

CHAPTER ONE

INTRODUCTION

This study is entitled as “**Implementation of EMI in Public Schools**”. It consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms used in this study.

1.1 Background of the Study

English language has become a global language considering its wide use. Demand of its use is increasing day by day not only in Nepal but also in every nation. Nowadays it becomes as prestigious and popular in all around the globe. It is an essential means of getting better opportunity and career development. The different purposes for its use are education, international trade, politics, international relations, administration and so on.

The term English as a Medium of Instruction (EMI) refers to the process of teaching English through use of English language as a foreign or second language. Deardon (2014,p.2) defines EMI as “the use of the English language to teach academic subjects in countries or jurisdictions where the first language of the majority of the population is not English”. From this definition, it can be concluded that EMI means English medium education system is one that uses English as the primary medium of instruction particularly where English is not mother tongue. Similarly, EMI is a situation where learners are receiving their education in English as an additional language (Simpson, 2017, p.3). EMI is termed as growing trend and which becomes basic need in the 21st century. It has great importance in the field of education which makes sense for both learners and teacher to learn and teach English respectively. On the other hand, EMI seems as a burning issue since there is always debate between implementation of EMI and mother tongue. Some argue that EMI is good and

other advocate for the mother tongue use. It is also subject of considerable issue internationally because it impacts the acquisition of young people's national language and the future development of the national language itself.

According to Khati (2016, p.23), "A medium of instruction (MOI) is a language used in teaching. It may or may not be the official language of the country". In this sense, in the process of teaching and learning, medium of instruction plays vital role as a second or foreign language. Teaching learning process is effective through equal participation of the teacher and students. Teachers should instruct their students clearly to their interest, demands, feeling. Since a classroom may be full of multilingual students, teacher should be multilingual. This recommends the need of multilingual expertise in a school.

In addition, instruction is the interaction between teaching agent and one or more individuals intending to acquire knowledge that is appropriate for students to learn. Jonshon (1985, as cited in Bhusal, 2017). The interaction, discussion, conversation, debate and chat are normally considered within teaching activities which is actually an instruction. These activities are intended to provide apt knowledge to the students. This type of instruction in English language is need of modern era.

Civan and Coskun (2016, p.1989) states, "Textbooks, articles, support websites, practice questions are better in both quality and quantity in English than in any other language. Students and faculty members can improve the quality of education by using these materials". Teaching materials, access of internet and lots of resources create a proper environment to get worthy English knowledge. In addition to these factors, the intrinsic sensation and feeling towards getting education in English language plays an imperative role. This is called motivation. Motivation is a crucial factor in the success of second language acquisition and other learning activities.

Likewise, EMI is beneficial and challenging. English language is used in different specific sectors like academia, trade, communication, science and technology, politics etc. So EMI is considered as advantageous. On the other hand, there is lack of teaching, learning resources related to EMI, lack of administrative support, lack of teaching training, lack of EMI policy made it challenging for effective implementation. In a same way, Nepalese classroom is full of diversity in terms of language, culture, gender, ethnic group, learner's learning ability, learner's psychology etc. Knowledge about only one language cannot cope well such a situation so teacher should be multilingual. To sum up, in the present context of Nepal, EMI is widely spreading in public schools but it is new phenomena for implementing EMI in Nepalese scenario. Since Nepal is multi lingual country having many languages as mother tongues, it causes different challenges and problems in implementation of EMI. So, I focused on such problems and practices adopted to implement EMI in public schools. And I also studied the benefits of EMI in effective ways for its implementation.

1.2 Statement of the Problem

EMI is the use of English language where it is used as an additional language. The current trend of English language becomes not only fashion but also need of the day. There is a gap between public and private schools in the process of implementation of EMI. The flow of students is increasing in private schools whereas the rate of students in public school is decreasing. So, what is seen is that public schools are shifting towards EMI mainly to compete with private schools and to reduce the gap between them. It is impossible to properly implement EMI without effective policy. It demands clear vision and practice. The major problems occurred during the process of implementation of EMI may be large class, diversity, lack of teacher training, use of mother tongue, less classroom interactions, administrative inefficiency, inadequate resources related to EMI. According to Bhatt (2012, p.12), "Due to the demand of the society and growing interest of the people toward English, Nepali medium schools are being shifted into English medium." It can be seen the positive

impact of implementation of EMI in public schools. They get the opportunity to interact in English medium and become able to use it for different purposes like academic, business, instrumental, research, science and technology, tourism, reporting, mass-media communication now and in future too. EMI is a burning issue but there is a pile of problems in every step in implementation of EMI in Nepalese context.

Nepalese parents are willing to send their children to private schools whether they are able or not able to pay the high fee of these schools. Everyone thinks the good physical resources and perfect human resources which will help their children to get good knowledge in English medium. In contrast with this assumption, public schools are in slippery mud. It is believed that there is a poor implementation of EMI even though there is high support from government. I attempted to explore the facts behind the poor implementation of EMI in public schools by the detailed analysis of interview with primary level teachers of public schools of Kathmandu valley and the observation of their classes.

1.3 Objectives of the Study

Objectives of this study were as follows:

- (i) To analyze the implementation practices of EMI in public schools in terms of benefits and challenges.
- (ii) To suggest some pedagogical implications.

1.4 Research Questions

This study was oriented to find out the answers of the following questions:

- (i) Why is EMI being implemented in public schools?
- (ii) What are benefits and challenges of EMI?
- (iii) How can the effective implementation of EMI be achieved in public schools?

1.5 Significance of the Study

English has become the very common language in international arena but the Nepalese children are still getting the problems to get education in English medium. The poverty percentage is 21.6 according to Fourteenth periodic plan (2013,p.3). In this context, every parent is not able to provide English medium education to their child from private schools because of high costs. So, EMI implementation in public schools plays a bigger role for this purpose. This study gives an acceptable background to make policy.

This study will be significant for the prospective researchers to conduct further researches. It will be beneficial for the research-oriented students to collect the empirical outcomes and use in particular fields. Public school's teacher will use it as a supporting material for implementing EMI. This study will be helpful to identify benefits, problems, growing trends, implementation practices as well as pedagogical implications regarding EMI in public schools. It is also significant for policy developer, teachers, and administrative members of public schools who are implementing EMI. It helps parents to aware about EMI practice in public schools.

1.6 Delimitations of the Study

This study covered public schools inside Kathmandu Valley. This study was confined to four respondents only. In depth interview and observation were the tools for data collection used for this study. The population of the study was limited to the primary level teachers of public schools.

1.7 Operational Definitions of Key Terms

Challenges: It means the obstacles to implement EMI.

EMI: It is the medium of instruction in which English is used inside and outside the classroom.

Interview: In this study, interview refers to the interaction, discussion between researcher and respondents.

Public Schools: The government funded schools where the teachers are hired by Teacher Service Commission and are paid according to government scale. They are managed by public.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter is about theoretical and empirical bases of the research. It includes subsections viz. review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

The theoretical literature review provides the researcher with an adequate knowledge base to find out the area of problem and need of investigation on it. Theoretical knowledge is very essential for the researchers to have enough understanding about the selected study. Similarly, literature review plays crucial role for setting the objectives of the study, suitable methodology to conduct the study and accomplishing the study with findings. This literature review can be used as secondary source, and do not report new or original experimental work. For this study, I read journals, articles, books of different authors.

2.1.1 Spread of English Language

Language is a tool of communication. Languages are vehicles through which students grasp and make sense of content in order to covert information into knowledge (Marie, 2013, p.4). It means, language is helpful tool for learning process. It is also process of sharing idea, opinion, and feeling, thought to each other. In this way, one person's private ideas may be communicated to another person (Delahunty and Garvey, 2010, p.5). It can be concluded that language acts as a medium for transformation of personal attributes.

English language is an international language. It is seen everywhere as sprouting and emerging language. So, in this scientific era, it is being a

dominant language all over the world. It is used worldwide in its various regional intra language forms and varieties. Likewise Crystal (2003, p.60) writes, “ The US linguist Braj Kachru has suggested that we think of the spread of English around the world as three concentric circles, representing different ways in which the language has been acquired and is currently used”. Similarly Kachru (1985, as cited in Harmer 2007, p. 17) described "the world English in terms of three circles". They are inner, outer and expanding circles. The inner circle refers to the traditional bases of English, where it is the primary language; it includes the USA, UK, Australia and New Zealand. It means inner circle is smaller in size and numbers among three circles. Those countries where English is the first or native or dominant language are known as inner circle.

The outer circle involves those countries where English is used as a second language. India, Nigeria, Pakistan, Singapore, South Africa and Zambia are known as outer circle countries. Last circle is expanding circle countries. In those countries, English has various roles and widely studied but for more specific purposes than in the outer circle. China, Indonesia, Iran, Japan, Korea and Nepal used English as a foreign language.

English language plays a vital role as a lingua franca. Bhandari (2015, p. 7) says that, "Today English seems to act as lingua France in the world". Lingua franca is a language that is used for communication between different groups of people who speak different languages. English language is used internationally for communicative purpose. It is used not only among its native speakers but also between native and non-native speakers.

2.1.2 English as a Medium of Instruction

The term ‘EMI’ is made up of the combination of three words ‘English’, ‘medium’ and ‘instruction’. They refer to ‘language’, ‘way’ and ‘guideline for evaluating’, ‘preparing’, ‘justifying’ instructional activities. In this way,

conducting teaching learning activities through English language is called EMI. Similarly, English medium instruction refers to an instructional practice in which English is used to teach non language teaching subject (e.g. Science, Finance, Medicine, and Engineering) (Zhao and Dixon, 2017, p.1). It means, EMI is a kind of process in which English is used as a language of education. Trend of EMI is spreading and expanding worldwide. In this regard, Cummins, 2001; Norton, 2000 as cited in Zhao and Dixon (2017, p.8) say that, “ today when EMI is gaining popularity around the world, the interactions and discourses of these classrooms show increasing complexity in their approaches to negotiating the diverse cognitive, linguistic and cultural backgrounds of the participants.” This suggested that a classroom consists students from different cultural backgrounds, different ethnicities having different languages and thoughts. So, to manage these complexes by using a single language i.e. English has become a difficult task.

On the other hand, Kao and Tsou (2017, p.4) view, “English has become the dominant international is not only the global business community needs a common language to carry out transactions but also because there has been a growth in academic publication in English”. This shows how its demand and use is increasing day by day. Every field needs English in background.

2.1.3 Importance of EMI

EMI plays important role for developing accuracy, fluency and achieving success. It makes sense for both teacher and students to teach and learn in English medium respectively. Bhatt (2012, p.10) argues, “Medium of instruction is the main factor which affects the students achievement at least at primary and lower secondary level”. On the other hand, Coskun and Ciran (2016, p.1982) views, “The effect of the medium of instructional language lies on the academic success of university students”. In this sense, EMI is necessary at primary level to university for educational purpose. Similarly, EMI plays role as a gateway to join the global academic and economic opportunities. In

this regards, it has been beneficial to improve the student's English as it provides maximum exposure to them through speech, reading and writing in several subjects (Khatai, 2016, p.29). It develops communicating power and different skills including listening, speaking, reading, and writing.

Furthermore, according to Zhao and Dixon (2017, p.11), "EMI courses, they must possess high English proficiency, good content knowledge, content pedagogical knowledge, and also pedagogical knowledge for language teaching". Likewise one advantage of instruction in English is the higher quality of support materials compared to those in local languages. Coskun and Civan (2016, p.1983). As English has become a global language, it is necessary and important to implement in any subjects.

On the other hand, Khatai (2016, p.24) states, "EMI helps students to connect countryside with the global world and offers them boundless opportunities". It enhances the easiness to access in different zones of the world. Students can perform their tasks in every sides of the world.

In order to materialize the opportunities in real life which are coming in recent future, every child should get education in English medium. The global market, technology and system all are based on English language, so the importance of English language cannot be confined in few sentences.

2.1.4 Challenges to EMI

During the process of implementation of EMI in public schools, there are lots of challenges. It can be said that EMI trend is spreading and most of the schools are implementing it because of its importance in every field. But it has challenges too. The challenges may be lack of training, language lab, administrative support, peer support, workshop, seminar related to EMI. Coskun and Civan (2016, p.1999) argued that, "instruction in a non-native language creates many obstacles to the student's success". It recommends to use local or native or mother tongue by primary level teachers because the

learners feel easy to internalize and are familiar with their first language. It creates problems in learning process if teachers use second or foreign language as a medium of instruction in primary level. So, if the students cannot understand the language used in teaching, their comprehension of the content is limited (Zhao and Dixon, 2017, p.10).

Likewise Kao and Tsou (2017, p.5), say that, “ EMI teachers must deal with issues such as teaching students diverse English proficiency levels, using innovative teachers identifying effective assessment tools strategies, to name a few”. This statement refers to process of teaching, learning classroom seems as a diverse in terms of culture, language, age, ethnic, interest, demands, learner’s learning ability, ICT tools, using ability, parental background. Therefore, implementation of EMI faces huge challenges related to EMI.

As Simpson (2017, p.8-9) mentioned four challenges to EMI including EMI policy and practice gap, the language proficiency gap: learner’s and teacher’s limited English, early switch to EMI and lack of transition to EMI. So, the challenges are occurring in different ways.

Furthermore, in general, English proficiency was seen as an issue for student success in EMI classes. Zhao and Dixon (2017, p.204). EMI has several challenges to perfectly be implemented. One of the challenges may be lack of adeptness.

The fundamental challenges for implementing EMI according to the above authors can be summarized as early switching to EMI, problem of mother tongue, lack of EMI related resources, low level of English language proficiency and so on.

2.1.5 EMI in Nepal

In the context of Nepal, Public schools are implementing EMI to provide quality education for needy who cannot afford high fees of private schools. Private schools are quality education provider considering the application of EMI. They follow EMI from pre primary to higher level. Therefore there is a gap between public schools and private schools. The implementation of EMI can play strong role for reducing such a problem. The Government of Nepal has been making policy of EMI. There is debate between the implementation of EMI in place of recognized local languages. Sometimes, there are agitations raising their voices for language recognition and application in the government public offices, schools, institutions etc. Similarly, Pearson (2014 p. 54) argued that, "The major of the federal policy layer plays in the successful implementation of top-down medium(MOI) of instruction policy shift-namely through provision of appropriate training and supporting materials in the new MOI". Sah (2015, p. 4) 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". It is sense that EMI will be helpful for durable implementation of EMI in multilingual country such as Nepal.

Sharma (2015, p.85) writes, "The first formal introduction of English language education in the school level education system in Nepal took place in 1954 with the establishment of Durbar High School in Kathmandu by the then prime minister Janga Bahadur Rana". This implies that the history of using English language in School level was started by Rana Dynasty Rule. According to the Education Act-1971, there is a provision of Medium of Instruction for school level education in which the medium of instruction may be Nepali, English or both. Furthermore, the act has the provision as "English subject must be taught in English language". By restructuring the Primary Education Curriculum, 1992 in 2003, English subject was made compulsory to study in grade 1 in 2004, grade 2 in 2005 and grade 3 in 2006. In School Sector Development Plan

(2016/17-2018/19, p.30-31), it is written that several public schools are using English language as a medium of instruction. Community and parents are demanding to implement EMI but most of the public schools are unable to manage human resource and sufficient teaching materials which creates problems in implementation of EMI.

In many countries around the world a language other than the student's mother tongue is used in primary, secondary and tertiary education. This trend is deeper and more widespread in underdeveloped and developing countries. Coskun and Civan (2016, p.1982). In Primary Level English Curriculum, English has been a second language in all schools of Nepal and the medium of instruction in higher levels. As the English medium hype is increasing as a viral and its need is growing in every aspect, Nepal should focus on the perfect implementation of EMI in public schools. The success of any EMI program depends not only on the rationale and design of the program, but also on how it is implemented.

2.2 Review of Empirical Literature

English as a Medium of Instruction is a subset of English Language Teaching (ELT). There are various researches carried out on ELT and some researches are also in medium of instruction. Only the review of theoretical literature is not enough. So, researcher can get some ideas from the researches conducted before. The review of empirical literature informs the researcher how to conduct a research and what are the areas to be addressed. They are more valuable to conduct research. The researches which are related to my study are reviewed as below:

Bhatt (2012) conducted a research entitled "Shifting the medium of Instruction in Schools". The main objective of this study was to find out the reasons behind changing the medium and adopting English language as the medium. They are facing major challenges after changing the medium. He adopted

survey research design to find out necessary facts, opinions and practices. He used both primary and secondary sources for data. And questionnaires used as a tool for data collection. For this study four medium of instruction shifted schools were selected in the Kathmandu Valley. In addition, he found that students' enrollment after shifting the medium of instruction is high, most of the teachers depend only on the textbook for their teaching and English medium textbooks were found most challenging for the students.

Thapa (2017) carried out survey research entitled "Secondary Level Students' Perception of using English as a Medium in Public Schools". The main objective was to find out secondary level students' perception of using EMI in terms of opportunities, challenges in Public school. He used both the primary and secondary sources of data collection. The primary sources of data were 30 students from 200 schools. The secondary sources of data were articles, thesis, journals, websites and research work. He used purposive sampling procedure to select the sample of population. For this study, questionnaires are open ended and close ended type. The finding of this study showed that all of the respondents were positive towards EMI and viewed EMI is the best way to increase vocabulary by using English frequently. And other respondents argue that there are some challenges can be easily solved through the English medium textbook and other supportive materials as well as experienced and qualified teachers.

Khatri (2016) conducted a study on "English as a Medium of Instruction: My experience from a Nepali Hinterland". The main objective of this study was to analyze the EMI situation in Nepal. He used the observation as a tool for data collection. The sample population of this study was Taplejung, Ramechhap and Solukhumbu districts. In his study, he found that schools really do not know why they are adopting EMI. They only believed that it will improve their children's English and future. It will stop children going to English medium schools. In addition, he suggested that a transition model of language education is appropriate for multilingual country like Nepal.

Bhusal (2017) carried out research entitled “Implementation of English as a Medium of Instruction: Non-English Teacher’s Perceptions”. He had attempted to find out the existing situation of English as a medium of instruction applied by non- English teachers at community schools and perception of them towards English as a medium of instruction. For conduct this study he used non-random sampling procedure to select thirty three non-English teachers teaching at secondary and lower secondary schools of Kathmandu district. Similarly, in the process of data collection, he used open-ended and closed ended questionnaire. Major finding of this study were teacher’s positive attitude toward implementing EMI, knowing the global needs and importance of the English language. And EMI has not been implementing effectively because almost 91% non-English teachers have not been provided training, guidelines, reference materials and orientation class.

Lamichhane (2017) conducted research entitled “Practices and Challenges in Implementing English Medium Instruction in public schools”. The main objective of this study were to explore the current practices and challenges in implementing English medium instruction as well as the perception of teacher effectiveness of EMI at primary level. Thirty primary level teachers’s teaching content subjects except English and Nepali from six different public schools of Kathmandu district where EMI had been implemented were the sample population of the study. He used purposive sampling as sampling procedure. Both primary and secondary sources of data were used in this research. To conduct this study, questionnaire containing open-ended and close-ended questions were used as a tool for data collection. The finding of this study showed that English and Nepali language are used as the medium of instruction at primary level and most of the teachers face training and students’ related problems while implementing EMI.

Simpson (2017) discussed about “English language and Medium of Instruction in Basic Education in Low and Middle Income Countries : A British Council Perspective”. The main objectives of this research were to find out the

challenges, controversial issues, confusions as well as importance about EMI. He used observation as a tool for data collection. He carried out research on 23 African, 4 Asian countries and 4 Rwandan Primary Learners as a sample population. The finding of this study showed that all of the stakeholders should aware about language planning, policy and practice. Similarly, he found that children learn best in the language they know best as well as teacher need to be multilingual.

Though number of research studies has been carried out in Medium of Instruction, this study will be different from other researches in terms of objectives, methodology, tool and nucleus of the study. No one has carried out this kind of study by using interpretative research design. I will take in depth interview and class observation of the sample population in different time. Thus, it will be a new attempt in ELT.

2.3 Implications of the Study

After reviewing all above research works either theoretical or empirical which are related to my study area in some extent, I got information about the various procedures needed to conduct research study. So, all these studies were helpful to carry out my research study. They stand as the backbone and reliable too. The entire sources have helped me bring the clarity and focus on research problem, selecting the methodology and estimating the findings.

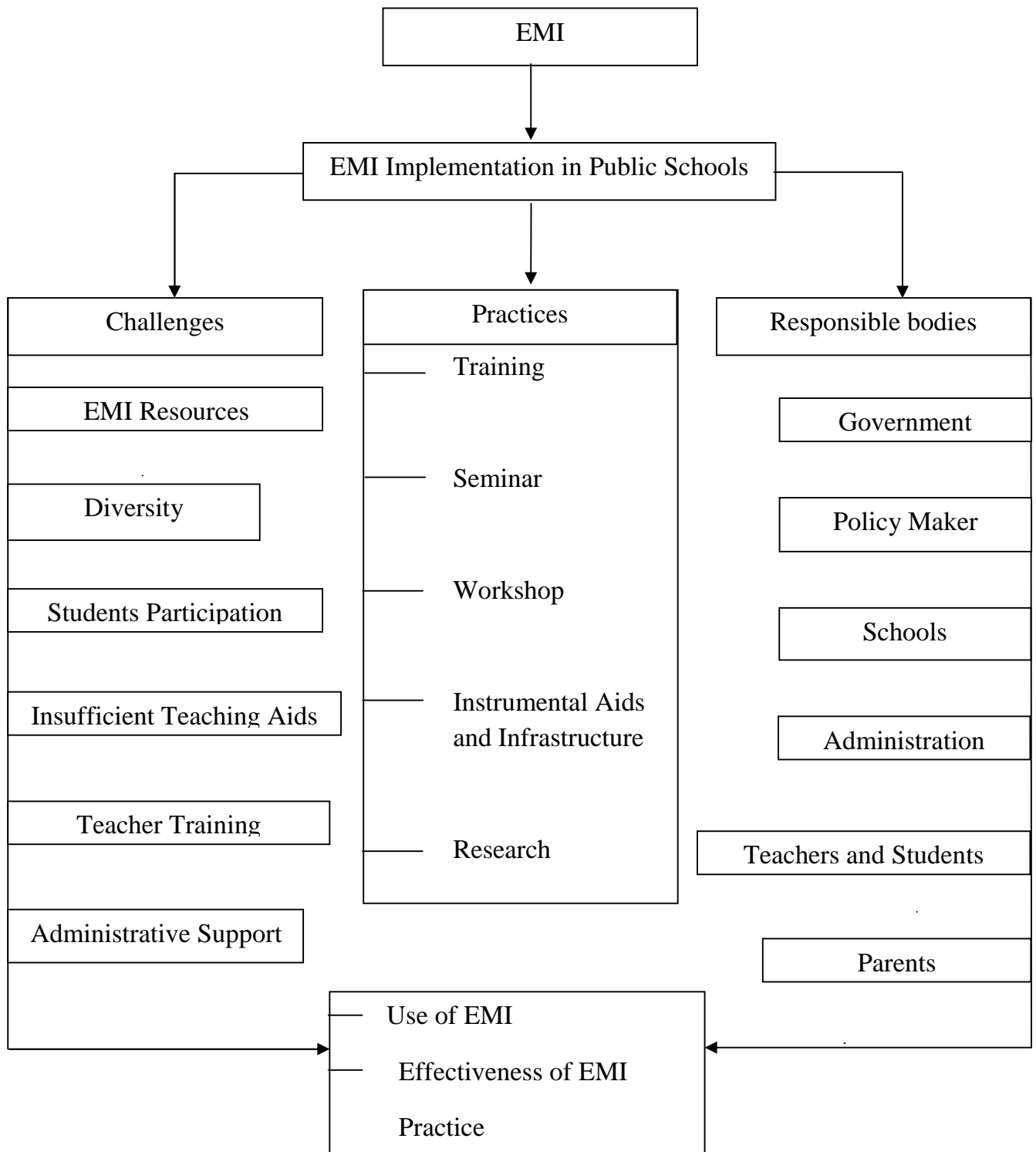
To be specific, the reviewed literature has following implications in this study:

Bhatt (2012) found that English Medium textbooks were most challenging for the students. From his research, I came to know that emphasis should be given to students who take English as burden to make them to understand the terms easily. Thapa (2017) focused on students' perception on EMI. Khatri (2016) research study provided insight of EMI practice in Nepal. He found that implementation rate of EMI is increasing but they are not believing it is beneficial or not. Through his research work I got knowledge about the actual

practice of EMI in Nepal. Bhusal (2017) found that positive attitude of the teachers towards EMI. And from him, I knew about the positive environment created by the teacher to implement EMI. Lamichhane (2017) carried out is research to explore the current practices and the challenges in implementing EMI. He found that most of the teachers faced problems while implementation of EMI. By studying his study and research work, I learnt about challenges, problems, positive and negative concerns of EMI in Nepal. Simpson (2017) suggested that mother tongue is suitable for primary level students, they were familiar about their first language since a long time. His research study made me understand the importance of mother tongue.

2.4 Conceptual Framework

Conceptual framework refers to the framework (mind map and road map) for the whole research. It has provided guidelines for researcher. The conceptual framework of my research, “Implementation of EMI in public schools” be as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To fulfill the objectives of the study, I adopted the following methodologies and procedures.

3.1 Design of the Study

In this study, I used qualitative research under interpretative research design. Qualitative research is an interpretative research which is based on small number as a sample population. Sharma(2015,p.47) says, "qualitative research is qualitative one which usually involves recorded spoken data that is transcribed to textual form as well as written(field) notes and documents of various sorts". Therefore qualitative research is thematic in nature. According to Kumar (2011, p.20), main objective of qualitative research is to describe variation in a phenomenon situation, issue, etc. Similarly, (Sapkota, 2015, p.121) views, "The goal of qualitative research is to develop and understanding of social or human problem from multiple prospective". The result was obtained from the analysis of collected data. The data for the analysis was based on the human or social circumstances and their variation in order to describe as qualitative way.

Interpretative research is a kind of framework and practice within social science research that is invested in philosophical ways of understanding. It is based on assumption that social reality is not singular. In interpretative research design data is collected by using variety of techniques in natural process such as interviews, observations, documentations. Among them, I used interview and observation as tools for data collection. Since the interpretative research design has its roots in anthropology, sociology, psychology, linguistics, it is fruitful to use this research design in this study. In addition to the previous reason, the social state of affairs and its variation may not be expressed in

number. Therefore, the interpretative way of research gives the actual findings and their explanation.

3.2 Population, Sample and Sampling Strategy

Population of my study was primary level teachers from public schools. Among the total, four teachers were selected as the sample population. They were selected by using purposive non-random sampling procedure. The sampling strategy was used to select the school and information as the sample for this study. The purposive sampling is most useful for qualitative method where the researcher decides which sample provides maximum insight and understanding of what she/he is studying (Khanal, 2013). I chose a school for the study which is implementing EMI within Kathmandu valley and the sample population was the all teachers in primary level except Nepali and English teacher.

3.3 Research Tools

The research work used different tools for data collection. So, I used in depth interview and classroom observation. This held in natural setting for this study. I took four face to face interviews and observed their classroom teaching and setting.

3.4 Sources of Data (Primary and Secondary)

I used both primary and secondary source in order to collect data and information from the field level. They were as below:

3.4.1 Primary Sources

This study was primarily based on primary sources of data. The primary sources of data of this study were the primary level public school teachers of Kathmandu Valley.

3.4.2 Secondary Sources

I consulted lots of books, journals, articles and related previous study available in printed form or online sources as the secondary sources for this study. Some of them were Bhatt, D. (2012)., Bhusal, D.(2017)., Civan, A. and Coskun, A.(2016)., Crystal, D.(1997)., Deardon, J. (2014)., Huang, D. F.(2015)., Khanal, P.(2013)., Khati, A. J. (2016)., Lamichhane, R.(2017)., Marie, K. A.(2013)., NPC,(2013)., Ojha,L.P.(2018)., Parson, P.(2014)., Sah, P.K. (2015, August)., Sapkota, A.(2012)., Sharma, U.N. (2015)., Simpson, J. (2017)., Walkishaw, et.al.(2017)., Zhao, J. and Dixon, Q.(2017).

3.5 Data Collection Procedures

In order to collect the authentic data, I did the following activities:

At first, I chose the public school of Kathmandu valley especially those implemented EMI program. I followed my sampling procedure to select my respondents. Then, I told them about the purpose of visit. After that, I requested them to help me by participating in short interview as well as manage classroom observation environment. I selected primary teachers using non-random sampling procedure. Then, I collected the data by recording the interviews with the sample population in mobile. I recorded the classroom teaching and fill the observation form according to the performance. At last, I thanked them for their participation.

3.6 Data Analysis Procedures

All in depth interview and classroom observation were qualitative in nature. I transcribed the recorded interview. After the transcription, I analyzed the transcription and class observation form in descriptive and qualitative way.

3.7 Ethical Considerations

This is the essential aspect to be considered while doing research work. To be ethical, the research study should be more reliable and valid. This study was based on the socio-cultural context of the schools. To carry out my research study I will conduct interviews and classroom observations by taking permission of my sample population. Then I kept the responses of the respondents confidential. Likewise, my research study was safe from plagiarism. I mentioned the references of all cited materials. All the ideas generated in this research were my own from the cited one.

CHAPTER FOUR

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

This section deals with the analysis and interpretation of data. Data were collected by interview and classroom observation. In this analysis and interpretation section, I have analyzed the collected data on the basis of following major themes:-

-) Background of the Participants
-) Use of EMI in the Classroom
-) Materials Related to EMI
-) Benefits of Adopting EMI
-) Challenges of Adopting EMI
-) Teacher Training Regarding EMI
-) Student's Participation in EMI Practice
-) Reasons for Implementation of EMI in Public Schools.

4.1 Background of the Participants

I collected the data by the interviews and classroom teaching of four teachers from two public schools. The background of these participants was as follows. The used names are not their original names.

Teacher Bishal: He has a long teaching experience of 17 years. He is not satisfied with teaching profession. The school, where he has been teaching, implemented EMI from grade one to six. He had completed intermediate degree in education. He is teaching Social Studies at primary level in Nepali medium. According to him, Social Studies subject is quite difficult in teaching due to the presence of students from different ethnic society, cultural background and multi lingual community. Therefore, it is in Nepali medium.

He says that, students spend most of the time at home and only about 6 hours at School. So, they do not forget their mother tongue after the implementation of EMI.

Teacher 'Mohan': He has been teaching since 2040 B.S. He is teaching two subjects English and Creative Art at primary level. He has qualification of Master's degree on Sociology from Tribhuvan University. He feels pleasure while talking about the teaching experience. According to him, mother tongue is better at primary level but it is not suitable in worldwide context. He says that, proper implementation of EMI needs good School's environment.

Teacher 'Mina': She has 22 years teaching experience. She has educational qualification of B.Ed. She is satisfied with this profession except salary. According to her, parents, teachers and students all have equal role for effective implementation of EMI. Her school implemented EMI before 5/6 years ago.

Teacher 'Saroj': He has been teaching Mathematics since 11 years ago. He is secondary level teacher but he is teaching at primary level due to lack of sufficient teacher. He had completed Master's Degree on Health Education. He argues that, all the public school teachers are teaching in English medium by their experience. They do not have skills applicable for effective implementation of EMI. He says that, EMI does not create any hindrance to protect mother tongue.

4.2 Use of EMI in the Classroom

To use EMI inside actual classroom is a complex and challenging profession in Nepalese Public School. English as a medium of teaching is an important factor because it infers in learning, performance and achievements.

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 (Kao and Tsou, 2017). Similarly, at primary level

support can be channeled to develop quality teaching and teacher education in English as a subject and to promote equal access to English learning opportunities (Simpson, 2017). It is sensed that teacher should know about learner's psychology, language level, and their abilities etc. to use EMI properly in the classroom. Teachers should aware about the students' role for good implantation of EMI. Students' role is more active than the teacher. The Nepali classroom is teacher centered. Teachers are more active than their students. This type of monopoly of EMI leads the students to be more passive rather than active. However I took interview with four primary level teachers to find out the reality of using EMI in the classroom.

In response to the question, "Social Studies is taught using Nepali medium in your school, am I right?" Teacher Mohan responded that:

No, the text book is in English. Hence, students feel difficult, to understand.

So, we use Nepali for word meaning not for teaching.

Similarly, while saying the medium of instruction of classroom teaching, teacher Mina said that

We use English but we are compelled to use Nepali also to help students what we communicate in the classroom.

In the response of the question, "Do students understand English terms and pronounce accurately?" He replied that:

We do not concern about their pronunciation. If we take care of it, the students' skills will be improved.

I observed classroom teaching to find out the use of EMI in the classroom. Teacher entered the classroom and wrote topic on the white board. Then, started to deliver lecture in his/her own style. I sat at last of the class to observe

their teaching style, beginning style, strategies, evaluation section, and presentation of the teaching materials related to the content and so on. All of the teachers taught without lesson plan. So, they have not prepared their lessons before entering the class. They used Nepali language as medium to instruct their students.

To sum up their responses and real classroom observation in EMI classes, I interviewed with the teachers and observed their classroom teaching. All the respondents said that they used English medium of instruction to teach in the classroom. But when I observed their classroom teaching, I found that they did not use it. They simply used Nepali language. Students were very passive because they felt difficult, to use English language. Teachers don't feel worried about the student's English structure. Most of the students use the statement '*my drink water*' in place of '*may I drink water*'. I found that students never asked any questions in the classroom while learning, because they did not have ability to ask in English. I also found some of the teachers and students were using English medium properly. They had fluency over English as well as the clarity in English as a medium of teaching.

4.3 Materials Related to EMI

Teaching materials are those physical tools used to convey information effectively and successfully to the students in the classroom. Most teaching materials are audio in nature and some are visual as well as audio-visual. Teaching materials come in many shapes and sizes, but they all have common ability to support teacher's teaching and student's learning to get succeed. It is certain that without proper use of EMI related materials, teachers could not motivate their students in learning process. Teachers are the senior learners whereas students are the junior learners. Both are involved in the journey of learning. So, teacher should have good knowledge and skill about how to develop, when to use EMI related materials while conducting teaching learning activities in the classroom. If teachers do not have high level of proficiency in

English and lack of suitable materials, general education can be detrimentally affected (Khati, 2016). Even though I interviewed with teacher, I asked their views about materials related to EMI and supports from school administration, community, government side.

Teacher Mina responded: *No. No. We don't get EMI materials from any agencies and organizations. We get knowledge from internet, YouTube etc. YouTube is for us. We taught 20-25 years but it is not sure that we know everything. We taught 'A', 'Ka' and 'one' but we did not know how can we them 'Ka', 'one' and 'A'. I expect that we need supports from your side to improve current condition of teaching.*

Teacher Bishal said: *We prepare teaching materials ourselves. Nowadays school provides some materials otherwise we have to prepare EMI related materials ourselves. For mathematics, we use pebbles, sticks etc.*

However I observed classroom in order to find out the reality of using teaching aids in EMI. I had observed primary level's classes except English and Nepali. When I observed their classes, I found that most of the teacher used only text book as a teaching material. They sometimes used situational materials which were easily available in the classroom like scale, compass, bench, window, whiteboard, duster etc. There was difficulty to engage students in learning without teaching materials.

Thus, interview of the teachers and their classroom observation shows that most of the teachers used teaching materials which are easily available locally and very cheap. They were in the classroom without proper preparation and development of EMI related teaching materials to teach effectively in EMI. They expected support from school administration and government side for EMI related teaching materials.

4.4 Benefits of Adopting EMI in Public School

English language is considered as a foreign language for Nepali speakers. It is the language of international communication. So, it is spoken and used everywhere around the world. Shifting the medium of instruction to English in community may create positive impacts. Similarly, (Ojha, 2018) argued that "The use of English had a great impact on community schools in Nepal. One of the major visible changes is increase in the number of students enrolled in the public schools after introduction of EMI (Republica, 2016)".

Similarly, EMI has an extra benefit. It transforms a local campus into an international one where the facilities and students of diverse linguistic and cultural backgrounds can interact with one other (Kao and Tsou, 2017). It means EMI is helpful for sharing ideas, feeling, opinions, and culture internationally. So it creates a multicultural environment.

During the interviews with the teachers of public schools, they pointed out the benefits of EMI. Some views it as tool of improving quality of education and others views it as policy to increase the number of students enrolled in public schools. The followings are some benefits of adopting EMI in public schools:

4.4.1 Opportunity to Learn English Language

English is considered as foreign or second language in Nepal. It is considered as an international medium to learn different technologies. It is essential to get better job in the international market. There is high demand of English expert in the different sectors like education, businesses and politics. (Ojha, 2018) says, "EMI as a means to provide students with the English skills which will enable them to get access to enhanced employment opportunities". So, EMI courses help students develop presentation skills (Huang, 2015, p.76). It is sense that, EMI classes provide opportunity to get knowledge in English language.

The respondents also emphasize this benefit by the EMI implementation. They responded as below:

Teacher 'Saroj' said: *Students get chance to gain additional knowledge in English language.*

Teacher 'Mohan' said: *Science and technology is primarily based on English language. All information technologies use English as a default language like mobile, T.V. So, we should use English medium in school based teaching learning process.*

Teacher 'Mina' responded: *As a benefit, we teach 'Gohi' at first in Nepali and students later know its meaning 'crocodile' in English. I think that this is an advantage of using both Nepali and English language in the classroom situation.*

Students, who are studying in public schools in Nepal, get an opportunity to learn the English terms for Nepali local words. Most of the Nepali students do not know about these words. EMI accentuates the maximum use of English words in conversation with teachers and students.

4.4.2 Develops the Communication Skills

Language is a means of communication. Students can develop their communication skills with the help of English language. EMI provides the opportunity to develop this skill. Although EMI teachers are not language teachers, it would be helpful to understand the process of lecturing from the students' perspective and how L₂ affects students' listening comprehension (Kao and Tsou,2017). Similarly, Walkinshaw et.al. (2017, p.2) argues, "The primary focus of English language education was language acquisition for

communicative purposes". So, EMI is an essential to develop communication skills.

EMI develops listening, speaking, reading and writing skills. These are the requisites of communication. In response of a query, "Is EMI better for communication?" Respondents responded as follows:

Teacher 'Saroj': *I think English is a better language for communication. If we have English language ability, we can communicate internationally.*

Teacher 'Bishal': *Students get chance to learn English. It is a kind of language, which give students to the international exposure.*

EMI enhances the ability of the students to communicate with the outer world. Most of the international media are using English language. Journalists, Politicians, businessmen, teachers and students converse in English. Basically, EMI helps students to learn English so that they can connect verbally with other.

4.4.3 Motivation

Motivation is a kind of internal drive that encourages doing something. Motivation is beneficial to make teaching learning process purposeful. EMI generates stimulus among parents, students and teachers to learn something new. Phyak (2015, as cited in Ojha, 2018, p.190) says, "Parents seem to think that if their children are not educated in English medium school their further is bleak because English is associated with success in later life". It means EMI is a kind of motives of parents toward English medium. The teachers responded the query about the motivation and EMI as follows:

Teacher 'Bishal': *Students are happy, they get chance to learn like private school where English language is given priority in their*

learning process. Their effort for learning is increasing day by day.

The parents are happy to see their child talking in English. They focus their child to study in English. Therefore, it motivates the students as well as parents to engage in learning process.

Similarly, in response to the question, "Do students motivate to learn in English medium?" Teacher Saroj argued that,

Yes, they are highly motivated to this direction.

But in contrast with the interview, I found from the observation of classroom teaching that the students are not too much motivated in learning process. This is due to the negligence of the teachers towards their students learning process and activities.

4.4.4 Reduction of Gap Between Private and Public Schools

Generally the result of private schools is above than that of public schools. The students from private schools are seemingly intelligent than the students of public schools. They are much ahead than the students of public schools in different sectors. So, the parents are willing to enroll their child in private schools due to this gap. Many public school authorities are basically shifting their medium of instruction to English from Nepali in order to attract the large number of students who are now attracted to private English medium schools (Khati, 2016).

In response to the question, "Some says that private schools are providing high quality education in EMI than public schools. What is your thought about it?"

Teacher Bishal responded: *No, private schools implement EMI from pre-primary level but here we are implementing from grade one. So, it seems difficult for the public*

schools to show the best results on compared to private schools.

Likewise, in response to the question, "How can we reduce this gap between private and community schools?" He argued that:

Training related to EMI will be the best. It will improve quality of education and reduce gap between public and private schools.

Similarly, Teacher 'Mina' said:

Nowadays in each village three to four boarding schools have been established. Government schools also trying to give good education than private schools.

The effective EMI implementation certainly has numerous benefits. This reduces the gap between the quality of education between private schools and public schools.

In addition to these listed benefits, there are copious benefits of English language like: helpful for higher education, tourism management, international relations and dispute settlements, inventory management and diversity management.

4.5 Challenges of Adopting EMI in Public School

At present scenario of Nepal, English is a demand of modern time. Interest of EMI is increasing. Parents, community and the world leaders are prioritizing the EMI. Everyone is emphasizing about its implementation but there are several challenges in public school. These challenges are being faced by the teachers, students, administration and related others. In many countries the educational infrastructure does not support quality EMI provision (Deardon, 2014). It suggests that implementation of EMI requires many changes and

improvements in infrastructure of public schools. This holds true for the case of Nepal too.

On the other hand, most of the teachers use a mixed language approach using Nepali to English translation and explain the content to the students but assessing them in English (Dearden, 2014). Likewise, (Simpson, 2017) argued that, "Introducing EMI into public education systems characterized by severe resource constraints, untrained and unqualified teachers, large classes, limited time on task, etc". The teachers with whom I interviewed and observed their classes pointed out some challenges.

4.5.1 Diversity in the Class

The Nepalese classroom is full of diversity in terms of culture, religion, language, learning ability. Efforts to improve the educational outcomes of diverse learners cannot be successful without attention to the standards of the teaching profession (Sinnema et.al, 2017, p.22). So, implementation of EMI becomes great challenge in public schools.

As Kao and Tsou (2017, p.5) says that, "EMI teachers must deal with issues such as teaching students of diverse English proficiency levels, using innovative teachers, identifying effective assessment tools and strategies, to name a few". The students of different family background do not have the same level of aptitude in English. The different issues and hindrances of the sundry students become one of the great challenges for effective implementation of EMI.

In response to the question, Classroom is full of diversity, does it create problems in implementation of EMI?

Teacher 'Mohan' responded: *No, Nepali subject is difficult for teaching to students. English is second language for all*

students, so it is not so difficult as expected and assumed.

In a same way, I asked the question, "One Classroom is full of diversity. It creates some problems while teaching. Do you agree with this statement?"

Teacher 'Bishal' said: *We find varieties in culture and religions. I think implementation of EMI in Social Studies may create negative impact and becomes difficult to protect own cultures and religions.*

Likewise, teacher 'Saroj' responded: *We should teach on the classrooms which respect diversity. Some students shake their head without knowing the meaning and concept of the given content.*

The varied classroom causes different impediments which affect in proper implementation of EMI. The variety may be from their ethnicity, languages, castes, cultures, values and traditions.

4.5.2 Unavailability of Teacher's Guide in English

Teacher's guide is a book which is designed to help teachers in their classroom teaching. It is very useful and supporting tool for the teachers. Sinnema et. al (2017, p.16) says that, "Teaching is fundamentally an active activity. Like other professionals, including doctors, lawyers, accountants and architects, teacher have to master their disciplines to be effective in their profession, but knowing their subject matters is not sufficient". This also emphasizes the teaching guide.

In a response to the question, "What challenges or problems have to face by teacher after implementation of EMI in public schools?" Teacher Mohan said:

Lack of teacher's guide related to EMI.

The teacher guide in English language makes teaching effective and goal directed. Without teaching guide in English, teachers are forced to use Nepali guide and translation of it will not probably be fruitful.

4.5.3 Parents Related Challenges

Children spend most of the time with their parents. The inactive role of parents causes difficulty in implementation EMI. Many parents are illiterate and are below poverty line. They cannot give the knowledge in English. The poor parents cannot afford the extra fees caused by EMI.

Teacher Saroj said about the parents' role as:

In context of our school, majority students are from out of Kathmandu valley. Local parents' numbers are few. Therefore, they are less concern about school. This reason has created many problems to the school.

Teacher 'Bishal' talked about the parents as:

Most of the parents are below poverty line. They cannot afford sufficient books. They do not have knowledge about their valuable role for school improving and improving quality of education to their child.

Teacher Mina responded as:

To teach effectively to children, there is need to be a contribution of many things, only one cannot play main role. In community schools, parents give very less time to their children. We taught them only 10 am to 4 pm. This is a time bound education based on school calendar and time table.

The challenges occur from different angles. Parents view toward EMI, their economic status, educational qualification and their literacy plays vital role for proper implementation of EMI.

4.5.4 Lack of Support From Responsible Bodies

For effective implementation of EMI, there is high need of support from government, school administration, community and other local agencies. There is necessity of seminars, trainings and workshops to train teachers for effective implementation of EMI. In context of Nepal, the lack of these kind of support affects adversely in EMI implementation.

In response to a query about the challenges of proper implementation of EMI, the teachers' views are as follows:

Teacher 'Mohan' asserted: *No, Responsible bodies did not have any idea about it. In the process of teaching, teacher himself/herself develops and uses some materials according to the topic. Government should play their role for financial support to make effective use of teaching materials on the classroom.*

Teacher 'Saroj' said: *There may be financial support. It is administration role, so I don't know about it.*

The support from different sectors is necessary for the implementation of EMI. The lack of support causes the scarcity of teaching materials and skills needed to implement EMI which eventually gives the negative result. In addition to these challenges, I found another challenge from classroom observation.

When I observed EMI implementation in classes in order to find out the current reality, I found students were not motivated in learning. Classrooms were fully packed with the high number of students. There were not sufficient teaching materials. Teachers used Nepali medium of instruction rather than English medium. Teachers claimed that they used EMI but the situation was different when I observed the classes. They said that they used Nepali medium of instruction because of the students feeling of difficulty to understand.

4.6 Teacher Training Regarding EMI

Training is one of the effective tools for teaching learning process and teacher's professional development. The training is not series of one of events with the onus on the participants to make connects. EMI teachers must deal with issues such as teaching students of diverse proficiency levels using innovative, teaching techniques to overcome language barriers, collaborating with language teachers, identifying effective assessment tools and strategies to name a few (Kao and Tsou, 2017).

Similarly, they also argued that adequate teacher training program for all levels of subject teachers is needed in order to maintain the quality of education. It means without teacher training they could not fulfill objective of the implementation of EMI in public schools. Therefore, it demands skillful teacher. The teacher who had been teaching in Nepali medium for years were suddenly expected to teach in English without receiving any training to improve either their English proficiency or their pedagogical skills to teach in a different language (Ojha, 2018). I asked teachers to know the teacher trainings for EMI implementation in the interview. Their views were as follows:

Teacher 'Mina' argues: *While implementation of EMI, government did not provide any trainings but other international project provided training to us before implementation of EMI in our school. I found it was effective for us. It was run by foreigner and was about how to teach children in English and how to make them to learn English. I think it was good because this training helped us to teach in English somehow.*

Teacher 'Bishal': *I took part in TPD training when I was in previous school. At that time, I taught mathematics. That training is not worthy now.*

Teacher 'Saroj': *There were no trainings. Government is doing a lot of things except trainings. I think government will provide trainings for EMI implementation later on.*

From the classroom observation of different subject teachers, I noticed that they did not have good proficiency on English. They even don't know the teaching methodologies as well as pedagogical skills required for EMI implementation. Students were not engaged in learning process. They were talking each other and classrooms were full of noise.

I observed the classroom teaching and interviewed with the different subject teachers. I interacted with the students too. This suggests that there is urgent need of teacher training for effective implementation of EMI in public schools. The previous Nepali medium teacher may not able to teach in EMI. So, fresh, capable and teacher of new generation is needed to successfully implement EMI in public schools.

4.7 Student's Participation in EMI Practice

Without students' participation, classroom teaching is not possible. Teacher and students are equally important for teaching learning process. The trend of shifting the medium of instruction to English in public school is growing. In this concern, we should care about the participation of EMI students too. Sustainable language support for EMI students is essential. Students should not be left alone to manage their own challenges, given that English is not their first language (Soruc, et.al, 2017). So, EMI practice inside the classroom is not possible without student's participation. The reality is that EMI implementation has raised debates and skepticism. Issues such as language policies and best practice on teaching and learning continue to generate research interests (Kao and Tsou, 2017). It is sensed that there is gap between EMI policies and real practices in public schools. On the other hand, Simpson (2017) states that, "Fluency in English is best served through strengthening the teaching of EAS".

Therefore, EMI at primary school level in low or middle-income countries is not always beneficial nor is it a policy or practice we support.

In the interview with Teacher 'Saroj', he said:

They do not ask any questions because they do not understand the content. But some students ask in Nepali (e.g. SIR YO BHANEKO K HO?).

In EMI classrooms observation, I found out the reality of student's participation on EMI practice. After entering the classroom, teacher wrote the topic for the day on the white board. The teacher discussed about the topic. Some teacher discussed about the previous day's topic also. They used teacher centric approach. Students were passive. They talked with each other but not interact with the teacher. Students were not seemed interested in teacher's lecture and in learning process. Sometimes students took part in discussion but they never asked any questions. They answered some questions that asked by teacher but they did not raise any query. The first and second bencher followed the instructions and directions but others seemed to be very lazy. The teacher evaluated the students at the middle or end of the lecture. Teacher did not form small group and their discussions about topic. Students did not use English medium.

By the classroom observation, I can say that the students do not participate in EMI teaching easily. For this, teachers have to exercise more. Teachers should make their students interesting and enthusiastic about the topic of the day in EMI.

4.8 Reasons for Implementation of EMI in Public Schools

In this modern and scientific era, English language is a dominant language all over the globe. This dominance of English language compels teacher and students to teach and learn English respectively. This becomes compulsory task

for both teachers and students. So, EMI can play vital role for developing accuracy, fluency and leading capability over English as well as achieving success. In the context of Nepal, education system is also highly influenced by English language because of different reasons (Shrestha, 2018). They are for empowerment, for better job, for higher education, for developing ICT related technologies and so on.

Now, public schools are implementing EMI without prior trainings related to EMI, knowledge, infrastructure. Private schools use EMI from initial phase and they are known as quality education provider. On the other hand, poverty index of our country is high and the children of the poor family are going to public school. These students also have the right of quality education in EMI. But public schools did not show real practice after implementing EMI. Public schools are interesting to implement EMI because of English being international language. The Nepalese public schools are implementing EMI without proper and clear plan. The unplanned policy of EMI has contributed to silencing of student's voices, poor understanding of content, limited creativity, and teacher-centeredness, and promoted student's reliance on memorization (Baral, 2015, as cited in Shrestha, 2018).

In the interview with the teachers of a public school which is implementing EMI, I gathered their views for reasons of implementing EMI in public schools.

Teacher 'Bishal' explored,

It becomes a new fashion. On the other hand, it also creates competition with private schools.

Teacher 'Mohan' articulated,

This becomes essential for us because it is used by all and has created a global demand on the field of education. English facilitates for the

technology related knowledge and skill. For this reason, government has also given priority to EMI. This is a good thing for all of us.

Teacher 'Saroj' said,

I think English is better for communication. Language related knowledge is good too. If we have English language ability, we can communicate internationally.

In addition to the interview, I observed EMI implemented classroom teaching. I found that all teachers have same technique of teaching. They entered and started to teach. They were not concerned about student's motivation. They damn care about the noise of students. Teacher did not spend 40 minute time for one period. They taught in Nepali medium rather than English. So, public schools are implementing EMI without clear goal and planning.

The numerous public schools of Nepal are implementing EMI. EMI becomes demand of time. English is necessary for all age group people. Students are future leader, future teacher, future scientist, and future beaurocrats and so on. So, they should have knowledge of English in different field for better result. EMI is one of the best ways to make the Nepalese students to compete in world wide stage. Having many benefits of EMI, it is very challenging to implement in public schools. The challenges may arise from students, teachers, community, school administration, ethnic groups, government etc. Teachers are not well qualified to implement EMI and produce the best result. They were teaching in traditional way using Nepali medium of instruction. Students and teachers both are habitual in their local languages or Nepali language. Their mind setting has to be refreshed. Teachers of different subjects are still unaware about the terminologies of their subject's topics. For EMI, the teaching materials are not available in public schools. These materials should be available in public schools. The difficulty appears in every step. Parents and community are willing to implement EMI without hiking the fee but the

resources are limited. Parents are from below poverty line and they cannot afford the hiked fee. So, economical situation of the Nepalese parents is also hindrance for EMI implementation. Teachers, who are not getting proper trainings for EMI implementation, cannot effectively implement EMI. If they implement EMI without the prior trainings, infrastructure and other pre-requisites, EMI becomes very big problem for the school. It causes negative impacts in students too if teacher cannot teach in English. For better result, best implementation of EMI is needed. For best implementation of EMI, the pre-requisites which are mentioned above are necessary.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This section is all about the brief interpretation of my research study. It concludes this study, on the basis of analysis and interpretation from collected data. It deals with major findings of the study, conclusion and recommendations.

5.1 Findings

The main aim of this study was to analyze the implementation practices of EMI in public schools in terms of benefits and challenges. To fulfill this objective, data were collected by interview and classroom observation from different two public school's primary level teacher of Kathmandu valley.

The following findings have been drawn out from their views and their practices inside the classroom.

5.1.1 Benefits Related

- i. The study shows that number of students is increasing due to the implementation of EMI in public school. It motivates parents to send their child to public schools.
- ii. It was found that students are excited and motivated to learn in English.
- iii. Study findings indicate that EMI is helpful for developing communication skills.
- iv. The finding of this study shows that all students get chance to learn in EMI classes.
- v. By analyzing the data finding shows that implementation of EMI in public school create lots of opportunities to learn English language.
- vi. Effective implementation of EMI is helpful to reduce the gap between the quality of education private and public schools.

5.1.2 Challenges Related

- I. It was found that most of the teachers in public schools are from Nepali medium background. It becomes a major problem for implementation of EMI in public schools.
- II. The study shows that there is lack of support from school administration, community and governmental side to develop teaching materials for EMI implementation. So, teachers rarely use it. If there is need of any materials, teachers develop it themselves.
- III. This is evident that teachers are forced to teach in EMI without prior knowledge about how to teach, what to teach and when to teach in EMI classes. They are teaching on the basis of their experiences.
- IV. Study findings indicate that teachers are not getting any type of training aimed for EMI implementation. They focused that teacher training is necessary for effective implementation of EMI in public schools.
- V. The data and information collected in this study reveal that the public school teachers are not getting EMI related materials, trainings, seminars, orientations etc.
- VI. The lack of qualified teacher is the main hindrance for implementing EMI. Lack of teacher guide, lack of infrastructure, lack of teacher's skills related to internet etc are the problems of public schools.
- VII. Most of the parents do not have time to take care of children which are the students of public schools. In addition, they do not have knowledge about EMI.
- VIII. The parents of the students from public schools are from below poverty line. So, they cannot afford the materials needed for EMI. They still cannot afford the hiked fee of public school for implementation of EMI but they want to send their children to EMI implemented school.
- IX. The worst thing I found is that there is no real practice of EMI inside the classroom. It is seemed as fashion. The public schools are saying that they are implementing EMI but the reality is different.

5.1.3 Pedagogical Implications Related

- I. For effective implementation of EMI, the equal contribution from teacher and students both is needed.
- II. The one thing which is very useful for public schools which are implementing EMI is internet access. Internet becomes tool for teaching and learning.
- III. Student's participation in discussion is necessary to get better result. Teacher should interact with students in English medium. Teacher must solve the problems of students who are not taking part in discussion.
- IV. Findings of this study suggest that public school teachers are teaching Social Studies in Nepali medium. But it should be in English for actual shifting of medium of instruction.
- V. School administration, School management committee, community, education planners are also very important for effective implementation of EMI.
- VI. By analyzing the data collected from interview and classroom observation, it was found that there is no real practice of EMI but for better outcome, teachers should use English medium and they should make students engage and understand the lecture.
- VII. Findings of this study show that English language related trainings, seminars; workshops are needed frequently to develop proficiency in English language.
- VIII. This is evident that teacher should instruct their students in simple words based on their level and ability. They should create clear autonomy in the classroom to encourage students to use English.

5.2 Conclusion

This research is the study of implementation of EMI in public schools. The main objective of this study was to analyze the implementation practices of EMI in public schools in terms of benefits and challenges. From the analysis and interpretation of the data collected through interview and teacher's classroom observation, it is concluded that the EMI implementation was very challenging even though it has several benefits.

Firstly, the pre-requisites for the EMI implementation in public schools were not fulfilled. The teacher training before the implementation is necessary. All the teachers from primary to secondary level were teaching in Nepali medium. So, the direct shifting of medium of instruction to English from Nepali causes difficulty not only to the students but also to the teachers. Therefore, without prior planning, EMI implementation would not give result in positive side.

Furthermore, EMI related teaching materials are the basic need to start EMI classes. Most of the subject teachers are running with the scarce availability of teaching materials. Government, school administration, community, School Management Committee's role is necessary for development of EMI related teaching materials to provide practical and quality education.

Additionally, the most important thing is economic level of parents. The parents of public school's students are generally below poverty line. They cannot afford the hiked fee in the name of EMI implementation. They cannot buy extra materials needed for EMI.

Similarly, everybody is well known about the benefits of EMI implementation. Some teachers termed English as an international language and some teachers termed it as basic language in modern era. The teachers and the entire school team are waiting the support from government and others to run the EMI implementation smoothly.

Finally, it is concluded that there are so many advantages of EMI implementation but it is very much difficult to implement in public schools due to the above mentioned problems. Beside several problems to implement EMI in public schools, we cannot say that it cannot be implemented in public schools. There are several ways to sort out the mentioned problems. For this, the Government's role is essential to support the public schools.

5.3 Recommendations

On the basis of the findings and conclusion, some recommendations and pedagogical implications have been suggested in this section.

5.3.1 Policy Related

The recommendations at policy level are as follows:

- i. This study shows that School Management Committee should organize teacher training sessions, workshops, seminar related to EMI.
- ii. Government should provide teacher's guide in English medium too.
- iii. Education planner, school advisor, school administration should develop clear plan related to EMI before implementation of EMI.
- iv. It is necessary to proper supervision, monitoring of EMI implementation in public schools.
- v. For the improvement of EMI implementation, government should provide at least one EMI expert in one public school.

5.3.2 Practice Related

The recommendations at practice level are as follows:

- i. This study shows that implementation of EMI in public school should be oriented towards it's real practice inside classroom rather than rumors of implementation of EMI.

- ii. Nepalese parents cannot afford extra fees or extra materials. So, teacher should be well prepared so that students understand from the classroom lecture.
- iii. Teaching and learning activities should be according with the students' interests and their abilities as well as demand of modern time.
- iv. Teachers should use English medium to teach rather than Nepali medium. They should be aware about the teaching methodologies, child psychology, proficiency level in English and materials related to EMI.
- v. Teachers should spend some time to research about EMI.

5.3.3 Further Research Related

Research work is not complete in itself. This research is also unable to cover all the areas related to EMI. Some other possible areas which are related to EMI implementation are recommended for the future research.

- i. The research can be conducted to explore the roles of teaching materials for effective implementation of EMI in public school.
- ii. 'The role of community for implementation of EMI' may be one topic for further research.
- iii. A research can be conducted to explore student's perception about EMI implementation.
- iv. One can study about the pros and cons of EMI implementation in public schools of Nepal.
- v. One can study about the private and public schools situation of EMI implementation.

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Appendix – I

Questionnaire

Dear Sir/Madam

I am **Chandra Sharma**, an M. Ed. student at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. This questionnaire has been specially designed for gathering information for my research work ‘Implementation of EMI in Public Schools’, under the supervision of **Dr. Tara Datta Bhatta**, Professor of English Education, T.U., Kirtipur. Your co-operation and responses will have great value in accomplishing my research study. I appreciate your honest and valuable opinion and assure you that your responses will be completely anonymous. I promise you that strict confidentiality will be maintained in study.

I will be thankful and indebted to you for your valuable contribution, cooperation, responses in advance.

Researcher

Chandra Sharma

Department of English

Education, TU, Kirtipur

Name:

For the right and useful information gathering, I will record the free conversation with the respondents based on these questions and analyzed later.

Following questions will be asked to them:-

1. What is your view toward Medium of Instruction?
2. Which medium of instruction did you use in initial phase of your teaching profession?
3. What do you think about English as a Medium of Instruction? Are you implementing it?
4. What are the challenges facing after implementing English as a Medium of Instruction in school?
5. Did you take any training about EMI?
6. What are the benefits do you think having English as a Medium of Instruction?
7. Does English language have importance on learning? How?
8. What do you think about the teacher's role to implement/practice English as a Medium of Instruction school?
9. How do you think on the relevance of English as a Medium of Instruction in implementation in public school?
10. What do you think about the parents, are they really satisfied after the implementing English as a Medium of Instruction in school?
11. Is there any support from community to implement EMI?
12. Does your administration support on implementation EMI? How?
13. Are students really motivated to learn English in class room? How?

Appendix – II

Teacher's Classroom Observation Form

Name of the teacher Class observed by

Grade Period..... Subject..... Title

School Date Time

1. English as a medium of teaching	Good	Tolerable	Poor	Remarks
a) Command of English b) Fluency over English c) Structure d) Clarity				

2. Materials related to EMI	Good	Tolerable	Poor	Remarks
a) Size and Clarity b) Appropriateness to the teaching c) Proper use d) Audio/visual materials				

3. Students' participation on EMI practice	Frequently	Sometime	Seldom	Remarks
a) Listen attentively b) Ask questions relevantly c) Answer teachers relevantly d) Participate in discussion e) Follow directions f) Experiment g) Any other activity				

.....

Signature of the Teacher

.....

Signature of the Researcher

Appendix – III

Sample of Interview Transcript

Social Studies

Interviewer: Namaskar sir.

Interviewee: Namaskar.

Interviewer: Are you fine?

Interviewee: Yes. Yes.

Interviewer: What's about your teaching experience? May you share with me?

Interviewee: I have been teaching for 17 years but in this school, I came here 4 years ago. I used to teach at Bagbhairab Secondary School before this school.

Interviewer: Are you satisfied with your profession? You have long teaching experience, so share your view.

Interviewee: It depends on own work. I am not fully satisfied with my profession because it is not heartily profession from my side.

Interviewer: Does your school implement EMI in all subjects in primary level?

Interviewee: Yes, from grade one to six.

Interviewer: Which subject are you teaching?

Interviewee: Social Studies in Nepali Medium.

Interviewer: It means EMI is not implemented in Social Studies.

Interviewee: Initially EMI is implemented in Social Studies also but it seems quite difficult in teaching according to culture, costume, language of the students. So, now it is in Nepali Medium.

Interviewer: "One classroom is full of diversity. It creates some problems while teaching". Do you agree with this statement?

Interviewee: We find varieties in culture and religions. I think implementation of EMI in Social Studies may create negative impact and becomes difficult to protect own cultures and religions.

Interviewer: In your teaching profession, which medium of instruction did you use initially? Nepali?

Interviewee: Yes. Nepali.

Interviewer: What differences do you find before and after implementation of EMI?

Interviewee: It created some differences. It is a new test.

Interviewer: What do you think about the growing trend of EMI in public school?

Interviewee: It becomes fashion. On the other hand, it creates competition with private schools too.

Interviewer: Some says that private schools are providing high quality education in EMI than Public school. What is your thought about it?

Interviewee: No, private schools implement EMI from pre-primary level but here we are implementing from grade 1 to 5. So, it seems difficult for the public schools to show the best result.

Interviewer: How can we fulfill this kind of gap between private schools and community schools?

Interviewee: To avoid the gap

Interviewer: To make EMI better?

Interviewee: Training related to EMI will be the best. It will improve.

Interviewer: Do you get any chance to take part in trainings, seminar, workshops etc. related to EMI?

Interviewee: I took part in TPD training when I was in previous school. At that time, I taught Mathematics. That training is not worthy now.

Interviewer: Do you get any chance to take part in trainings, workshops, seminar from school, community, government?

Interviewee: No.

Interviewer: No? It's difficult (laughing). Do you prepare more than before to develop teaching learning activities?

Interviewee: Previously, only lesson plan was needed before teaching but we have to do more. I taught many years but I became permanent recently by TSC exam.

Interviewer: From internal exam taken by TSC?

Interviewee: Umm.

Interviewer: Congratulations for that.

Interviewee: Thank you.

Interviewer: What challenges do you face in implementing EMI?

Interviewee: Firstly, we are still unknown the words in English for Nepali words used in our books. We have to search it.

Interviewer: Yeah. Yeah.

Interviewee: We do more preparation and efforts before entering the classroom.

Interviewer: Do you prepare EMI related materials yourself?

Interviewee: We prepare ourselves. Nowadays, school provides some materials otherwise we prepare EMI related materials. For mathematics, we use pebbles, sticks etc.

Interviewer: Yeah. Yeah. (ha ha ha)

Interviewee: Teachers still use pebbles in lower class.

Interviewer: In different note, what's your educational qualification?

Interviewee: I.Ed.

Interviewer: I.Ed. , you are from education faculty, so it is easy for you. Is it?

Interviewee: If I am B.Ed. degree holder, it will be better.

Interviewer: Yeah (laughing), little bit.

Interviewee: It's all right. It is sufficient for primary level teaching.

Interviewer: Your school implemented EMI 6 years ago. What are the advantages of implementation of EMI?

Interviewee: It creates positive impact. On the other hand, students feel difficulty to learn Nepali subject. Therefore, students of grade 4-5 learn English easily rather than Nepali.

Interviewer: Nepali seems difficult.

Interviewer: Some argues that mother tongue may be in danger zone due to EMI. What's your view about it?

Interviewee: No. No. That is not possible. Students spend only 6 hours at school. Most of the time, they are at home. They don't forget their mother tongue.

Interviewer: Surely.

Interviewee: They speak Nepali or Mother tongue more than English. So, Mother tongue is in safe zone.

Interviewer: Are students motivated in learning after implementing EMI?

Interviewee: Little bit, there is lack of parental support too but they have proud of it.

Interviewer: Yes. Yes. ... They feel.

Interviewee: Most of the parents are below poverty line. They cannot afford for sufficient books. They do not have knowledge about their valuable role for school and their child.

Interviewer: Yes. Yes.

Interviewer: You teach more subjects than government allotted. Is it right?

Interviewee: Yes. We teach 8 subjects but government allotted only 5 subjects.

Interviewer: Can you tell the name of all subjects?

Interviewee: Mathematics, Nepali grammar, English grammar.

Interviewer: Yeah. Yeah.

Interviewer: Some says that public schools are teaching like private schools after implementing EMI. Is it right?

Interviewee: No. No.

Interviewee: We cannot make our students like private schools but we can improve our students' level.

Interviewer: This much for this interview. Thank you for giving us your valuable time.

Interviewee: Thank you too.

Mathematics

Interviewer: Namaskar sir.

Interviewee: Namaste.

Interviewer: Are you fine?

Interviewee: Yes, fine.

Interviewer: Can you tell me your introduction?

Interviewee: My name is Sanjay Bogati. I have completed 11 years in Bishnu Devi Secondary School. I am secondary level teacher here.

Interviewer: Do you teach Primary level also?

Interviewee: Yes. Due to lack of sufficient teachers, we have to teach all primary, lower secondary and secondary level.

Interviewer: Your educational qualification?

Interviewee: I have completed Master's Degree on Health Education from Tribhuvan University.

Interviewer: Are you permanent by TSC exam?

Interviewee: No. I was from 'Rahat' quota. The selection process was similar with TSC exam.

Interviewer: Do you find progress after implementation of EMI? What are them?

Interviewee: The main problem of public school is English rather than others. So it created positive impact.

Interviewer: Yes. Yes.

Interviewee: Students are little bit confused about English medium because our school continued EMI after two years gap.

Interviewer: It means that students did not get chance to learn EMI regularly. So they felt difficult. Is it right?

Interviewee T: At first, we implemented EMI from grade one to five then we stopped for some years because it created problems on Nepali subject.

Interviewer: Yes. Yes.

Interviewee: Nowadays, students are weaker in Nepali.

Interviewer: Yes. Yes.

Interviewee: In this year, we implement EMI on grade six.

Interviewer: We should wait to find out the result of it. Yes?

Interviewee: Yes. They are in confusion as we see the classroom activities.

(Laughing)

Interviewer: EMI needs EMI related materials. Is it available in school by the help of community, administration, government etc?

Interviewee: No. There may be financial support. It is administration role, so I don't know about it.

Interviewer: Yes. Yes.

Interviewee: We develop such materials ourselves. Administration also provides some materials.

Interviewer: Development of teaching materials depends on student's ability, interest, demand, and content. Yes?

Interviewee: Yes. We develop teaching material concerning these issues. We request our administration if it becomes expensive.

Interviewer: Do you feel any differences before and after the implementation of EMI?

Interviewee: Not much more differences. We use Nepali medium if students feel difficult and we conduct exam in Nepali medium.

Interviewer: Yes, yes. Easy for them.

Interviewee: Theoretical subject are difficult for student, such as: social studies, population, moral. These all subject based on deep analysis and definition. On the other hand math and science subject are easy.

Interviewer: To held teaching learning activities on the basis of student's psychology, training is important, yes? Do you take any training, till now?

Interviewee: No, I think our school's all teachers are far from it.

Interviewer: what do you think about teacher's role to implement EMI for long time?

Interviewee: You already told that, we need training. All primary level teachers have not higher level educational qualifications, they teach according to 25, 30 years teaching experience. They had completed S.L.C.

Interviewer: Yes, yes.

Interviewee: English was not more important in past but trend of EMI is increasing day by day. So, teacher taught on the basis of their experiences. They have not any knowledge about special skill.

Interviewer: Are they taught basis of their experience.

Interviewee: All public schools have same problem.

Interviewer: Do you have any experience of training, seminar, and workshop?

Interviewee: Yes, effective implementation of EMI each school needs one special teacher. It is not now, we aspect may be in future.

Interviewer: Slowly.

Interviewee: Now a day government provides various opportunities so, we aspect that.

Interviewer: Implementation of EMI is increasing rate. What is your view about it?

Interviewee: Um, it is good. It is suitable for this modern era and world globalization.

Interviewer: Communication.....

Interviewee: Umm, I think English is better for communication. If, we have English language ability we can communication internationally.

Interviewer: What's about your view towards mother tongue? EMI becomes hindrance to preserve it or not?

Interviewee: No, no. English practice had long root.

Interviewer: Yes, yes

Interviewee: Because we taught both Nepali and English language equally. We taught 1, 2 period English. They spend more time at home.

Interviewer: Does student motivated to learn in English medium?

Interviewee: Yes, motivated.

Interviewee: Yeah, why?

Interviewer: Comparison of past, we found student's conservation in learning in decreasing rate.

Interviewee: Why? What's about parent's response?

Interviewer: Context of our school, all students are from out of valley.

Numbers of local parents are as a zero. Therefore, they have not any concern about school, which creates a problem.

Interviewee: After implication of EMI. There are differences between past and present?

Interviewer: No vast differences. We can say 19, 20. We stopped it for 2 years.

If it was continue, it may be bring vast differences.

Interviewee: Yeah, yeah.

Interviewer: Better implementation of EMI, needed manpower at first.

Because, we implemented EMI in grade 6 in this year, here is dilemma who taught population, moral, health and social subject.

Interviewee: Yes, yes

Interviewer: All teachers have Nepali base. All teachers have 20, 30 years teaching experiences.

Interviewee: BY experiences

Interviewer: Government is doing a lot of things except training. I think government will provide training for EMI implementation later on.

Interviewee: You are teaching math subject, what kinds of problem you should face while teaching.

Interviewer: Math subject is not difficult. Most of the students feel easy for this subject. But in the context of public school, student's rate is changeable in all year. There is not fixed time to admit and drop out. Therefore, we are unable to evaluate actual ability of the students.

Interviewee: According to you teaching experience, what are the possible advantages of implementation of EMI in public school?

Interviewee: They are:

-Student gets chance to gain knowledge.

-They can do conversation

-They can share their feeling

-They can understand others

Interviewer: Yes

Interviewer: Can you tell disadvantages also?

Interviewee: How can I say, I think there is not any disadvantages.

Interviewer: No, why?

Interviewee: Because language learning process is good. We can learn Chinese language also.(laughing). So, all languages have not disadvantages. They may be inactive role of parents, lack of teacher training, workshop, seminar, lethargy of students towards EMI implication.

Interviewer: Does student understand English term and pronounce accurately?

Interviewee: Yeah, yeah.....we did not concern about their pronunciation, if we students can develop their English skill.

Interviewer: Yes, yes

Interviewee: They did not ask any questions, because they did not understand content. But some students ask in Nepali medium (SIR YO VANYAKO K HO).

Interviewer: One classroom is full of diversity, it can affect negatively, yes.

Interviewee: I already told, we should teach diverse class. Some students shake their head without knowing.

Interviewer: Laughing.....yes, yes.

Interviewee: But some students share their ideas on Nepali medium. We implemented EMI, we are far from its strong achievement.

Interviewer: Yes, here is not real practice.

Interviewee: yes, yes

Interviewer: Yes

Interviewee: I am not satisfied because, we have not great achievement after implementation it.

Interviewer: Slowly, slowly....

Interviewer: Yes, we aspect may be in future.

Interviewee: At last, are you satisfied with your profession?

Interviewee: It is not good to say I am not satisfied with this job because I have working.

Interviewer: Yes

Interviewee: I am fully satisfied. In Nepal teacher are not respected too much because, lots of projects, bureaucrats are here. All sectors are against action of teacher's strike.

Interviewee: Yes, yes

Interviewer: We are also civil service worker but we have not facilities like bureaucrats.

Interviewer: What is EMI (English as a medium of instruction)?

Interviewee: It means process of teaching by using English language.

Interviewer: yes

Interviewee: If student are able to communicate easily, they did not face any problems related to EMI. We implement it to make our learner able to speak English like Nepali.

Interviewer: Thank you sir, for providing your valuable time.

Interviewee: Thank you.

Creative Art

Interviewer: Namaskar sir.

Interviewee: Namaste, madam.

Interviewer: Are you fine?

Interviewee: I am fine, fine.

Interviewer: Your introduction.

Interviewee: My name is Moachvai Maharjan. I live in Kirtipur, Ward no. 2 and now teaching in Shree Indrayani Basic School. I have been teaching since 2040. I completed 35 years in teaching field.

Interviewer: Are you primary level teacher?

Interviewee: Yes.

Interviewer: Can you tell your educational qualification?

Interviewee: I had completed PCL on Account, which is known as +2 now.

Interviewer: Which subject are you teaching now here?

Interviewee: Please wait, I want to tell my all educational qualification. My +2 was from Management faculty, on the other hand, Diploma from Shankar Dev College and Master's Degree from T.U. on Sociology.

Interviewer: Which subject are you teaching?

Interviewee: English.

Interviewer: Creative art also?

Interviewee: Yes, both.

Interviewer: You have long teaching experience, can you tell your view about it?

Interviewee: Teaching profession is good. I felt pleasure. It is also profession of nation development and foundation of people. It is a kind of foundation for national development. Father and mother gave birth a child; teacher develops them as a qualified member of nation. Therefore, this profession is important as well as good job.

Interviewer: Your school also EMI implemented school, by when it is implemented here?

Interviewee: According to national curriculum, EMI is use from grade 3. But we are teaching English from grade 1.

Interviewer: Yes, yes.

Interviewer: How many years ago you had implemented EMI?

Interviewee: Implementation of EMI was 5-6 years ago in all subjects.

Interviewer: Did you use Nepali medium of instruction in initial phase?

Interviewee: Yes, we used Nepali medium.

Interviewer: All subjects are teaching regarding to EMI or not?

Interviewee: Yes, Science, Creative act, Math.

Interviewer: Social studies are teaching by using Nepali language in your school, is it reality?

Interviewee: No, book is on English but we use Nepali sometimes. Students feel difficult to understand. So, we use Nepali for word meaning not for teaching.

Interviewer: What type of progress do you find before and after the implementation of EMI now?

Interviewee: They felt difficult in initial phase. Those students who got chance of learning with EMI from grade 1, they were feeling easy. But other students felt difficult.

Interviewer: Yes. Yes.

Interviewee: But students are happy, they get chance to learn like private schools. Their effort for learning is increasing day by day.

Interviewer: Did parents also motivate?

Interviewee: Yes, they are also. They think EMI is good. But we should teach according to parents and students' desire. They seem happy if their child talks in English at home and appreciate the teachers also but we should avoid such thought.

Interviewer: According to your view, mother tongue is better at primary level?

Interviewee: Mother tongue?

Interviewer: Yeah, our first language.

Interviewee: Now, it is good but it is not suitable in worldwide context.

Interviewer: Yes. Yes.

Interviewee: Science and technology is based on English. All information and technologies use English as a default language like mobile, T.V. So, we should use English medium. On the other hand, protection of mother tongue is important, school can play vital role for such activities.

Interviewer: According to your view, school should develop one special subject for protection of mother tongue?

Interviewee: Yes, as a special subject.

Interviewer: Implementation of EMI in public schools is increasing, what's your view about it? Why?

Interviewee: For empowerment of life style, it becomes an essential for us. It depends on worldwide demand. They cannot learn technological knowledge without English. Government also prioritizes EMI. So, it is good.

Interviewer: Yes. Yes.

Interviewee: Most of the people of our country are below poverty line. So, Most of things are based on foreign country. If our students are not able to communicate internationally, they cannot spend their life easily.

Interviewer: Yes. Yes.

Interviewee: What is your view towards EMI?

Interviewee: It is one kind of activity by using English, process of teaching, definitions, technology related knowledge in English. It is also process for communication, sharing one's ideas, knowledge each other by using English medium.

Interviewer: Did you take any training related to EMI?

Interviewee: No.

Interviewer: Do you feel difficult in teaching using EMI?

Interviewee: Yes, it is difficult, because it needs hard work and preparation too. But is wonderful thing for teacher. They can improve their

teaching according to problem of students. It seems as a chance for teacher to develop their capabilities.

Interviewer: What are the advantages of implementation of EMI? Please tell me according to your teaching experience.

Interviewee: Advantages are:

- It helps to develop school.
- Students get chance to learn English. It is a kind of language.

Interviewer: International language.

Interviewee: It is also helpful for developing listening, speaking, reading, writing skills.

Interviewer: For developing all language skills, yes?

Interviewee: Students can contribute to society and country as well.

Interviewer: What challenges or problems have to face by teacher after implementing EMI in public school?

Interviewee: They are:

- Students feel difficult to understand.
- Teaching materials are not available.
- Lack of teachers guide related to EMI.
- It is known as third language. For example: Newari- first language, Nepali- second language. Therefore, it is difficult for students to learn at school.

Interviewer: EMI related teaching materials, resources are easily available or not?

Interviewee: No. No.

Interviewer: Yes, yes.

Interviewee: Therefore, teaching seems difficult.

Interviewer: You use course book as only one teaching material. Is it right?

Interviewee: Only charts, book. We use internet to download songs, rhymes. It is also one kind of teaching materials.

Interviewer: Do your administration and community support in the development of EMI related materials?

Interviewee: No. No. They do not have any idea about it. In the process of teaching, teacher himself/herself develops and uses some materials according to the topic. Government should play their role for financial support.

Interviewer: What type of support do you think government should provide?

Interviewee: At first schools' environment should be good for EMI.

Interviewer: Yes. Yes.

Interviewee: Materials are important.

Interviewer: Classroom is full of diversity, it becomes problems for implementation of EMI or not?

Interviewee: No, no. Nepali subject is difficult for teaching. English is second language for all students, so it is not difficult.

Interviewer: Thank you sir, for giving me your valuable time.

Interviewee: Thank you. Wish you best of luck.

Science

Interviewer: Namaste Madam

Interviewee: Namaste

Interviewer: Are you fine?

Interviewee: Yeah, I am fine.

Interviewer: And what about others?

Interviewee: All are fine.

Interviewer: How many years you have spent in teaching profession?

Interviewee: I have been teaching for 22 years.

Interviewer: Your educational qualification.

Interviewee: I started to teach while I passed my SLC.

Interviewer: Yes, yes

Interviewee: After that, I taught and completed my +2 and Bachelor level.

Now I have B. Ed Level qualification.

Interviewer: You have completed B.Ed. ?

Interviewee: yes

Interviewer: So, that teaching profession is easy for you, yes?

Interviewee: Yes, teaching profession is little bit fine but to make teaching profession easy, there is not only support of teacher.

Interviewer: Yes.

Interviewee: There need to be the contribution of three things. These three things are teacher, students and parents. That's, the reason its somehow difficult.

Interviewer: In your school, there is implementation of EMI, is there any difference between your school before and after the implementation?

Interviewee: In my experience, children think it is easy to understand. They studied in Nepali medium from before. So, it's easy for us to understand too. We implemented EMI before 5/6 years. But our students studied Nepali medium but in any experience of 20 years, previous is better than now. That's I am feeling now.

Interviewer: Yes, yes, EMI is implemented but do you get any training related to EMI? Is there workshop, seminar from government or school side?

Interviewee: Umm, while implementation of EMI, though government did not provide any trainings but other international project provided us training in Hotel. I felt it was effective, those program were run by foreigner because they taught us how to teach to children by English and how to teach them English. Because we got training to teach English by government so, I think it was good.

Interviewer: you don't get any chance from school side?

Interviewee: No, madam, till that EMI implanted, No any chance from school.

Interviewer: What are the challenges and problems you faced while implementing EMI and teaching learning of EMI context?

Interviewee: Yes, we have all books in English. If we don't put English, all school used to teach English so, we have fear on that.

Interviewer: yes, there is fear and next side parents also want, yes?

Interviewee: Others have but why we don't have so, we keep book but..

Interviewer: Though you used English medium you used Nepali medium.

Interviewee: yes, we used English but we are compelled to use Nepali also.

Interviewer: Student are motivated for learning in English medium? Are they motivated by implementing EMI?

Interviewee: Yes, we use English language as a medium of instruction but at that time students are little bit motivated we have 20 students as average students in our class. Among them 4, 5 are capable and others are average students.

Interviewer: Now your school implemented EMI but it has several advantages?

Interviewee: As a benefit, we teach in Nepali 'Gohi' but students know that means 'crocodile'. I think this is advantage. They learn one word madam.

Interviewer: yes, yes (laughing). It helps them to improve their English.

Interviewee: It is improving day by day. In other school, they teach only English in English medium. Other subject in Nepali Medium, But main things are that everybody wants quality and they check quality by the result of SEE. What students learn, what students do, they know how to felt fish in English. But knowing little bit words is not improving madam.

Interviewer: Nowadays, every school implements English as a medium of instruction, what are your views towards it?

Interviewee: Actually madam, I already told you, our every parents of government school, they damn care of their children's book, sometimes snakes were on the page of book. We want at least parents make conscious that children know about their copy and they protect their copy. Teacher gives homework to their students to fill in the blanks but parents don't know about it. They work in bricks factory on the whole day and they don't know even their children's copies are right or wrong.

Interviewer: Not only your support make it.

Interviewee: Actually madam, I already mentioned you that there need to be a good contribution of three people.

Interviewer: yes, yes.

Interviewee: To teach effectively to children, there need to be a contribution of three things, not only one thing plays main role madam. In community school, parents give very less time to their children. So, we taught them only 10 to 4.

Interviewer: What do you think about teaching profession? Are you satisfied?

Interviewee: Actually, I am not satisfied with money but for others I am satisfied. Actually I involved in teaching from my young age so I love this profession and somehow satisfied too.

Interviewer: your parental background is also related in this profession?

Interviewee: yes, yes, that's why I am satisfied

Interviewer: what is EMI in your view point?

Interviewee: EMI, What do you mean?

Interviewer: Yes, EMI, English as a medium of instruction.

Interviewee: You are here to observe EMI and you also find out we can improve our students by English. You are here to write about EMI. Nowadays in one village there are 3-4 boarding schools were established. Government school also tries to give more good education than private school.

Interviewer: In school, any trained high level teacher who got training, did there are any training or related any program?

Interviewee: No, till now. Before 4 years, they came here and give training to us. I also took training from them. Besides the government, they called us to take training and head master and teacher went to take some leadership training. But till three years, there has not been any training madam.

Interviewer: No.

Interviewee: No.

Interviewer: Do you get any EMI related resources from school?

Interviewee: No.

Interviewer: Do you prepare yourself?

Interviewee: Yeah, we ourselves. That action research is also prepared by us.
(Laughing)

Interviewer: Action research is good. (Laughing) If so you did not get any support from community and administration, people of our community are back warded and low economic level. Do you get any help from government side?

Interviewee: No, No, we don't get. In this age, we get knowledge from internet, YouTube etc. YouTube is all for us. We taught 20-25 years but it is not sure that we know everything. We taught 'A', 'Ka' and 'one' but we did not know how can we them 'ka', 'one' and 'A'. I expect that, to improve the current condition of teaching, we need supports from your side.

Interviewer: Definitely, you have support. All of you help me a lot.

Interviewer: After that, what are the importances of EMI?

Interviewee: Importance

Interviewer: Yeah, yeah.

Interviewee: Importance of EMI is

Interviewer: It is like advantages.

Interviewee: There is no any.

Interviewer: why?

Interviewee: I already told you that our parents don't have any role to improve.

We taught more than 20 years but It is also less to improve, only our 2-3 hours effort are not sufficient for them.

Interviewer: Besides using Nepali medium of Instruction, Is there any progress after the implementation of EMI?

Interviewee: I already mentioned you that before they told 'Machha', now they tell fish.

Interviewer: Yes, yes.

Interviewee: Not only that, they only tell fish but don't know how to pronounce it.

Interviewer: Thank you madam for providing your valuable time.

Interviewee: Welcome to you miss. You came here and observe our classes and people like you are needed for our school too. I request you to come again and again. Namaste.