terms of challenges. The responses obtained have been analyzed under separate sub –headings: Classroom interaction, assignment, examination, content and availability of resources.

### 4.2.1 Classroom Interaction

To find out secondary level students' perceptions of using EMI in term of challenges in classroom interaction, two questions were asked. Table 5 presents the data obtained from respondents.

## Table 5

## Classroom Interaction

| SN | Items | Responses | | | | | | | | | | | |
|----|-------|-----------|---|---|---|---|---|---|---|---|---|---|---|
| | | Agree | | | | Undecided | | Disagree | | | | Total | |
| | | SA | | A | | | | DA | | SDA | | | |
| | | F | P | F | P | F | P | F | P | F | P | F | P |
| 17 | Feeling uneasy to interact in English. | 4 | 13.33 | 22 | 73.33 | 2 | 6.66 | - | - | 2 | 6.66 | 30 | 100 |
| 18 | Having difficulty to ask questions in English. | 1 | 3.33 | 6 | 20 | 1 | 3.33 | 16 | 53.33 | 6 | 20 | 30 | 100 |

Table 5 presents the students' perceptions regarding difficulty of using EMI in classroom interaction. Item 17 was designed to find out whether they feel uneasy to interact in classroom in English. The result shows that 4 respondents (i.e. 13.33%) strongly agreed and 22 respondents (i.e. 73.33%) agreed that statement. In contrast, 4 respondents (i.e. 13.33 %) disagreed about that statement. However, 2 respondents (i.e.6.66%) were undecided that they feel uneasy to interact in classroom in English. It shows that, in most of the respondents' (i.e. 86.66%) opinion difficulty of using EMI in classroom interaction with teachers.

Item 18 was designed to find out whether they have difficulty to ask questions in English while teachers are teaching in the classroom. The result demonstrates that only 1 respondent (i.e. 3.33%) was strongly agreed, 6 respondents (i.e. 20%) agreed that statement. However, only 1 respondent (i.e. 3.33%) was undecided about that statement. In contrast, 16 respondents (i.e.53.33%) disagreed and 6 respondents (i.e.20%) strongly disagreed with the statement. It shows that most of the respondents (i.e. 73.33%) disagreed with having difficulty to ask questions in English while teachers are teaching in the class.

To find out the suggestions for using EMI effectively in schools, they expressed varieties of views. Almost all of the students said interaction between teachers and students as well students and students should be compulsory in English language. Use of English is such interaction should be made compulsory.

**4.1.2 Assignment**

To find out secondary level students' perceptions of using EMI in term of challenges in doing assignment, two questions were asked. Table 6 presents the data obtained from respondents.

**Table 6**

**Assignments**

| SN | Items | Responses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Agree | | | | Undecided | | Disagree | | | | Total | |
| | | SA | | A | | | | DA | | SDA | | | |
| | | F | P | F | P | F | P | F | P | F | P | F | P |
| 19 | Having difficulty to write assignment in English. | - | - | 1 | 3.33 | 1 | 3.33 | 15 | 50 | 13 | 43.33 | 30 | 100 |
| 20 | Being interested to be provided assignments in Nepali medium. | - | - | 3 | 10 | 3 | 10 | 9 | 30 | 15 | 50 | 30 | 100 |

Table 6 shows the respondents' perceptions regarding the difficulty of using EMI in doing assignments. Item 19 was designed to find out whether they have difficulty to write assignments in English. The result shows that only 1 respondent (i.e. 3.33%) agreed and 1 respondent (i.e. 3.33%) was undecided about the statement. In contrast, 15 respondents (i.e. 50%) disagreed and 13 respondents (i.e. 43.33%) strongly disagreed that they have difficulty to write assignment in English. The result reveals that majority of the respondents (i.e. 93.33%) disagreed with difficulty to write assignments in English.

Item 20 was prepared to find out whether respondents want to get assignments in Nepali medium. The result shows that only 1 respondent (i.e. 3.33%) agreed that statement. However, 3 respondents (i.e. 10%) were undecided that they are interested to get assignments in Nepali. In contrast, 9 respondents (i.e. 30%) disagreed and 15 respondents (i.e. 50%) strongly disagreed with the statement. It reveals that most of respondents (i.e. 80%) disagreed with interested to provide assignments in Nepali medium.

## 4.2.3 Examination

To find out the secondary level students' perceptions of using EMI in term of challenges in examination two questions were asked. Table 7 presents the data obtained from respondents.

**Table 7**

**Examination**

| SN | Items | Responses | | | | | | | | | | | |
|----|-------|-----------|---|---|---|---|---|---|---|---|---|---|---|
| | | Agree | | | | Undecided | | Disagree | | | | Total | |
| | | SA | | A | | | | DA | | SDA | | | |
| | | F | P | F | P | F | P | F | P | F | P | F | P |
| 21 | Feels difficulty to understand all questions in examination. | 1 | 3.33 | 10 | 33.33 | 1 | 3.33 | 3 | 10 | 15 | 50 | 30 | 100 |
| 22 | Having difficulty to express ideas in English medium. | - | - | 3 | 10 | 2 | 6.66 | 15 | 50 | 10 | 33.33 | 30 | 100 |

Table 7 shows the respondents' perceptions regarding the difficulty of using EMI in examination. Item 21 was designed to find out whether they feel difficulty to understand all questions asked in examination. The result demonstrates that only 1 respondent (i.e.3.33%) strongly agreed and 10 respondents (i.e. 33.33%) agreed with the statement. Only 1 respondent (i.e.

34

3.33%) was undecided about the statement. In contrast, 3 respondents (i.e. 10%) disagreed and 15 respondents (i.e. 50%) strongly disagreed with the statement. The result shows that most of respondents (i.e. 60%) disagreed with feeling difficulty to understand all questions asked in examination in English medium.

Item 22 was prepared to find out whether they have difficulty to express ideas in English medium in examination. The result shows that 3 respondents (i.e. 10%) agreed and 2 respondents (i.e. 6.66%) were undecided about the statement. In contrast, 15 respondents (i.e. 50%) disagreed and some respondents 10 (i.e. 33.33%) strongly disagreed with the statement. The result reveals that majority of the respondents (i.e. 83.33%) disagreed with having difficulty to express ideas in English medium in examination.

### 4.2.4 Content

To find out the secondary level students' perceptions of using EMI in term of challenges of content, two questions were asked. Table 8 presents the data obtained from respondents.

**Table 8**

**Content**

| SN | Items | Responses | | | | | | | | | | | |
|----|-------|-----------|---|---|---|---|---|---|---|---|---|---|---|
| | | Agree | | | | Undecided | | Disagree | | | | Total | |
| | | SA | | A | | | | DA | | SDA | | | |
| | | F | P | F | P | F | P | F | P | F | P | F | P |
| 23 | Creates problem for understanding content in English. | - | - | 5 | 16.66 | 1 | 3.33 | 16 | 53.33 | 8 | 26.66 | 30 | 100 |
| 24 | EMI makes it difficult for them to understand the content especially in social and science. . | 2 | 6.66 | 13 | 43.33 | 2 | 6.66 | 10 | 33.33 | 3 | 10 | 30 | 100 |

Table 8 presents the respondents' perceptions regarding the challenge of using EMI of content. Item 23 was prepared to find out whether EMI creates problem

for understanding content in English. The result demonstrates that 5 respondents (i.e. 16.66%) agreed and only 1 respondent (i.e. 3.33%) was undecided about the statement. In contrast, most of respondents 16 (i.e. 53.33%) disagreed and 8 respondents (i.e. 26.66%) strongly disagreed with the statement. The result shows that most of the respondents (i.e. 79.99%) think EMI does not create problem for understanding content in English.

Item 24 was designed to find out whether EMI makes it difficult for them to understand the content especially in social and science. Two respondents (i.e. 6.66%) strongly agreed and 13 respondents (i.e. 43.33%) agreed about the statement. However, 2 respondents (i.e. 6.66%) were undecided about the statement. In contrast, 10 respondents (i.e. 33.33%) disagreed and 3 respondents (i.e. 10%) strongly disagreed with the statement. It shows that, in half number of total respondents' (i.e. 49.99%) view EMI makes it difficult for them to understand the content especially in social and science subjects.

### 4.2.5 Availability of Resources

To find out the secondary level students' perceptions of using EMI in term of availability of resources, two questions were asked. Table 9 presents the data obtained from respondents.

**Table 9**

**Availability of Resources**

| SN | Items | Responses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Agree | | | | Undecided | | Disagree | | | | Total | |
| | | SA | | A | | | | DA | | SDA | | | |
| | | F | P | F | P | F | P | F | P | F | P | F | P |
| 25 | English medium textbooks are not available on time. | 8 | 26.66 | 9 | 30 | 2 | 6.66 | 8 | 26.66 | 3 | 10 | 30 | 100 |
| 26 | English medium reference materials are not available in library. | - | - | 3 | 10 | 7 | 23.33 | 12 | 40 | 8 | 26.66 | 30 | 100 |

Table 9 indicates the respondents' perceptions regarding the challenge of using EMI of availability of the resources. Item 25 was designed to find out whether English medium textbooks are available on time or not. The result shows that 8 respondents (i.e. 26.66%) strongly agreed and 9 respondents (i.e. 10%) agreed with the statement. However, 2 respondents (i.e. 6.66%) were undecided about the statement. In contrast, 8 respondents (i.e. 26.66%) disagreed and 3 respondents (i.e. 10%) strongly disagreed with the statement. The result shows that most of the respondents (i.e. 56.66%) agreed with English medium textbooks are not available on time.

Item 26 was prepared to find out whether English medium reference materials are available in library. The result shows that 3 respondents (i.e. 10%) agreed and 7 respondents (i.e. 23.33%) were undecided about the statement. In contrast, 12 respondents (i.e. 40%) disagreed and 8 respondents (i.e. 26.66%) strongly disagreed with the statement. The result shows that, in most of the respondents (i.e. 66.66%) agreed with English medium reference materials are available in library.

Regarding the suggestions for using EMI effective in schools, varieties of views found. Almost all of the respondents expressed that English medium textbooks, materials should be available on time. Similarly, one student opined that the internet should be used for making EMI effectively in schools. Some expressed that qualified and experience teacher should also be appointed. In the same way, some said that EMI should be used in all public schools of urban and rural areas. So, public schools should strictly implement new policy and provision regarding EMI and qualified and experienced teacher should also be appointed. In the same way, the some responded that grammar must be focused while teaching English language.

# CHAPTER – FIVE

# FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with findings, conclusion and recommendations of the research. Findings, conclusion and recommendations are drawn on the basis of analysis and interpretation of the responses of secondary level students.

## 5.1 Findings

After analyzing and interpreting the data explored through the questionnaire, the findings of the study have been summarized under two sub-sections (i.e. opportunities and challenges) according to research questions raised in the study.

### 5.1.1 Opportunities of Using EMI

Regarding the opportunities associated with EMI, all respondents (i.e. 100%) said that EMI is the best way to increase vocabulary by using English frequently, it would enhance speaking skill, and they are satisfied with EMI as it helps accuracy in English language use and thought that it offers greater opportunities for further study. In the same way, all most all of respondents (i.e. 96.66%) thought that EMI provides good career prospects and, in 25 respondents' (i.e. 83.33%) views English works as a passport to cross the border. To make EMI effective, they suggested that students should carry pocket dictionary because they can use it when they feel difficult in searching meaning of vocabulary items. Similarly, habit of speaking English should be established among the students. They suggested that EMI should be used in every part of the country and those teachers and students who completely follow EMI should be awarded to motivate other teachers and students.

### 5.1.2 Challenges of Using EMI

There are some challenges associated with EMI. The findings of this study shows that most of the respondents (i.e. 86.66%) views there are challenges regarding difficulty of using EMI in classroom interaction with teachers and others students. Likewise, some respondents (i.e. 49.99%) said that EMI makes it difficult for them to understand the content especially in social and science subjects. In the same way, some of the respondents (i.e.56.66%) said that English medium textbooks are not available on time. Most of the respondents (i.e. 60%) have not difficult to understand all questions asked in examination in English medium and majority of the students 28 (i.e. 93.33 %) do not have difficult to write assignments in English. To make EMI effective, they suggested that English medium textbooks, materials should be available on time and internet should be used. Similarly, qualified and experienced teacher should also be appointed.

## 5.2   Conclusion

From the present study, it can be concluded that all of the respondents had positive attitude to EMI and viewed that EMI is the best way to increase vocabulary by using English frequently. EMI offers greater opportunities for further study, it provides good career prospects and, English works as a passport to cross the border.

There are some challenges associated with EMI. It can also be concluded that there are main challenges regarding in using EMI in classroom interaction with teachers and other students as well English medium textbooks are not available on time.

EMI is necessary in public schools for growing demand of parents or to survive among the private schools but English medium textbooks and other supportive materials should available on time as well as qualified and experienced teachers  appoint.

## Recommendations

On the basis of the finding derived from the analysis and interpretation of the data, following recommendations have been forwarded for these levels.

### 5.2.1 Policy Related

The following policy related recommendation can be made:

I. The government should provide the English medium textbooks and reference materials on time as well make new policy and provision for strict implementation of EMI in schools.

II. School management committee should appoint the qualified and experienced teachers.

III. The government should award those teachers and students who completely follow EMI which helps to encourage other teachers and students.

### 5.2.2 Practice Related

The following practice related recommendations can be made:

I. Teachers should address the learners' needs and interests in the classroom as well they should behave in friendly manner with learner.

II. Similarly, the interaction between teachers and students as well students and students should be compulsory in English language.

III. Different competitions like; debate, essay and speech competition should be conducted in English language frequently.

### 5.2.3 Further Research Related

The present research was unable to cover several areas related to the area of the study. The findings of the study might not be generalized to all contexts as it

has many limitations. It has limitations in terms of study population, sample, and data collection tools. So, further research can be conducted concerning the limitations of this research by incorporating larger sample at different levels, i.e. primary, lower secondary, bachelor and master levels.

# APPENDIX I

# QUESTIONNAIRE

Dear informant,

I am a thesis student of Masters' level in English Education. I am conducting the research entitled **Secondary Level Students' Perceptions of Using English as a Medium of Instruction (EMI) in Public Schools** under the supervision of Ms. Madhu Neupane, Lecturer, Department of English Education, T.U., Kirtipur. So, I humbly request you to put your responses on the questions included in this set of questionnaire. The fruitfulness of the study will depend on your reliable and genuine information.

I honestly assure you that the responses will remain confidential and be used only for the research purpose. I will be indebted to you for your invaluable contribution in completing this research work.

Thank you.

**Researcher**

**Susma Thapa**

## A. Demographic Information

Name: _____

Name of School _____

Class _____ Date _____/_____/_____

Please go through the questions and show your responses that you favour most.

A. Please, indicate (√) to the most appropriate options below:

*SA: Strongly Agree          A: Agree          U: Undecided*

*D: Disagree          SD: Strongly Disagree*

## I. Opportunity associated English as medium of instruction (EMI).

| S.N. | Statements | A | SA | U | D | SD |
|------|-----------|---|----|----|---|-----|
| 1. | English as a medium of instruction (EMI) helps to develop English language vocabulary. | | | | | |
| 2. | EMI is best way to increase vocabulary by using English frequently in context of listening and reading. | | | | | |
| 3. | The use of EMI would enhance my speaking skill. | | | | | |
| 4. | I am happy to study in EMI because it is helping to correct pronunciation and improving my English. | | | | | |
| 5. | I get maximum chance to practice English through EMI it helps me to develop my speaking skill. | | | | | |
| 6. | I think quality education can be provided through EMI. | | | | | |
| 7. | EMI offers to participate more freely in different competition program in English like; debate, essay and quiz contest etc. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 8. | I am satisfied to learning in EMI because good competences in English provide better opportunities for doing trade and business internationally. | | | | | |
| 9. | Learning in EMI offers greater opportunities for further study. | | | | | |
| 10. | Learning in EMI helps me to obtain better grade in SLC examination. | | | | | |
| 11. | English language is global language so, EMI offers a good career prospects. | | | | | |
| 12. | English is passport to cross the border so; I am studying in EMI to go abroad study. | | | | | |
| 13. | Learning in EMI is important to me because it helps me for successful career development in Nepal and foreign country. | | | | | |
| 14. | I selected EMI because I want to be a good English teacher in the future. | | | | | |
| 15. | Learning English offers better job in the future so, I am studying in EMI. | | | | | |
| 16. | English language is necessary for individual, social empowerment and career development so, I am studying in EMI. | | | | | |
| | **II. Challenges** | | | | | |
| 17. | I do not feel an easy about using English in classroom interaction with the teacher. | | | | | |
| 18. | I cannot easily ask questions in English while teacher teaching in the classroom. | | | | | |
| 19. | I cannot write assignments in English as quickly and easily as I can in Nepali | | | | | |
| 20. | Sometimes I feel assignment should be given in Nepali medium because I feel it is difficult to write in English medium. | | | | | |
| 21. | I cannot understand all questions asked in examination in English. | | | | | |

| 22. | I cannot express my ideas in examination in English medium. | | | | | |
|-----|---|---|---|---|---|---|
| 23. | I have problems in understanding content in English. | | | | | |
| 24. | EMI is difficult for me when my teacher explain everything in English especially in social and science subjects. | | | | | |
| 25. | English medium textbooks are not available on time. | | | | | |
| 26. | English medium reference materials are not available in library. | | | | | |

C. Please give your opinion to the following queries.

1. What are your suggestions for using of EMI effective in schools?

-------------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------------
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-------------------------------------------------------------------------------------------------
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**Thank you**

# APPENDIX II

# PARTICIPANT CONSENT FORM
**Department of Education**
**Tribhuvan University**

**Supervisor Name:** Ms. MadhuNeupane, Lecturer
**Perception of Secondary Level Students' of Using English as a Medium of Instruction(EMI) in Public School in Tanahun District**

I, …………………………………., agree to take part in this research study. In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/ benefits involved.

1. I have read the participants information statement and have been able to discuss my involvement in the study with the researcher if I wished to do so.

2. I have got answers to any questions that I had about the study and I am happy with the answers.

3. I understand that being in this study is completely voluntary and I do not have to take part.

4. I understand that I can withdraw from this study at any time before I submit my responses to given questionnaires.

5. I understand my responses to the questionnaires cannot be withdrawn once they are submitted.

6. I understand that personal information about me that is collected over the course of this study will only be used for the research purposes. I understand this information will only be told to others with my permission, except as required by law.

7. I understand that the results of this study may be published, and that publication will not contain my name or any identifiable information about me.

   I consent to:

**Completing questionnaires**     **YES** ☐     **NO** ☐
**Signature……………………**
**Name …………………………………………….**
**Date …………………………….**

# APPENDIX III

## Department of English Education
## Tribhuvan University

Supervisor Name: Ms. MadhuNeupane

Lecturer

Department of English Education

Tribhuvan University

Kirtipur Kathmandu

Mobile: 9841738920

Email: madhukneupane@gmail.com

**Issues in using EMI in public schools of Nepal**

PARTICIPANT INFORMATION STATEMENT

## 1. What is this study about and who is carrying out it?

You are invited to participate in a research entitled 'Secondary level students' perceptions of using English as a medium of instruction ( EMI )in public school' which aims to find out the perception of secondary level students of using EMI in term of opportunities and challenges in public schools. Though some researchers have been conducted related to EMI, they are limited up to challenges of implementation in administrative level and teachers' perception towards EMI.Therefore, this research is an effort towards finding students' perceptions of using EMI in public school and providing some pedagogical implications for effective use of EMI in public schools.

This is being carried out by Ms. Susma Thapa in partial fulfillment of the Master of Education English at Tribhuvan University. This study will take place under the supervision of Ms. Madhu Neupane, Lecturer.

This participant information statement tells you about the study. Knowing what is involved will help you decide if you want to take part in the research. Please

read this sheet carefully and ask questions about anything that you do not understand or want to know about this study. Participation in this research is voluntary. So it is up to you whether you want to take part or not.

By giving your consent for participation in this study you are telling us that you:

- ✓ Understand what you have read.
- ✓ Agree to take part in research study as outlined below.
- ✓ Agree to use of your personal information as described.

    You will be given a copy of this participant information statement to keep.

## 2. What will the study involve for me?

This study involves completing the set of questionnaire. The questionnaire contains 26closed-ended questions and 1 open-ended question where you will be asked to choose the correct options and give suggestions according to your practices and asked about opportunities and challenges of EMI. You will have 30minutestime to complete the questionnaire.

It will take 10 to 15 minutes to complete this questionnaire. This study will not harmful to you in any cost.

The students who are studying in secondary level in Tanahun district in English medium public schools of Nepal can participate in this study.

## 3. Do I have to be in the study? Can I withdraw from the study once I've started?

Your participation in this study is completely voluntary. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone at your school. If you decide to take part in the study and then change your mind later, you are free to withdraw from the study. Submitting your completed questionnaire is an indication of your consent to participate in this study.

**4. Are there any risks and benefits associated with being in the study?**

Aside from investing your time, there will not be any risks or costs associated with taking part in this study. This study will help you identify opportunities and challenges of using EMI. Furthermore, the findings of this study will help you make an informed decision about effectives learning through EMI.

**5. Who can take part in the study?**

All the students are studying in secondary level in public schools where EMI has been implemented.

**6. What will happen if information about me that is collected during the study?**

The information you provides will only be used for the purpose outlined in this Participation Information Statement, unless you consent otherwise.

Your information will be stored securely and your identity/ information will be kept strictly confidential, except as required by law. Study findings may be published, but you will not be individually identifiable in these publications.

**7. Can I tell other people about the study and will I be told the result of this study?**

You are welcome to tell other people about the study and you will get the summary of the overall findings of the study.

**8. What if I would like further information about the study?**

If you like to know more about the study, please feel free to contact Ms. Susma Thapa (email: susmarana92@gmail.com)

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