

CHAPTER ONE

INTRODUCTION

This is the study entitled "Teachers' Perceptions on English as a Medium of Instruction". Background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definitions of key terms are consisted in this chapter.

1.1 Background of the Study

English as a medium of instruction is a process of teaching the subjects' contents to students using the English language. To define English as a Medium of Instruction, Simpson (2017) states that EMI refers to a situation where learners for whom English as an additional language are receiving some or all of their education in English, i.e. at any stage of the educational cycle. In other words, the process of delivering and receiving the contents or subjects in English language by the teacher and learners in the context where the first language is not the English language is EMI. In the same way, Simpson (2017) again argues that use of English at all levels of education system to teach and learn different subjects including mathematics, science, social studies in the context where the majority of learners and teachers use English language as an additional language. EMI has been defined by various scholars as it is a current issue in these current days. The statement of Deardon (2015) rightly says that use of the English language has been used to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English.

In the same way, Sah (2015) says that the rise of English as a global lingua franca seems to be further forcing non- native speakers to learn English and many countries are trying to drastically overhaul their education system in favor of English in order to meet the challenges of global integration. So, EMI has been a current trend in many of the countries with its global demand.

Nowadays, among different languages all over the world, English is assumed as an international language which is used in several sectors like international trade, education, technology, communication, research works, and so on. So, as the English language is being one of the dominant languages throughout the world, most of the countries are adopting English language as a medium of instruction in their academic institutions for global integration. While teaching learning process is going on, medium of instruction plays important role in its fruitful outcomes. In the case of EMI, some scholars are in the support of practicing it whereas some are not. Simpson (2017) says that learners should be taught in basic (i.e. up to lower secondary level) formal and non- formal education through the language they know best. Whichever the language the learners can learn the best with, Sah (2017) argues that there is no doubt that EMI is associated with socio- economic realities that English is largely needed for global employment and higher studies. So, if the students are being taught by English language, they can be familiar with English language which helps to meet the several purposes which are globally shared.

1.2 Statement of the Problem

Teaching is taken as a way of exploring and transferring the ideas and knowledge to the learners. The teacher is considered as a responsible agent to transfer the knowledge to the learners inside and outside the classroom. The way of instructing the students should be clear and fruitful while teaching. Teaching learning activities can give the better outcomes, if the instruction is clearly done by the side of teacher. In other words, there cannot be fruitful learning in the absence of good instruction.

As the English language is being used worldwide, it has the power to support different aspirations of human life. In these current days, most of the countries are adopting English language in use in their academic institutions as a medium of instruction. English language is playing vital role nowadays because without the knowledge of English language, we cannot be updated with current

happenings. In another words, English language has several benefits for the people to be advanced and survived with the ongoing situation of these days. So, the schools are using English language as a medium of instruction to make students familiar with English language considering the huge demand of it to be fit in the current world. The things mentioned above motivate schools to implement EMI as much as effectively.

In the context of Nepal also, EMI is growing as a trend or fashion with its global craze. Sah (2015) says, "With the increasing demand of English language for global integration, the choice of schooling children in English has been given a major priority in developing countries including Nepal". In Nepal, even though the EMI practice is in trend, most of the teachers are teaching English subjects in Nepali language as well as many of the students are being taught the content of English subjects in Nepali language. The problem of learning English in Nepali language is creating the problem of hardships to the students in their personal or professional life in terms of reading, writing, listening and speaking English which can harm the career advancement of them.

To support the practice of using English as a medium of instruction, the teachers firstly should be aware of his/ her skill on speaking English and instructing the students concerning their level of understanding. But, teachers in Nepal who teach English or non- English subjects are facing a number of difficulties in practicing English as a medium of instruction such as, administrative support, trainings, peer collaboration, language lab, resource materials etc. However, they are practicing EMI in the schools or classes. That is why, this study has the concern of how do teachers perceive English as a medium of instruction and how do they practice it.

Regarding the medium of instruction, I have an experience of being taught English subject through Nepali language in my early schooling. I sometimes go through some hardships regarding speaking, reading, listening and writing English language. These sorts of problems are directly related to teaching

learning activities in school. So, this kind of my experience also led me to conduct this research.

Many of research studies have been conducted regarding instruction and English as a medium of instruction in the department but it is not found the single research study on non- English basic and secondary level teachers' perception on English as a medium of instruction. This research study explored how teachers actually perceive English as a medium of instruction as well as how do they practice it inside the real classroom.

1.3 Objectives of the Study

The objectives of this study were:

- a) To analyze how teachers perceive English as a medium of instruction in teaching subjects' content,
- b) To analyze teachers' practices in English as a medium of instruction in the real classroom,
- c) To suggest some pedagogical implications.

1.4 Research Questions

The followings were the research questions of the study:

- a) What is the teachers' perception on EMI in teaching subjects' contents?
- b) How do the teachers practice English as a medium of instruction in the real classroom?
- c) What kind of practices do teachers prefer to implement EMI in the classroom?

1.5 Significance of the Study

This study mainly concerned with the teachers' perception and their practices of it in the real classroom. Several researches have been carried out so far but not a single research work has been conducted on the topic of "Teachers'

Perception on English as a Medium of Instruction" in the department of English Education yet. This work provides information about the perception of teachers on EMI as well as the ways to practice EMI effectively in the real classroom environment. So that, this research study is helpful especially for the novice teachers who have not enough experience on practicing EMI. This work is beneficial for all those who have keen interest on teaching learning activities, particularly English language teachers, teacher trainers, policy makers and the person who is interested to carry out the research on different topic related to instruction. Teachers who are teaching English or non- English subjects in schools where EMI is implemented can be benefitted by this study in terms of information how a teacher can practice EMI inside the classroom in a fruitful way. They can get the information about how to instruct the students in English so they can be taught contents with learning language at the same time. This study can also be useful for the curriculum developer and text book designer to select the appropriate activities that support the practice of English as a medium of instruction. It can also be fruitful to those who directly or indirectly involve in teaching basic and secondary level applying English language as a medium of instruction. This study finally can give the basis for further study who wants to explore more ideas regarding the practice of English as a medium of instruction.

1.6 Delimitations of the Study

This study was limited to:

-) Four public schools from Kathmandu valley where EMI has been implemented.
-) Fifty non- English teachers teaching in basic and secondary level were the samples.
-) Questionnaire was the research tool.

1.7 Operational Definitions of the Key Terms

In this study, following are the key terms:

EMI: Using English language as a medium of instruction while teaching the subjects' contents

ELT: Teaching English language in the classroom

Teachers: The teachers who teach their respective subjects in their classes

Non English Teachers: The teachers who teach other subjects except the English subject

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of review of all the related theoretical and empirical literatures, their implications on the study and conceptual framework of the whole study.

2.1 Review of Related Theoretical Literature

This topic includes growing trend of English as a medium of instruction in the classroom, language planning, policy and practice of EMI in Nepal, ELT in Nepal, teachers' role on EMI implementation, English as a medium of instruction, Perception on EMI and challenges in the implementation of EMI.

2.1.1 Growing trend of English as a Medium of Instruction in the Classroom

English is one of the dominant languages which is spoken in majorities of countries as a mother, foreign and additional languages for several purposes. English language has not only been spoken but also taught in different countries because of its growing trend. In this globalization era, English has been a common way of communication for the people from around the world. Sah (2015) says that with the increasing demand of English for global integration, the choice of schooling children in English has been given a major priority in developing countries including Nepal. So, EMI is helpful for children to acquire English language as well as make them able to go with the global trend. In the same way, Simpson states:

Motivation factor for the widespread use of EMI in newly independent commonwealth countries- despite UNESCO's oft-referred-to (1953) statement that, an indigenous language is

preferable in EMI-include English being viewed as a 'neutral', 'modern', 'scientific language', and a means of unifying young states with considerable linguistic diversity(2015, p. 5).

In the current context of globalization, EMI links to a common view of people by making people interacted with each other. Proficiency in English is also as an indicator of country's economic development. As in the same way, Deardon(2014, p.2) says:

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 increasing being used in universities, secondary schools and even primary schools. This phenomenon has very important implications for the education of young people and policy decisions in non-anglophone countries.

Nowadays, majority of schools are using English as a medium of instruction to help the learners for their betterment in future.

Nepal is a multilingual, multicultural country having different ethnic groups and different languages. Nepalese education system is affected by different linguistic, cultural, religious, socio-economic aspects. In Nepal, classrooms are full of diversity having students from diverse ethnic, linguistic, socio-economic and cultural phenomena. In such context, it is very difficult to teach students of different background by applying EMI. Insufficient training for the teachers, lack of sufficient exposure, diversity in the students, policy and practice gap

and political interference are the common challenges to implement EMI properly in the context of Nepal. As Tsou and Kao state:

The growing trend of EMI has several implications. First, with the fast- increasing EMI courses, EMI instructors can expect classrooms with most, if not all, domestic students. The trend also points to the need for more EMI teachers in order to meet the demand (2017, p.12).

So, the trend of growing EMI is increasing day by day. Currently, the school level of education system in Nepal consists primary (5 years: grade 1-5), lower secondary (3 years: grade 6-8), secondary, (2 years: grade 9-10) and higher secondary (2 years: 11-12) teaching. In college or university level, there is provision of three or four years of bachelor, two years of master and three to five years of Ph. D degrees. So, it shows that, Nepal is also applying the practice of EMI in these current days. The MoE has also implemented EMI to bridge the gap between private and public school and for ensuring quality education and to attract the students toward the government schools. Deardon (2014) as cited in Khati (2016) says that as the global ELT discourse too, it is a growing phenomenon in public and private education in all stages of education (primary, secondary and tertiary) across the world.

English as a Medium of Instruction is emerging concept in the field of education. It is a process of teaching different subjects through English language in different academic institutions where English language is spoken as second or foreign language. People from different countries want to learn English language for different purposes including academic, business, instrumental, technological, tourism and other several purposes. So, to fulfill these all aspirations of the people, EMI in school, college, and university campuses is being implemented nowadays. In the context of Nepal also, in

school, college and university campuses, EMI is implementing in present situation. As the growing trend of emerging EMI policy in all over the world, Nepal also has the unstated practice of EMI policy for various purposes.

2.1.2 English as a Medium of Instruction

Medium of instruction is a process of getting the learners enacted in the directions given by the teachers by using a language. English medium refers to direct the students or the learners by using English language. Rahmadani (2016, p.132) states,

That English as a medium of instruction (EMI) can be defined as the use of the English language to teach academic subjects to teach in countries or jurisdictions and implemented in some countries where the first language of the majority of the population is not English.

Several countries are practicing English language as a medium of instruction because of the global demand of English language. English language teaching and learning is being in practice not only for the academic purpose but also for other aspirations of the human being because it is the globalization era where English language is considered as one of the international languages. So, in the present days, English language is being taken as a compulsory subject in the curriculum in most of the countries.

Adoption of English instead of the mother tongue as a medium of instruction can thus provide students with ample opportunities with English on an everyday basis and in a wide array of communicative situations and capacities, not only with their teachers, but also with other students, administrators, and

advisors, in meaningful and authentic contexts Belhiah (2017, p.7).

The use of EMI can be fruitful for fulfilling the high demand of quality education in these days as well. As English language is being used as a medium of instruction worldwide, the supporters of English as a medium of instruction in public schools in Nepal view it as a personal as well as the national need. Aryal (2013) as cited in Sah (2015) mentions that it is a common perception among Nepalese people that children will have better future prospects if they have English medium in schooling. English language is one of the languages that can lead one to be sold in the global market in this global context. However, while students are being instructed in English language, they can have the several problems as well. Cultural barrier is yet another dominant factor in posing a challenge in the promotion of EMI into education system Ryhan, (2014). So, use of the mother tongue as a medium of instruction helps the students to not to be linguistically dominated which leads better result in learning. Hence, English as a medium of instruction is desirable in our schools for being able to deal with the problems of basic skills such as listening, speaking, writing and reading. English has become a very important skill that a global worker of today and the future needs of them to possess. Using English as a medium of instruction simultaneously helps the student to acquire linguistic as well as the content knowledge at the same time.

Whereas, some people on the practice of English as a medium of instruction argue that, it is better to use the national language as a medium of instruction. When children are educated exclusively in a non- mother tongue language, they are deprived of the access to education because of the linguistic, pedagogical, and psychological barriers. Deardon (2017) says that EMI is being rejected by some countries because of the wish to protect a home, unifying language or education system. However, the practice of English as a medium of instruction is increasing globally and it is providing the opportunities for the learners to be

competent in the international language that helps them to uplift their personal and profession life. So, the implementation of English as a medium of instruction is being necessary in the context of Nepal. However, the strategies, techniques and other things regarding English as a medium of instruction are to be explored and supported with its effective implementation.

2.1.3 Language Planning, Policy and Practice of EMI in Nepal

A several plans and policies have been introduced in different times in the history of Nepalese Education regarding languages as Nepal has diversity with language. The Nepal Education Commission (NEC) 1992 recommended NMI up to higher education level Adhikari, (2016). In this regard, this policy gave focus on Nepali language as a medium of instruction than English language at that time. As the MOI, MOE (1971) suggested that both the English and Nepali languages are used as the MOI. The policy at this time, have given focus on both language regarding the use of MOI. Similarly, UNESCO report (1996) concludes that the best medium for teaching child is his Mother Tongue. As NEC recommended NMI up to higher education level, this report has also focused on mother tongue than other language regarding the use of language in instruction. Because of the multilingual community in Nepal, it is a burning issue of choosing a language as a medium of instruction in institutions or schools. The constitution of Nepal (2015) has removed the trend of the language of the nation and ensured that all the spoken languages in Nepal are the national languages. Some people and some linguists are pressurizing to use local language as a medium of instruction at least up to primary level whereas some other people and scholars are against of it because of the high demand of English language all over the world.

Regarding medium of instruction in schools, NCF (2006) has a provision that the mother tongue will be the medium of instruction in elementary education. Generally, in the first stage of elementary education, the medium of instruction will be in mother tongue. There will be a special provision of choosing any

other language as a subject instead of Nepali in the case of non- Nepali citizen and any other subjects will be taught in the same language. This provision supported policy of instruction to be flexible. Regarding the flexibility of using the language in education, Constitution of Nepal, (2015) has stated that every citizen of Nepal has right to speak their own language and to get education as the medium of instruction in their mother tongue. In the same way, Education Act (1971) has allowed the schools to adopt English and Nepali or both of them as a medium of instruction without any legal restrictions. Similarly, the government of Nepal, Ministry of Education and Education Department made the policy on SSRP (2009-2015) to launch the program of multilingual education in 7500 schools. Regarding the use of language as a medium of instruction, SSDP (2016) mentions that there is the provision of using trilingual language as a medium of instruction. The practice of EMI nowadays in Nepal is increasing day by day.

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

To overcome the circumstances of not being in access of education employment and other social benefits also, EMI is being implemented in Nepal.

By reviewing and analyzing the policies in education, it is to say that language policies itself are in the controversy. There is the controversy between the policies regarding EMI because government of Nepal has not set the policies in the same way. Some documents are supporting the monolingual education

system whereas some are not giving focus for it rather it supports the multilingual education system. So, we can find some documents giving focus on monolingual language policy in education meanwhile we also can find some documents focusing on mother tongue based multilingual policy in education.

As the policies are made in Nepali education regarding EMI, schools these days are adopting EMI increasingly day by day. Nepali education has a long history regarding the use of English language as a medium of instruction since Rana Regime. As (Adhikari, 2016) says that During the Rana Regime (1875-1932) the medium of instruction was in English in secondary level as the students had to participate in Metric Exam in Calcutta. The English language has been in use for different purposes in Nepal for a long time. In this regard, English language was initiated as compulsory subject from grade 1 since 2003 (Adhikari, 2016). Apart from the several benefits of using English as a medium of instruction, there also can be different problems and challenges in terms of teacher quality, students and teachers' language ability, EMI supporting programs, administrative support, suitable policy and practice and so on. The use of the English language as a medium of instruction in schools can create many opportunities as well because of its global demand. Nepal is running three types of schools; English medium private school, Nepali medium public school and English medium public schools. In the recent days, public schools which have adopted EMI in school are attracting more students. As the local communities are raising the voice in support of using local language in school as a medium of instruction, schools are adopting English language as a medium of instruction concerning the functional demand of it. In Nepal, some people are in the favor of EMI where some others are in the opposition of it because of their concern about the long lasting impact of English language on other local languages in the nation. However, people are getting more attracted towards EMI because of its global trend.

2.1.4 ELT in Nepal

Teaching English in Nepal does not have long history, as it is mainly taken as a school subject and only few people use English language in Nepal traces back to 17th century when King PratapMalla ruled Kathandu. However, it was used with very limited purpose (Awasthi, 1979 as cited in Sapkota, 2014). After his visit to Britain, Prime Minister Jung BahadurRana was interested in the English education system under Darbar School at Thapathali. Chandra Shumsher adopted English language for higher education and opened Tribhuvan Chandra College in 1918 AD (Khaniya, 2007).

The oldest Nepali University, Tribhuvan University, established a century later in 1959 AD and after in different times intervals nine other universities are in the existence now. Under National Education System Plan (NESP, 1971) institute of education, TU started B. Ed. program as a form of English teaching.(Awasthi, 2009, as cited in Sapkota, 2014, p.25).

Regarding the timeline of the history of EMI in Nepal, Kansakar (1996, p.18) states:

Recently, there has also been a considerable decline in the use of English as a medium of instruction in higher education. The Government's efforts to increase the use of Nepali at all levels of education, however, have not been matched by the production of an adequate number of textbooks or reference materials in Nepali.

However, in the current context of Nepal, English language is being used as a foreign language. It is developed as the fulfillment of the purpose of international communication in Nepal. In Nepal, English language is being taught as a compulsory subject from grade One to Bachelor 1st year and from PCL to Masters Level, it is being taught as a major subject in the Faculty of Education, Humanities and Social Sciences.

Regarding EMI, Khati (2016) says that after the restoration of democracy in 1990, many private English schools started EMI from grade one and public schools followed the same pattern. Similarly, Sah (2015) states, "The MOI is implementing EMI policy to ensure quality education in public schools and increase the number of students by considering Nepalese parents' perception of having of their children's better future". In these present days, people can remain illiterate if they are not familiar with English language because most of the sources of knowledge are in English language such as most of the books, articles, journals and magazines are found in English language. Although, it is the strong need of teaching English language in Nepal even though there are several problems regarding teaching English language in terms of administrative support, language lab, peer cooperation, heterogeneous classroom, size of the classroom, number of the students inside the classroom, teaching techniques and strategies and so on. So, the teachers, students, stakeholders, government, curriculum developers, textbook designers, policy maker are to be conscious about overcoming the problems mentioned above. They all are to be aware of exploring and implementing more advanced policy and strategies to improve and develop the English language teaching practice in Nepal.

2.1.5 Teacher's Role on EMI Implementation

The teacher is considered as a responsible agent to transfer the knowledge to the students inside and outside the classroom. The teachers supposed to have a good skill for transferring the knowledge in a fruitful way in the sense that a

teacher plays the great role at implementing the school education successfully. A good teacher has to have skill to deal with all the problems which may occur while teaching learning process is going on. Teacher has the different roles while implementing the curriculum in school or the classroom. Regarding the roles of teachers, Ariyanti and Rindu(2017, pp. 94-98) mentions:

- The teacher as a controller
- The teacher as an assessor
- The teacher as an organizer/ manager
- The teacher as a promoter/ motivator
- The teacher as a participant
- The teacher as a resource/ informer
- The teacher as a facilitator
- The teacher as a demonstrator
- The teacher as a guide.

Teacher has to be in the different roles while running the classroom programs. The teacher has the main duty to conduct the educational related programs in the real field. Similarly, about other several roles of teachers Harmer (2007, p.7) states:

Part of a good teacher's art is the ability to adopt a number of different roles in the class, depending on what the students are doing. If, for example, the teacher always acts as a **controller**, standing at the front of the class, dictating everything that happens and being the focus of attention, there will be little chance for students to take much responsibility for their own learning, in other words, for them to have **agency**. Being a controller may work for grammar explanations and other

information presentation, for instance, but it is less effective for activities where students are working together cooperatively on a project, for example. In such situations we may need to be **prompter**, encouraging students, pushing them to achieve more, feeding in a bit of information or language to help them proceed.

By being in different roles as mentioned above, the teacher can implement the educational plans in a better way. The educational purposes can be met if the teachers play a good role while instructing the students. In the case of implementing EMI also, teachers have to have an attention on various roles for the better outcomes.

2.1.6 Perception on EMI

As the EMI practice is being adopted around the world day by day, not everyone is supporting it. EMI related people including teachers, students, parents, and stakeholders have different perceptions on EMI. Regarding EMI, teachers perceive EMI as a practice that supports them in several terms such as pedagogy, language proficiency, and other academic terms because practicing EMI in classroom gives them opportunity to polish their professional growth with live experience. Regarding the students' benefit, Khati (2016) says that more strikingly, teachers takes for granted that teaching in English helps students find job and participate in global community. They also believe that students' progress in the English language contributes wider access to information and knowledge. In the same way, Rahmadani (2016) says that by using the target language in the classroom can provide a source of modeling for the students both in regards to the production of the language and the attitude toward the language. In the other words, attitude of the students affects the language learning which can be developed by teaching the students in target language. It means to say, in the case of EMI also, teachers can help the

students to produce the English language and also support the students to create the positive attitude towards the English language that can help students to learn language easily.

Students play the vital role in teaching learning process, that is to say, it is impossible to carry out the teaching learning process without students. While students' perception toward learning is positive, there can be good outcome of learning. In the case of EMI, it is important to be informed about students' perceptions on it. In this regard, (Kang and Park, 2004; Yoo & Chung 2009 as cited in Kym 2014) mentions that psychological burdens and anxiety felt by students and instructors have also been reported as some of the problems caused by EMI classes. So, the attitude, perception, and anxiety of students are also the factors to affect EMI that may cause the interference on implementing EMI. However, the students nowadays have the positive attitude towards EMI. Regarding the impact of EMI on students' future, Costales (2017) concludes that students consider that English-taught programs might have a positive impact on their professional career and future prospect. In another words, receiving the contents through English language results in better opportunities for the students so that also the students support EMI practice. Although the students need EMI, it is not always supported by every student. In the words of Dikilitas and Eser (2017) it can be viewed as the students need translation in order to better understanding the subject matter due to the fact that they do not have the good command of English. It shows that the students want EMI because of its several benefits regarding their career but they also have the problem with it.

Regarding EMI, as teachers and students have their own perceptions, there is also the perception of parents. In the support of the parents and the stakeholders, EMI can be implemented in the school in a better way. In this regard, Tehran (2003) says, "...Therefore, parents never want to see their children being disadvantaged by using the mother tongue. Thus it is argued that English medium instruction enhances children proficiency in English language, which will direct them in securing upward social mobility, prestige and well

paid jobs".It means to say that the parents are also in the support of EMI because of its global demand all over the world. In fact, there is not the consistency on the attitude or the perception of students, teachers and parents. However, EMI is being practiced increasingly around the globe.

2.1.7 Challenges in the Implementation EMI

English language has the power of integrating the people from all around the world to fulfill their common purposes. Most of the countries prefer to apply the practice of EMI in their education system for being in the access of global demand. Indeed, it would appear that, with few expectations, most Asian Universities have accepted that if they want to raise their international profile they need to provide EMI courses Kirkpatrick (2017). As Nepal is a small country but it has a huge diversity in ethnicity. Each of the ethnic groups has its own language and wants its local language to be given recognition nationally. The number of languages spoken in Nepal is not certain. In this situation of Nepal, it is necessary of choose English language to overcome all the problems related with the medium of instruction in academic institution as well as to be able to have the pace in global market.

In some poorest countries in the world, the use of foreign such as English as a medium of instruction in schools is directly linked to educational exclusion and failure Marsh (2006). Nepal is a developing country where English language is spoken as a foreign language. In academic institutions in Nepal, trend of using English language as a medium of instruction is increasing. As Nepal has the diversity in language, it is challenging in practicing EMI. Applying the practice of EMI can have both of negative and positive results in education system. A developing country like Nepal can have several problems and challenges regarding practicing EMI. In the course of implementing the EMI in the school, there are several challenges are being faced by the teachers and students. As Tsou and Kao (2017) says that EMI teachers must deal with issues such as teaching students of diverse English proficiency levels, using innovative

techniques, identifying effective assessment tools and strategies, to name a few. In the sense that, today's classroom is full of diversity in terms of language, students learning level, interest, technological tools, materials and so on. So, implementation of EMI becomes as a great challenge in the teaching learning process. Similarly, Simpson (2017, pp. 8-9) mentions:

The four challenges to EMI including EMI policy and practice gap, the L2 proficiency gap: learners' and teachers' limited English, early switch to EMI and lack of transition to EMI. Lack of students' and teachers' ability and inappropriate teaching and learning methods and lack of resources related with EMI are the challenges under EMI.

So, it shows that there are several challenges on implementing EMI.

2.2 Review of Empirical Literature

Several research studies have been conducted on the use of English language in the field of education. Among them fewer research studies have been carried out in this field in the context of Nepal. The research studies related to this study are reviewed as follows:

Aryal (2012) carried out the study entitled "Difficulties and Attitudes of Primary Level Teachers Regarding the Use of English as a Medium of Instruction". The main objective of this study was to explore attitudes of primary level teachers regarding the use of English as a medium of instruction in public school. The researcher of this study used questionnaire as the research tool for data collection. He used close-ended and open-ended both types of questionnaire. He provided the set of questionnaire to teachers for collecting data in this study. In this study, the researcher found out that primary level teachers knew the global needs and importance of English Language. They had

positive responses. So, they are practicing to use it to bring and adjust the students in English environment. In the same way, he also found out that majority of the teachers (i.e. 90%) are interested to teach through English medium. Another thing he found out that English medium is necessary in public school to make the students equal to those students of private school. Similarly, the researcher found that most of the teachers agreed and said that the students' rate of learning affects teaching through English medium and majority of the teachers agreed that changing the medium of instruction from Nepali to English is important. He also found out that all the informants presented their views supporting English as a medium of instruction in public school.

Thapa (2012) carried out the study entitled "Teachers' Perceptions Towards Using English as a Medium of Instruction in Community Schools". The main objective of the study was to find out the perceptions of the teachers towards using English as a medium of instruction in community schools. The researcher used questionnaire as the research tool for the data collection. The researcher distributed the questionnaire to the teachers and headmasters. The findings of this study were out of the total, seventy percent of teachers opine that English is the accurate medium of instruction. The government should start the English medium in all community schools but there should be appropriate training for teachers. Similarly, he also found that seventy percent of teachers are positive towards English medium but they are untrained and less qualified to teach in English medium. In the same way, he found out that almost eighty percent teachers opine 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. He also found that Seventy-five percent teachers feel difficulty to teach in English medium but they are obliged or forced to teach in such medium, which does not become easy to them. The researchers found that no single teacher has got training to teach his or her subjects in English medium. Mostly those teachers who took their Degree with majoring English in university level feel

easy to teach in English but other teachers feel difficulty to teach their subjects in English. The other thing the researcher found out conducting this study was all the Headmasters are worried about the future of English medium in their schools. They have prepared some work plans to improve the quality of Education in English medium.

Dhakal (2016) conducted the study entitled "English as a Medium of Instruction (EMI) in Government Aided Schools: Teachers' Perception and the Use". The main objective of the study was to find out the teachers' perception about English as a medium of instruction in the government aided schools. The researcher used the questionnaire and observation as the tools for collecting the data in this study. The researcher used both close- ended and open- ended questionnaire for data collection. In this study, he found out that most of the teachers (80%) teachers were positive towards English medium. However, they have not got training to each subject in English medium. So there should be provided with the training for teacher and the teaching aids and materials related to the English medium by the government. Similarly, he found out that mainly primary and lower secondary level teachers felt difficulty to teach English medium in the beginning. So, senior teachers and school administration should help them in teaching. In the same way, he found that most of the teachers were found using different methods in teaching themselves. He also found that English as a medium of instruction in government aided school it extends better learning and teaching in the classroom. So the government should manage the physical infrastructure and teaching aids and materials as well. Another finding of this study was that the government and other concern authority related to school should improve the quality of education in English medium.

Costales (2017) conducted the survey research entitled "Assessing Students' Perception Regarding English Medium Instruction in Higher Education". The

main objective of the study was to investigate the satisfaction degree of students engaged in English- taught undergraduate programmes in the University of Oviedo. The researcher used questionnaire and interview as the research tools for data collection. In this study, the researcher found out that the overall satisfaction level of students seemed to be rather high according to the results of the questionnaire. In terms of availability of resource and subjects, the students were found satisfied and positive. The researcher similarly found that there is a high level of student satisfaction with the bilingual programme. Another finding of this study was that the student estimate that their level of English has improved since they study the medium of English and this study suggest that students perceive the most relevant gain in their English competence has been on the acquisition of technical vocabulary.

Gaire (2017) carried out a case study entitled "A Case Study on Expectations and Challenges Faced by Public Schools for the Implementations of EMI". The main objective of the study was to identify the expectations of stakeholders of the school from EMI before the implementation. She used interview as the research tool for data collection. She interviewed the parents, SMC members, head teachers and teachers. The type of interview she has used in this study was semi- structured interview. It was found in the study that schools administration and SMC had expected that enrollment of the students would be increased and school would be prevented from the situation of collapsed. Similarly, he found that, it had expected that English language proficiency of the students would be improved. They would be more competent and that competitive product would be no less qualitative than the product from private schools. In the same way, he also found that teacher had expected that new trainings or any such programs or opportunities would be provided which could be beneficial for their personal and professional development. Extra facilities had also been expected before its implementation. Similarly, she also found out that the expectation of parents was to see their children as competent as of private school or better than of that, in English competence as was expected

that the academic gap between the children of rich or non- Dalit and poor or Dalit family would be minimized.

Limbu (2017) carried out the research entitled "Students' Perception towards English as a Medium of instruction". The main objective of this study was to gather insights into students' perceptions towards English as a medium of instruction in the classroom. In this research, the researcher used questionnaire and observation as the research tools for data collection. In this study, the researcher found out that Teachers should maximize the use of English as a predominant language in classroom activities. They should encourage students to use English while talking with teachers and friends during school period. They should not enforce students 'English only'. If it is done, students can't express their opinion and ideas freely. In particular situations students should be allowed to use their first language during lesson. He also found that while giving instructions, it is better to use English to give simple instructions and Nepali for complex. English teachers resort to using students' first language when teaching grammar or explaining a difficult or abstract word. The teachers should use English to assign homework but he should additionally provide students with the homework description in students' first language. The teachers use the target language to ask students questions. However, depending on the context of the questions, teachers might sometimes have to use Nepali to ask questions. In the same way, he found out that Teachers should use English for classroom management. However, in certain circumstances, for example where students have badly misbehaved, teachers should use students' first language to discipline them. The reason for that is because when teachers use Nepali they will probably sound more serious and students will understand that the teacher is not just joking around or pretending. He also found out that that the vast majority of students want the teacher to use English to give feedback and that few students would like him to use Nepali. So, teachers should give feedback in TL in groups but L1 is better for individual and personal feedback.

Thapa (2017) conducted the survey research entitled "Secondary Level Students' Perceptions of Using English as a Medium of Instruction (EMI) in Public Schools". The main objective of this research study was to find out secondary level students' perceptions of using EMI in terms of opportunities and challenges in public schools. She used a set of questionnaire as a main research tool for the data collection. Both types open-ended and close-ended questions were there in the data collection tool. She collected the data from 30 secondary level students of two schools in Tanahun district where EMI has been implemented. She analyzed the collected data descriptively using simple statistical tools. In this study she found that all the respondents were in the favor of EMI saying 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 great opportunities for further study. She also has found that there are some challenges associated with EMI, most of the respondents viewed that there are challenges regarding difficulty of using EMI in classroom interaction with teachers and others students.

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

As abovementioned works are related to English as a Medium of instruction, those helped this study to be carried out effectively. Those helped it in terms of

gaining the additional information, preparing the conceptual framework, and having the idea of choosing the research design for this study and so on. This study is different to those of the studies mentioned above because it considers about the perceptions of the Non English teachers regarding the implementation of EMI in public schools which has not done or considered by those studies.

2.3 Implication of the Study

In this study, literature review has vital implications in the course of work from selection of the topic, methodology and findings. As Kumar(2011) argues that reviewing the literature can be time consuming, daunting and frustrating, but it is also rewarding.

In the course of literature review, I went through various theoretical and empirical research studies. After reviewing several literatures regarding EMI, I got more information about instruction and English as a medium of instruction regarding its signification, implementation, advantages, policy and practice. The studies that I have done during literature review provided me a lot of ideas about conducting the research on my selected topic that will be more helpful for me. From the research of Deardon (2014), I have got some valuable ideas about the definition of EMI, making conceptual framework and preparing research tools.

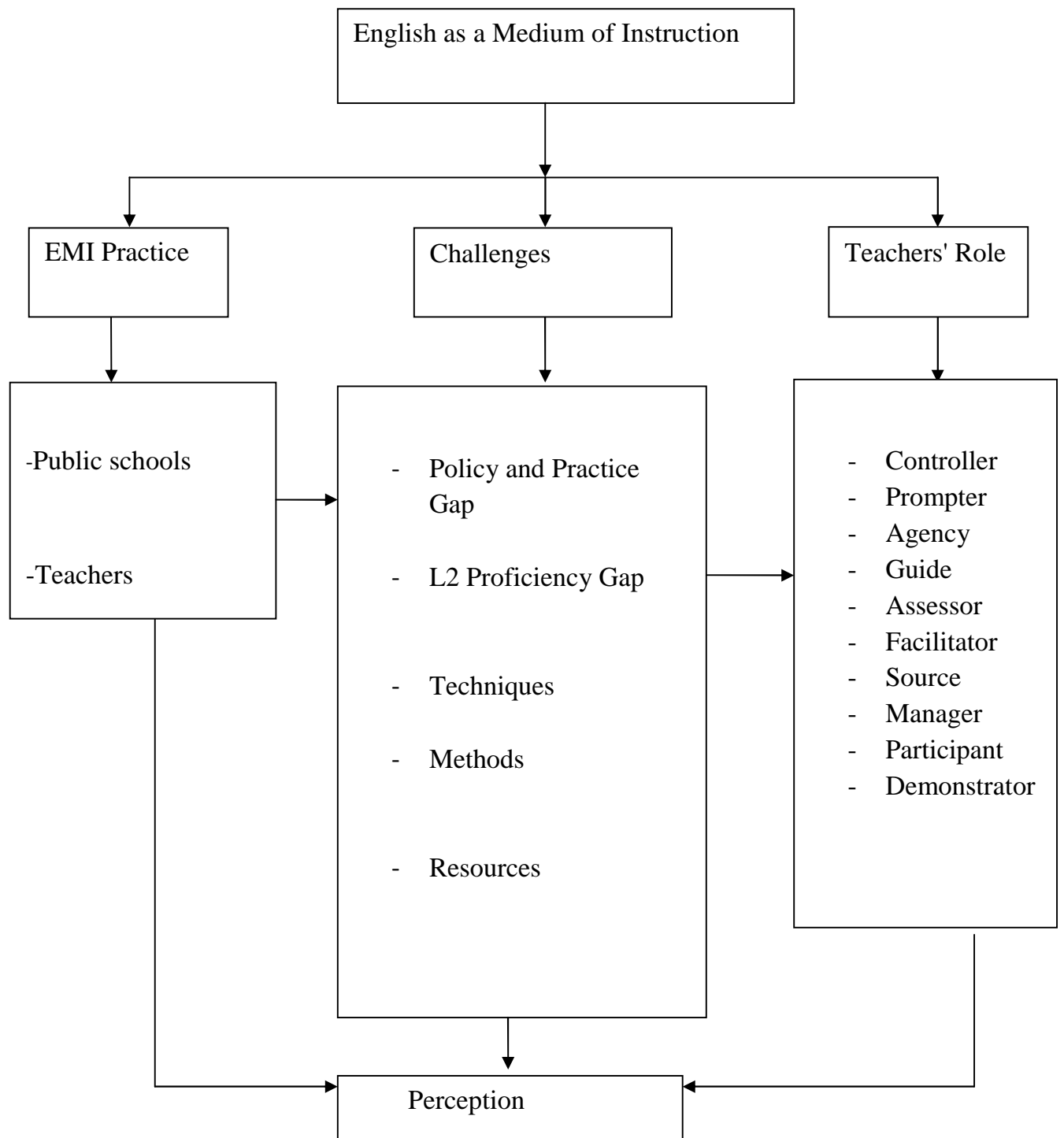
Similarly, the research carried out by Simpson (2017) supported me to get more information about EMI definition and its growing trend. Likewise, from the research conducted by Thapa (2017), I gained the knowledge regarding the perception of head teachers, teachers, parents, stakeholder about EMI in public schools which was very supported to me for writing about background of the study and statement of the problem in my study. Similarly, Thapa (2012) helped me to know about the perception of the teachers from community schools. And Limbu (2017) supported me to have general information about

the importance of EMI to the students. Another research of Dhakal (2016) helped me to be informed on the perception of teachers from the government aided schools. Similarly, Costales (2017) gave me the information about the University students' perception on EMI in different terms such as subjects, resource, language vocabulary learning etc. Likewise, I got the chance to know about the attitudes of the teachers on EMI by the research Aryal (2012). In the same way, the research study carried out by Gaire (2017) provided me the information about the expectations and challenges faced by public schools for the implementation of EMI. It supported me to find out the way of carrying out the research on my selected topic and helped me to get more knowledge about EMI. Similarly, Education Act (2028, 2063) and Constitution of Nepal (2072) helped me to gain the information about plan and policies as well as the existed issues regarding EMI in community schools in Nepal. As in the same way, the study of Vidal and Jarvis (2018) helped me to get more information about the effectiveness of EMI in learning.

All these studies have helped me during this research work and these mainly helped me review and link it in the Nepalese context as well as it supported me for selecting the appropriate research design, data collection procedures, analysis of data and interpretation of result and conclude the study. All the studies that I have reviewed during my own study have become supporting and helpful that made my work more reliable and informative.

2.4 Conceptual Framework

A conceptual framework is an analytical tool which represents of understanding of the theories by the researches. It also represents the researcher's own conceptualization of the relationships between several variables. The conceptual framework of my study was:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter consists of methodological procedures used for carrying out the research. This chapter includes population, sample and sampling strategy, sampling procedures, research tool, data collection procedures, data analysis and interpretation procedures and ethical considerations.

In this study, followings were the methods and procedures to complete the research:

3.1 Design of the Study

A research design is the strategy that a researcher chooses to integrate the various components of the study in a logical way. It ensures the obtained evidences of researchers to address the research problem logically and effectively. In the other words, research design is the procedure of carrying out the research.

For completing this research study, I used survey design which comes under the quantitative research. In survey design, the researcher collects the data through the questionnaire and analyzes it statistically. Kapur (2018) says "Survey research studies large and small populations by selecting the sample chosen from those populations. The main purpose of this method is to discover the relative incidence, distributions and interrelations of sociological and psychological variables". Similarly, Sapkota (2017) defines, "Survey research is a type of research which tries to study the large and small population by selecting and studying samples in order to accomplish the research purpose". In survey design, collected data are transformed in the numerical form and presented in tables statistically and analyzed systematically. In this regard, Nunan (1992) states that surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from politics to linguistics. So, survey design is the commonly used research design. For following the

survey research design systematically, a researcher has to follow the different procedure. Regarding the procedure, Nunan (1992) mentions the different stages as follows:

- Step 1 : Define objectives
- Step 2: Identify target population
- Step 3 : Literature review
- Step 4 : Determine sample
- Step 5 : Identify survey instruments
- Step 6 : Design survey procedures
- Step 7 : Identify analytical procedures
- Step 8 : Determine Reporting Procedure

Similarly, Creswell (2014) mentions that survey research provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population. Survey design has its own characteristics mentioned by several scholars. For the completion of this study, the researcher adopted the general procedure of survey research design by constructing the questionnaire and distributing them to the participants to better results or findings.

3.2 Population, Sample and Sampling Strategy

The populations of this study were basic and secondary level non English teachers from public schools of Kathmandu valley. The researcher took 50 teachers from EMI implemented public schools by using non- probability quota sampling procedure for collecting data. The researcher firstly, piloted her questionnaires to 8 different participants who were teaching in basic and secondary level in EMI implemented public schools for making her study more effective. After piloting the questionnaire, the researcher selected 4 EMI implemented public schools for the data collection. Then after, the researcher took the permission from the schools and the teachers who were her participants for this research study. Then, the researcher built up the rapport with them and collected the data after making them understood about her purpose to visit them.

3.3 Research Tools

In this research study, questionnaire was used as the research tool for data collection which contained 19 different statements with their alternatives to be chosen. The statements also contained the option for the participants to add their own opinions. The questions were interrelated with each other aiming to collect the genuine data from the participants. The questionnaire included open-ended and close ended both types of questions to collect the data effectively.

3.4 Sources of Data

The researcher used both primary and secondary sources of data.

3.4.1 Primary sources of data

In this study, the researcher collected data from 50 Non English teachers from the basic and secondary level by distributing the questionnaire.

3.4.2 Secondary Sources of Data

Similarly, for the secondary sources of data in this research study, the researcher used some related books having different titles such as Basic knowledge of education, Research design: Qualitative, quantitative, and mixed methods approaches, etc. Regarding journals having different topics such as Students' perception of EMI in higher education in Korea, Socio-economic upliftment through English language in Nepal, Perception of students, teachers, and parents regarding English medium instruction at secondary, etc. were used as the secondary sources. Similarly, articles on various titles like, English medium instruction (EMI) in Nepalese education: potential or problem, etc. and several thesis having different topics such as Students' perception towards English as a medium of instruction, English as a medium of instruction (EMI) in government aided school: teachers' perception and the use, etc. as well as the related websites and other relevant materials were used as the secondary sources of data in this research study.

3.5 Data Collection Procedure

In the data collection procedure:

-) Firstly, the researcher visited four EMI implemented public schools of Kathmandu valley.
-) Then, the researcher asked for the permission from the authority to go with my plan after informing about her purpose of visit there.
-) After that, the researcher met the participants and build rapport with them with informing all about her purpose to be there.
-) And then, the researcher provided the written consent paper to participants after they got comfortable with what they were going to do.
-) After that, the researcher stated them the purpose of her study and started distributing the questionnaire to them as they got ready.
-) As they finished responding the questionnaire, the researcher collected them.
-) Finally, the researcher expressed her thankfulness to the authority and participants for supporting her to carry out this research study and assure them that their responses will be kept confidential.

3.6 Data Analysis Procedure

After collecting the data from the sources, the collected data were analyzed in percentage, interpreted and presented descriptively with the help of statistical tools and tables.

3.7 Ethical Considerations

Regarding the ethical consideration, at first, the researcher provided the participants with the statement and informed them about her study. Then the researcher distributed the consent form and asked the participants to sign on the consent form with assuring them that the data collected by them will be kept confidential in the thesis or any publication.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data.

4.1 Analysis of Data and Interpretation of Results

The collected data are analyzed statistically with the help of statistical tools with percentage and tables. The statistically presented data in tables are interpreted descriptively.

4.1.1 Teachers' Perceptions on English as a Medium of Instruction (EMI) in Teaching Subjects' Contents

On this heading, the researcher has analyzed the responses of the Non English teachers who were teaching in basic and secondary level in public schools where EMI has been implemented in Kathmandu valley. The perceptions of 50 respondents from four schools are analyzed. They were asked to choose more than one options for some statements given in the questionnaire if they want. For the additional information about the respondents, this study found that EMI had been implemented in the schools for 1-3 years of 16% participants whereas 4-7 years of 40% participants. Similarly, EMI had been implemented in the school of 24% participants for 8-10 years and of 20% participants for 11 above. The questionnaire were distributed to those 50 participants from 4 different schools, among them, 50% of the participants were in the teaching profession for 11 years above, 18% of them were for 8-10 years as well as 16% of them were for 1-5 years and 8% teacher were in that profession for 6-7 years. The 50% of the participants were the teachers from secondary level as well as 32% were from basic level and 18% of them were from the both levels. Regarding the participation of EMI training, 10% informants had the EMI training for 3-5 times as well as 8% of them had the training for 5 times above and 12% of them had it for 1-2 times whereas 70% of the respondents had participated in

EMI training for none. The analysis of the responses is mentioned in the sub-headings as follows:

4.1.2 EMI Practice in Public Schools

As EMI is being implemented in the public schools increasingly, this study found out the several reasons for it. The respondents were provided with the options as well as they were asked to respond the multiple options if they want. Let's consider the following data what are the reasons for practicing EMI in the public schools:

Table 1

Reasons to Implement EMI in Schools

Responses	No. of Respondents	Percentage
To attract more students	28	56%
To provide quality education	23	46%
To copy private schools' policy	8	16%
To follow the increasing craze of EMI	17	34%
Other opinions	1	2%

The respondents were asked to tick the best option for the statement i.e. the main reason to implement EMI in my school is 'To find out the reason using English medium. In response to it, they, the maximum informants (i.e. 56%) responded by ticking the first option which was 'To attract more students'. In the same way, informants (i.e. 46%) ticked to the second option which was 'To provide quality education' as well as 16% informants chose the option 'To copy private schools' EMI policy' and 34% of the informants chose the option 'To follow the increasing craze of EMI'. Similarly, only 2% of the informants mentioned a reason 'To facilitate the further learning' as they were asked to specify if they have any other reasons.

Regarding, what do teachers perceive about the reason behind why do the parents want their children to be taught through EMI, they were asked to choose the option as given in the questionnaire as well as they chose the multiple options, the following data shows it as follows:

Table 2
Parents' Perceptions on EMI Implementation

Responses	No. of Respondents	Percentage
They think that EMI can provide quality education	21	42%
They think that they can have prestige in the society if their children study in EMI implemented school	15	30%
They think their children can have high-paid job in future if they are competent at the English language	24	48%
They think their children can have enough job opportunities in their future	18	36%
Other opinions	1	2%

As the data shows, 42% of the teachers responded it with the option which was 'They think that EMI can provide quality education' and 30% of them ticked the option 'They think that they can have prestige in the society if their children study in EMI implemented school'. In the same way, 48% of the teachers chose the option 'They think their children can have high paid job in future if they are competent at the English language'. Similarly 36% respondents responded to the option 'They think their children can have enough job opportunity in their future' and only 2% of the respondents responded the statement with their own reason which was 'The students can be competent at English so that they can get more knowledge by using multimedia'.

As the respondents responded to the statements regarding their own reasons behind implementing EMI in public school, it shows all the reasons mentioned

in the questionnaires are valid. It shows that the reasons behind the implementation of EMI in public schools are mainly to attract more students, to provide quality education and to follow the increasing craze of EMI. Similarly, as the responses showed regarding the perception of parents on the reasons to implement EMI in public schools for them is positive because they perceived EMI implementation for parents has the reasons of providing quality education, having prestige in society, students having high paid job in future and having enough job opportunities in future. It all shows that EMI implementation has the positive perception of teachers on it in public schools.

4.1.3 Teachers' Perceptions on Challenges in EMI Implementation

In this time of changing the trend of medium of instruction, nowadays, public schools are shifting the Nepali medium of instruction to English medium of instruction. In this context, the teachers who teach in the public schools are found to be having the challenges to teach the students through English. Let's let the data show it:

Table 3
Challenges that the Teachers Face to Implement EMI in Public Schools

Responses	No. of Respondents	Percentage
There is a lack of school's support	3	6%
There is a lack of teaching learning resource materials	31	62%
I have a limited English	12	24%
My students do not understand what I speak in English	16	32%
Other opinions	3	6%

Here in this study, the respondents were asked to mark the best option for the statement 'I sometimes feel that EMI implementation is challenging because'.

In the response for it, most of the respondents (i.e. 62%) chose the option 'There is a lack of teaching learning resource materials' and less than that (i.e. 32%) respondents responded to the option 'My students do not understand what I speak in English'. Similarly, 24 % of the respondents responded to the option 'I have a limited English' as well as 6% of the respondents chose the option 'There is a lack of school's support and other 6% respondents stated their own reasons which were 'All the students do not understand the content' and 'The vague content cannot be taught in English'.

Regarding the teachers' perceptions on EMI friendly teaching learning resource materials, the teachers who were teaching in EMI implemented public schools were found to be having the problem with the teaching learning resource materials to implement EMI in their schools. Let's consider the following data:

Table 4
Teachers' perceptions on EMI Friendly Teaching Learning Resource Materials

Responses on the availability of teaching learning resource materials	No. of Respondents	Percentage
Strongly agree	9	18%
Agree	23	46%
Undecided	13	26%
Disagree	4	8%
Strongly disagree	1	2%

Regarding this, as the data said that the majority of the respondents (i.e.46%) were agreed that they have enough teaching learning resource materials and 18% of the respondents were strongly agreed on it. In the same way 26 % of the respondents could not decide whether they had enough teaching learning resource materials or not as well as 8% of the respondents were disagreed on

the statement and only 2% of the respondents were strongly disagreed with the statements.

The understanding of the student is a vital thing in the teaching learning process. If the students do not understand the content, the teaching learning outcome cannot be fruitful. Regarding the students' understanding, following data will say about in what extent the teachers are sure on it as follows:

Table 6
Students' Understanding to the Content Delivered through EMI

Responses	No. of Respondents	Percentage
Frequently	19	38%
Sometimes	28	56%
Rarely	3	6%
Seldom	0	0%

In this study, as the participants were asked to measure the frequency that if they were sure on their students' understanding on everything what they teach them in the English language. To respond it, most of the respondents (i.e. 56%) agreed that their students sometimes understand and 38% of the respondents agreed that their students understand them frequently whereas only 6% of the students agreed that their students understand the rarely.

There is a strong bond of teacher, students and subject matter in teaching learning activities. It is very important to be sure if the students feel comfort with the language that the teachers use while teaching. Let's consider the following data to the have idea about the teachers' perceptions on the comfort of students while being taught through EMI as follows:

Table 5
Teachers' Perceptions on Students Comfort for being taught through
English Language

Responses	No. of Respondents	Percentage
Strongly Agree	8	16%
Agree	14	28%
Undecided	14	28%
Disagree	21	42%
Strongly disagree	0	0%

Regarding the comfort feeling of students to be taught in English language than in mother tongue, 16% respondents responded that they were agreed with the statement 'My students feel comfortable to be taught in the English language than in mother tongue' whereas 28% of the respondents were undecided on this statement. And 21% respondents were disagreed on the statements as well as only 16% respondents were strongly agreed with the statement. Whereas one of the respondents were found to be strongly disagreed.

Even the responses are positively supporting the EMI implementation in public schools, it also shows that still there are teachers who are found to be feeling that EMI implementation is challenging in public schools. Regarding the challenges, the responses show that the lack of teaching learning materials is the main challenge. It means not all the teachers get enough teaching learning materials as well as the students do not feel comfortable to be taught in English language and they do not understand what their teachers teach in English language. So, with these reasons, the teachers in EMI implemented schools have the challenges to implement EMI in public schools.

4.1.4 Motivation for Teachers to Implement EMI

Motivation is one of the vital factors for continuing any task to the end with fruitful outcomes. In teaching learning process, both the teachers and the students have to be motivated for carrying out their responsibilities which leads the teaching learning process to be productive. In the case of medium of instruction also, the teachers have to be motivated to teach the students through the selected medium. As this study found the idea about it, let's be clear with the following data:

Table 7
Teachers' Motivation to Implement EMI

Motivation	No. of Respondents	Percentage
It helps to improve my proficiency in English speaking	26	52%
It helps to improve my students' proficiency in the English language	28	56%
My students better in the English language	12	24%
It helps my students to develop their creativity in learning	5	10%
Other opinions	0	0%

Regarding finding out the motivation why do teachers are motivated to practice EMI, as the respondents were free to choose more than one option, the respondents were asked to choose the option which best suits to their perception to the statement 'I am motivated to practice EMI because'. Most of the participants (i.e. 56%) chose the option 'It helps to improve my students' proficiency in the English language' whereas less to it (i.e. 52%) responded to the option 'It helps to improve my proficiency in English speaking'. To response the same statement, 24% of the respondents responded to the option

'My students better learn in the English language' unlike it only 10% of them went for the option 'It helps my students to develop their creativity in learning'.

A person has the reason to stay with a cause, if he or she is motivated on. Here in this study, to find out if the teachers prefer implementing EMI in their school because it helps them to improve their students' proficiency in English, as the improvement of proficiency in English as a motivational factor of them, the respondents were asked to maintain their degree of agreement. The following data shows:

Table 8
Teachers' Perceptions on if EMI Improves Students Proficiency in English

Responses	No. of Respondents	Percentage
Strongly agree	21	42%
Agree	22	44%
Undecided	6	12%
Disagree	0	0%
Strongly Disagree	1	2%

As above mentioned data showed, highest numbers of respondents (i.e. 44%) were agreed to the statement whereas 42% of the respondents were strongly agreed on it. Similarly, 12% of the respondents were undecided to the statements and only 2% of them were strongly disagreed.

Support is a must for everyone to get succeeded. Support can help a person to be motivated. Here, in this study, the respondents were asked to respond the frequency option to find out whether their schools support them to implement EMI effectively. Let's have a look on this as the data shows as follows:

Table 9
Schools' Support for Implementing EMI

Responses	No. of Respondents	Percentage
Always	43	86%
Sometimes	7	14%
Never	0	0%

In the response of aforementioned statement, maximum numbers of the respondents (i.e. 86%) gave their response to the option 'Always' whereas only 14% of the respondents responded to the option 'Sometimes' but no any respondents responded to the option 'Never'.

Now the data shows that all the teachers are motivated to implement EMI in the public schools. They have different reasons for being motivated but they all are motivated. The teachers are mostly motivated because of the reasons that EMI helps their students to be proficient at English language and it also helps them to be competent at English language. The teachers have the supports of schools too so they are motivated to implement EMI in their schools.

4.1.5 Teachers' Perceptions on EMI for Students

Regarding the perception of teachers toward the support of EMI to their students, in this study, the respondents were asked to respond the statement 'EMI helps the students to' with the options given in the questionnaire. The following table represents the responses of the participants:

Table 10
Teachers' Perceptions on How EMI Supports their Students

Responses of the teachers' Perceptions	No. of Respondents	Percentage
Enhances their competence in the English language	22	44%
Learn the content better	9	18%
Have better career advancement in future	35	70%
Enhance their creativity in learning	5	10%
Others opinions	0	0%

To respond the aforementioned statement, as they were allowed to choose more than one response, most of the respondents (i.e. 70%) responded to the alternative 'Have better career advancement in future' unlike that 44% of the respondents chose the alternative 'Enhance their competence in the English language'. In the same way, 18% of the participants participated to select the alternative 'Learn the content better' whereas only 10% of them chose the alternative 'Enhance their creativity in learning'.

By analyzing it, the reasons that the teachers think that EMI can help the students in several ways, such as, the students who are being taught through EMI can have advanced career in their future, the students can enhance their competence in the English language if they are taught through EMI. In the same way, it also can help the students to learn the content better on their own and to enhance their creativity in learning. After all, as the data shows, EMI is found to be supportive to the students in terms of learning, fostering creativity and career opportunities. So, EMI has positive impact on students regarding its benefits for the students.

4.2 Teachers' English as a Medium of Instruction (EMI) Practices in the Real Classroom

This research was carried out to find out the teachers' practice in EMI in the real classroom. So, the respondents were given a several questions. The participants have participated to respond those questions that they were assigned to do. The responses of the respondents on different questions in the questionnaire found out how actually the teachers practice EMI in the real classroom. The following sub-headings deal with the different ways of practicing EMI inside the real classroom by the teachers:

4.2.1 Use of Mother Tongue in the Classroom

Use of the language by teacher mainly affects the students regarding language learning. The more they are involved into the practice of using the target language, the more they can be competent at that language. The frequent practice of the use of target language inside the classroom by teacher and the students can help it to be achieved. All the activities that are related to the teaching learning activities have to be carried out in English language inside the classroom if it is the case of targeting English language learning through the content delivering process.

Regarding the use of mother tongue inside the classroom, in this study, the respondents were asked to respond the statement 'I sometimes also use mother tongue while teaching my students because'. In the response to this statement, as the respondents were given the permission to choose more than one option, the following data shows how the respondents give their responses:

Table 11
Use of the Mother Tongue by the Teachers in Classroom

Reasons	No. of Respondents	Percentage
I am not competent at English	5	10%
My students feel comfortable to be taught in the mother tongue	39	78%
My students understand better in their mother tongue	17	34%
I feel bored speaking English all the time in classroom	2	4%
Other opinions	2	4%

Here, most of the respondents (i.e. 78%) responded the alternative ‘My students feel comfortable to be taught in the mother tongue’. Among the respondents, less respondents than who responded to that alternative (i.e. 34%) responded to the statement ‘My students understand better in their mother tongue’. Similarly the 10% participants chose the option ‘I am not competent at English language’ and only 4% of the respondents responded to the option ‘I feel bored speaking in English all the time in classroom’. Unlike it, 4% of the respondents gave other reasons for why do they use mother tongue while teaching their students i.e. ‘If the students did not understand the subject matter sometimes I use Nepali language’ and ‘To provide them a clear concept about the subject matter I use mother tongue also’.

Better outcomes only produce when the process is done with all wills and preference. The better result regarding learning the language through being delivered the content by the students only can be possible when there is the readiness of the teacher to use the target language. The comfort of the teachers to use the English language inside the classroom is a must. Regarding finding out the comfort of teachers to use the English language inside the classroom

while delivering the content, the respondents were provided a statement in the questionnaire to respond 'I feel comfortable teaching my subject in the English language'. In the response to this statement, the respondents responded in the way the data shows as follows:

Table No. 12

Comfort of the Teachers to Teach Their Students in English Language

Responses	No. of Respondents	Percentage
Very High	19	38%
High	11	22%
Average	20	40%
Low	0	0%
Very Low	1	2%

While analyzing the data, it is found that most of the respondents (i.e. 40%) were found to be comfortable in average degree. As like this, 38% of the respondents were found to be comfortable with it in the very high degree. In the same way, 22% of the respondents were found to be comfortable in high degree and 2% of the respondents were responding that they feel comfortable to use the English language while teaching their subjects in the English language in a very low degree but one of the respondents have responded to the low degree as the option provided with in the questionnaire.

By analyzing it, the teachers mostly use their mother tongue inside the classroom when they are delivering the content because their students feel comfortable to be taught in the mother tongue and similarly they use the native language because their students understand better in their mother tongue. The data more shows that the reason that the teachers use mother tongue inside the classroom is because they are not competent at the English language. Few of the teachers feel bored speaking the English language all the time in classroom

whereas some of the teachers use their mother tongue sometimes in the classroom to provide the clear concept about the subject matter and if the students were unable to understand the subject matter in the English language. As the data shows that the reason that the teachers who speak their mother tongue inside the classroom is their students are more comfortable with their mother tongue.

Regarding the comfort of using the English language inside the classroom by the teacher, as the data shows, most of the teachers are in just average degree and others feel comfort with using it. Minimum teachers are uncomfortable to use the English language. It shows that the teachers are not feeling difficulties while using the English language inside the classroom while delivering the content.

4.2.2 Satisfaction of the Teachers Practicing EMI inside the Real Classroom

As the satisfaction is the key factor to stick a person around with a certain profession for lasting, here in this study, there was a research question whether the teachers are satisfied with using the English language while teaching the content or not. The respondents were provided the statement 'I feel satisfied to use the English language while delivering the content' to find out the degree of them regarding their satisfaction.

The respondents were provided with five different options to choose as they think the one is most appropriate to them. To respond it, the responded chose the option as the following data shows:

Table 13
Teachers' Satisfaction on EMI Implementation

Responses	No. of Respondents	Percentage
Very High	16	32%
High	15	30%
Average	18	36%
Low	1	2%
Very Low	0	0%

Here, the maximum numbers of respondents (i.e. 36%) were found to be averagely satisfied whereas 32% of the respondents responded that they were very highly satisfied. Similarly, this research study has found that the 30% of the respondents were satisfied with using English language while teaching the content inside the classroom in a high degree whereas 2% of the respondents were found to be satisfied with it in a low degree but none of the respondents were being satisfied in a very low degree.

The data shows that the teachers are just satisfied with the use of English language inside the classroom. As the respondents responded to the statement, it figures that there no dissatisfaction is existed regarding the use of the English language while teaching the subjects' contents.

4.2.3 Teachers' Effective Practices on EMI Implementation

Programs or project can be fruitful if the practitioners carry out it effectively. Here in this study, the respondents were asked to mention their practices regarding implementing EMI effectively. They were provided with the statement 'For implementing EMI in the classroom effectively, this study was to find out the ways that they employ to implement EMI in an effective way. The respondents mentioned several ways for it.

To the response to the statement, as they chose the multiple options, the following data shows the responses of the respondents as follows:

Table 14
Teachers’ Practices Implementing EMI in an Effective Way

Practices	No. of Respondents	Percentage
Use the English language frequently while teaching	23	46%
Involve my students to interact in English	27	54%
Motivate my students to use only English language	19	38%
Punish my students if they speak mother tongue in classroom	0	0%
Others opinions	0	0%

Here, most of the participants (i.e. 54%) responded the option ‘Involve my students to interact in English’. In the same way, 46% of the participants chose the option ‘Use the English language frequently while teaching’ whereas, 38% of the participants ticked the alternative ‘Motivate my students to use only English language’. None of the participants were found to be punishing the students if they speak mother tongue in classroom. Let's present the following table:

By analyzing this data, it can be said that, most of the teachers involve their students to interact in English language to practice EMI in the school effectively. As the teachers were responding the other alternatives, frequent use of the English language and motivation for the students to use English language are the practices the teachers carry out the EMI in the school in an effective way. On the other hand, as the data shows, punishment does not work for implementing EMI effectively.

4.3 EMI Implementation in Public Schools

The informants were asked the several questions regarding the implementation of EMI in order to find out the questions related to the information about shifting the Nepali medium of instruction to English medium. The informants have given their opinions on it which are presented in following sub-headings:

4.3.1 The Increasing Trend of EMI Implementation

As nowadays the schools are implementing EMI increasingly, the informants were asked the question 'Why do you think the schools nowadays are implementing EMI increasingly?' to have their opinion for find out the reasons behind this.

The informants have given the reasons for this question by opining 'The schools are practicing the implementation of EMI to catch up the current trade, trend and fashion'. It means to say that the schools cannot avoid the trend of EMI in this current time. Similarly, they said 'EMI is for making the students competent enough to meet the current demand of English language and it also improves the quality of school'. It is acceptable that all the resource materials are in English language, the students and teacher can have better access to it because of EMI.

In the same way, the statement of the informant, 'It is to fulfill the demand of parents as well as student', we can say that, nowadays, parents have huge demand of EMI to be implemented. For supporting the idea why schools are implementing EMI increasingly, respondents responded saying 'It is for competing with private schools as well as for having the school's prestige in society alive'. As there is difference between private and public schools in term of medium of instruction, public schools nowadays want to bridge the gap between them. The participants also said that EMI is supporting to have high numbers of students' enrollment as well as it ensures the better career of students in future. It reminds us that EMI helps students to be a good performer

in learning which helps them for being sold in the global market and further study.

It shows that it is good to shift the medium of instruction from Nepali to English medium. The students who study in EMI implemented school can have better future career. The students can be sold in the global market with high paid jobs and they can be adjusted everywhere. It also shows that the EMI helps the students to be good performer in learning and helps them with further study.

Regarding the reasons, the public schools are implementing EMI to follow the trend and to fulfill the demand of parents. They are supporting EMI because they want to compete with the private schools in terms of producing the good products as well as having the great number of students' enrollment by attracting them towards public school by implementing EMI in their schools. In this globalization era, the students should be more efficient in the English language as it is an international language to compete with the world. This is also the reason behind implementing EMI in public schools.

The parents also demand the EMI implementation in the public schools to embody their prestige in society. The trend of EMI implementation is being fashion and craze so that some public schools are implementing it. Nowadays, schools want to provide the better or quality education to the children or students. To provide quality education to foster their creativity in learning, the public schools are implementing EMI.

At the end, as the informants listed the reasons above, it can be said that the public schools have the positive reasons behind implementing EMI. The main reason that they are implementing EMI is, as data shows, providing the quality education to the students through English as a medium of instruction.

4.3.2 Practices for Teacher to Implement EMI Effectively

In the questionnaires, the informants were asked to have their opinion on the question ‘What are the things that you think a teacher can do for implementing EMI in school effectively?’ to find out the suitable practices that can be carried out by the teachers to implement EMI effectively in the school.

In the response to this question, the informants have opined themselves with their ideas. As they stated that the teacher should motivate and encourage the students to speak English language and provide the students with authentic English materials for practicing EMI effectively in the classroom. In the same way, they said that the teachers should communicate with the students in English, use English language by observing the students understanding level for better implementation of EMI. The informants said 'Teach English in basic level properly or provide more exposure and create English friendly environment'. It means to say that, the teacher should provide the ample opportunities for the students to increase their proficiency from the very beginning of their school life.

Furthermore, the respondents stated 'Use appropriate materials and speak English frequently, be prepared before entering into the classroom and get students interacted in English'. It suggests that the teacher has to be focused on the material based learning with good preparation for the class. Similarly, they have also opined that the teacher should use student centered method, organize IT- based teaching learning activities and focus on audio-visual materials. So, the statements or the opinions of the informants suggest the teacher to coordinate with school management for the effective implementation of EMI in the real classroom.

The fruitfulness of the program can be led by the practitioners. This is also the same case with the EMI implementation in the schools. As the informants have given their opinions on the possible practice that a teacher can carry out in

order to implement EMI effectively in the school, it is assured that he or she has a lot to do. The practitioner can firstly motivate or encourage the students to speak in English language in the school premises by creating the English friendly environment. The teacher can have the knowledge of information and technology to teach the students in English in a proper ways by searching the ideas by surfing the internet. The opinions that the informants have given above suggest a practitioners to use the authentic and appropriate materials focusing mainly on the audio-visual teaching learning materials with being coordinated with the school management committee.

In the same way, the teacher can have the suggestion to be more prepared to be the best presenter by getting prepared before entering the classroom as the informants suggest in this research study. The EMI practitioners have to be informed regarding the level of understanding of the students and use the language accordingly that can help him or her to implement EMI effectively. If the teachers use the student-centered method while teaching them, it can be the best method for teaching English language to the students while delivering the content. As the respondents mentioned the idea of making base of the students from the basic level, it is to be made a good base of the students from the basic level regarding English language which can be done by the teachers. In the same way, the information given by the participants here in this research study suggests that the exposure should be provided with much more concern to the students. So, a teacher can practice the above mentioned ideas to get EMI in the schools implemented effectively.

4.3.3 Analysis of Teachers' Support for the Implementation of EMI

The informants were asked to be agreed or disagreed to the question ‘Do you think public schools should implement EMI?’ with their reasons to find out an idea with whether it is good to implement EMI in public schools or not. As above analysis revealed that the teachers supports the implementation of EMI even though they go through some challenges regarding the practice of it.

In the response to the aforementioned question, the following data shows the responses of the respondents as follows:

Table No. 15
Analysis of Teachers' Support for the Implementation of EMI

Responses	No. of Respondents	Percentage
Yes	43	86%
No	7	14%

Here, the majority of the informants (i.e. 86%) were found to be agreed to implement it with the reason that EMI helps to provide the quality education to the students which leads them to be successful in their future with better career advancement. They said that the students can have the authentic reference teaching learning materials in English language. They also mentioned that the school should fulfill the demand of parents so that the schools should implement it. They mainly focused on the students' competence in English language which secures the pace for them in global sphere.

In the other hand, only 14% of the participants were disagreed on implementing EMI in the public schools. They had the reasons for it. The informants opined that the schools should be the organizations to conserve the local culture and language. The schools have to foster the local trend and tradition over the cultures and trend of the foreign countries. They said that the students can learn better with their mother tongue and they feel insecure with the English language. So, they mainly here focused on the local language and culture to give continuity in this study.

So, as the data shows, most of the participants were presented with their agreement to the question and less of the informants came up with their disagreement. It presents that the public schools should give the priority to implement EMI even though there are some disadvantages of it.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter deals with the findings that have been deduced from the overall analysis of collected data and on the basis of certain outcomes some recommendations are mentioned. The conclusion of the study is presented after analyzing and interpreting data. The appropriate recommendations are suggested.

5.1 Findings

The findings are listed based on the data analysis and interpretations. The findings of the study are as follow:

- i. In this study, it is found that the main reason to implement EMI in schools is to attract more students in public schools as the majority of the respondents (i.e. 56%) responded.
- ii. The teachers perceive that EMI implementation is challenging as the majority of the respondents (i. e. 62%) responded.
- iii. The study has found that as the majority of the respondents (i.e. 56%) responded, the main motivational reason for the teachers to implement EMI in schools is it helps to improve the students' proficiency in the English language.
- iv. As the majority of the respondents (i.e. 86%) responded that the public schools support the teachers to implement EMI in their schools.
- v. Teachers perceive that EMI supports their students to have better career advancement in future as most of the respondents (i.e. 70%) responded.
- vi. While implementing EMI in the classroom, the teachers (as majority of the respondents i.e. 78% responded) use mother tongue in their classroom.

- vii. Teachers involve their students into interaction in English regarding effective EMI implementation as the majority of the respondents (i.e. 54%) responded.
- viii. The teachers think (as the majority of the respondents i.e. 48% responded) that the parents of their students want EMI to be implemented in school because the parents think their children can have high-paid job in future with the help of EMI.
- ix. Majority of the teachers (i.e. 86%) are supported to implement EMI effectively by their schools but not all the schools have enough teaching learning resource materials to implement EMI, even though they have positive attitude towards EMI implementation in public schools. Only 46% of the teachers were agreed on the enough availability of the teaching learning materials in order to implement EMI effectively.

5.2 Conclusion

As EMI implementation in the public schools is increasing day by day, this research study mainly focused on the teachers' perceptions on English as a medium of instruction in teaching subjects' content and analysis of the teachers' practice of English as a medium of instruction in the real classroom. Likewise the same views found in the literature review, this research study also has found the same thing regarding the implementation of EMI in this current time. EMI is not only the trend but it is unavoidable practice. It was found while reviewing the existed literatures related to this research study that EMI helps the students to learn the content and the English language better. This research study also found that the teachers perceive that EMI helps the students to be creative in learning the content and the language as well as it helps to develop the students' proficiency in the English language.

While reviewing the literature, I found that the parents are in the favor of EMI implementation because they perceive that their children can have the high paid

job afterwards. In the same way, this study has also found the teachers perceiving that the parents are sending their children in EMI implemented schools for better career in their future. As EMI is found to be the practice to secure the lives of students, teachers were found supporting the EMI implementation in the public schools while carrying out this research study. They have been found wanting to have the EMI related training which help them to implement EMI in their schools in an effective way. The teachers were satisfied with practicing EMI in their schools. They also found with the challenges while implementing EMI regarding teaching learning resource materials in the schools. Even though some respondents were found feeling difficult to practice EMI in the real classroom, they were supportive to EMI implementation in their schools with the positive attitude.

As this study found the respondents responding regarding the practice of EMI in the schools, they create the EMI friendly environment and involve their students in the interaction using English language. It was found the teachers using the English language themselves for almost all the time. For some rare case i.e. to make their students clear about some vague contents, the teachers use mother tongue. In this way, the respondents responded regarding practicing EMI in an effective way.

At last, this research study is provided with some recommendations by the participants. They recommended that the teachers have to use technology which supports the students' audio- visual skill. The EMI practitioners have to use authentic materials and they also should be prepared before proceeding teaching learning activities. In this way, this research study has met its results for its research questions.

5.3 Recommendation

On the basis of the aforementioned findings, the following recommendations have been made. The researcher made some recommendations on three sub-heading based on the study. They are:

- i. All of the teachers were found teaching their respective subjects through English medium in public school. It should be continued.
- ii. Majority of the teachers were interested to teach through English medium. So, teachers should be encouraged to teach through English medium.
- iii. It is recommended that the students of public school should be provided equal chances as the students of private school regarding English language improvement programs.
- iv. It is recommended that to minimize the difficulties, teachers should be provided with the subject wise training with ELT materials.
- v. It is recommended that both the teachers and guardians should be co-operative to promote students' learning through EMI.

5.3.1 Policy Level

Here, it has made some policy related recommendations:

-) The untrained teachers are teaching, so it is recommended that the regular EMI trainings should be provided to the teachers.
-) There is a lack of resource materials, so the schools should be aware of being equipped with essential teaching learning resource materials.
-) As the schools nowadays are focusing on growing the number of students' enrollment, now it should be focused on the quality than the quantity in education.

5.3.2 Practice Level

Hereby, some policy-related recommendations have been made:

-) Teacher is the main agent to practice the program inside the classroom, so is the case with EMI, it is needed that the teachers should create the EMI friendly environment in the school premises.
-) The teachers should create the base of the students regarding English proficiency in students from the basic level.
-) The teachers should focus on activity based teaching learning pedagogy in schools.

5.3.3 Further Research

Here under this sub-title, the researcher suggests some possible researchable areas for further study regarding EMI. They can be parents' expectations from EMI, students' achievements after completing their school where they were taught through EMI, teachers' expectations from the government regarding the better implementation of EMI in school, involvement of the school administration for implementing EMI in an effective way, coordination between the peer teachers for implementing EMI.

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Participation Information Statement

Dear Participant,

I would like to invite you to take part in this research entitled “Teachers’ Perceptions on English as a Medium of Instruction” which aims to explore the perceptions of non-English and Nepali teachers regarding English as a Medium of Instruction (EMI).

Your participation will be helpful in making an informed decision.

This study is being carried out by AanandaRai for the partial fulfillment of Master’s degree at T.U. This study will take place under the supervision of **Dr.**

PremPhyak,Reader

This study involves open and close ended questionnaires. Questionnaires will have you engaged about 30 minutes to complete approximately. Your participation in this study is completely voluntary. Your recorded data will be highly confidential and your name will not be exposed to the public. Your performance and weaknesses will not be evaluated rather aims to make aware about the problems to concerned authorities. If you have any queries, you can consult me any time or the supervisor and the principal.

You can keep this document with you.

Thank you for your kind cooperation!

Researcher

AanandaRai

Master of Education

Tribhuvan University

Kirtipur, Kathmandu

Contact No. 9842591367

Email: aanandarai52@gmail.com

PARTICIPANT CONSENT FORM

Supervisor

Dr. Prem Phyak, Reader

Teachers' Perceptions on English as a Medium of Instruction

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

1. I understand the purpose of the study, what I will be asked to do, and risks/ benefits involved.
2. I have read the Participation Information Statement and have been able to discuss my involvement in the study with the researcher if I wished to do so.
3. I have got answers to any questions that I had about the study and I am happy with the answers.
4. I understand that my participation is completely voluntary.
5. I understand that I can withdraw from this study at any time before I submit the response to the given questionnaire.
6. I understand that personal information about me that is collected over the course of this study will be limited to this use or other research related usages as authorized by Tribhuvan University.
7. I understand that personal information about me that is collected over the course of this study will be kept more confidential in the secure position of the researcher.
8. I understand that the data I will provide will not be used to evaluate my performance anyway.
9. I understand that personal information about me will not only be told to others with my permission, except as required by law.
10. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

Completing questionnaires

Yes

No

Name:

Signature:

Questionnaires for Teachers

Dear Informant,

These questionnaires for you have been prepared to collect data for the research study, “Teachers’ Perceptions on English as a Medium of Instruction” which is being carried out under the supervision of Dr. PremPhyak, Reader, Central Department of English Education, Faculty of Education, T. U., Kirtipur, Kathmandu. The researcher hopes that you will cooperate with her to complete these questionnaires done by taking part and provide the data for her research study which will be valuable contribution to accomplishing this research work.

Thank You!

APPENDICES

Questionnaire

Demographic Information

Name:

Name of School:

Subject:

Date:

A. Please go through the questions and respond

1. I have been in teaching profession for

- a) 1-5 years
- b) 6-7 years
- c) 8-10 years
- d) 11 above

2. I teach at

- a) Basic level
- b) Secondary level

3. English as a Medium of Instruction (EMI) has been implemented in this school for

- a) 1-3 years
- b) 4-7 years
- c) 8-10 years
- d) 11 above

4. I have participated in EMI training for

- a) 1-2 times
- b) 3-5 times
- c) 5 above
- d) None

5. The main reason to implement EMI in my school is (you can tick more than one if all that apply and categorize the most important statement to least with letter A, B,C respectively)

- a) to attract more students
- b) to provide quality education
- c) to copy private schools' EMI policy
- d) to follow the increasing craze of EMI
- e) if any other reason, specify

6. I feel comfortable teaching my subject in the English language.

- a) Very High
- b) High
- c) Average
- d) Low
- e) Very Low

7. I feel satisfied to use the English language while delivering the content.

- a) Very High
- b) High
- c) Average
- d) Low
- e) Very Low

8. I prefer implementing EMI in my school because it helps me to improve my students' proficiency in English.

- a) Strongly Agree
- b) Agree
- c) Undecided
- d) Strongly Disagree
- e) Disagree

9. I am motivated to practice EMI because (you can tick more than one if all that apply and categorize the most important statement to least with letter A, B,C respectively)

- a) it helps to improve my proficiency in English speaking
- b) it helps to improve my students' proficiency in the English language
- c) my students better learn in the English language
- d) it helps my students to develop their creativity in learning
- e) if any reason, specify

10. My school supports me to implement EMI effectively.

- a) Always
- b) Sometimes

c) Never

11. We have enough teaching learning resource materials to implement EMI in our school.

- a) Strongly Agree
- b) Agree
- c) Undecided
- d) Disagree
- e) Strongly Disagree

12. My students feel comfortable to be taught in the English language than in mother tongue.

- a) Strongly Agree
- b) Agree
- c) Undecided
- d) Disagree
- e) Strongly Disagree

13. My students understand everything what I teach them in the English language.

- a) Frequently
- b) Sometimes
- c) Rarely
- d) Seldom

14. EMI helps the students to (you can tick more than one if all that apply and categorize the most important statement to least with letter A, B,C respectively)

- a) enhance their competence in the English language
- b) Learn better
- c) have better career advancement in future
- d) enhance their creativity in learning
- e) if any other reason, specify.....

15. For implementing EMI in the classroom effectively, I (you can tick more than one if all that apply and categorize the most important statement to least with letter A, B,C respectively)

- a) use the English language frequently while teaching
- b) involve my students to interact in English
- c) motivate my students to use only English language
- d) punish my students if they speak mother tongue in classroom
- e) if any other practice, specify

16. I sometimes also use mother tongue while teaching my students because (you can tick more than one if all that apply and categorize the most important statement to least with letter A, B,C respectively)

- a) I am not competent at English
- b) my students feel comfortable to be taught in the mother tongue
- c) my students understand better in their mother tongue
- d) I feel bored speaking in English all the time in classroom
- e) if any other reason, specify

17. I sometimes feel that EMI implementation is challenging because (you can tick more than one if all that apply and categorize the most important statement to least with letter A, B,C respectively)

- a) there is a lack of school's support
- b) there is a lack of teaching learning resource materials
- c) I have a limited English
- d) my students do not understand what I speak in English
- e) if any other reason, specify

18. I think the parents of my students want EMI to be implemented in school because (you can tick more than one if all that apply and categorize the most important statement to least with letter A, B,C respectively)

- a) they think that EMI can provide quality education
- b) they think that they can have prestige in the society if their children study in EMI implemented school
- c) they think their children can have high –paid job in future if they are competent at the English language
- d) they think their children can have enough job opportunities in their future
- e) if any other reason, specify.....

19. Do you think public schools should implement EMI? (give a reason)

- a) Yes
Because.....
- b) No
Because.....

