

## **Chapter 1**

### **Introduction**

This is the study entitled “Situation of English Medium Instruction in Community Schools”. This introductory chapter incorporates the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### **Background of the Study**

Society includes cultural rules, values, norms and different trends; language plays a key role in the transmission of cultural identities. Language exists in society; it is the means of nourishing and developing cultural elements. There are several languages spoken around the world. Among the major languages spoken around the world, English has been established as a dominant language in the world. In this era, English language has been used as lingua franca, taught and learnt as a second language, a foreign or international language. The English language is establishing itself as a principal mode of instruction due to globalization. When English language started to be a global language, many sectors started using it as a language of communication. Coleman (2011) argues that English assumed to play an important role in “increasing employability, facilitating international mobility (migration, tourism, studying abroad) unlocking development opportunity and assessing crucial information as an important language” (p.18). Therefore, it has been used as a medium of instruction in many countries.

Generally, instruction refers to the act or practice of instructing. It is a method to identify assess, activate, and build on the prior knowledge, experience, and skills that given groups of students bring to learning in each content area. Instruction can also be defined as the method of preparing, evaluating, and justifying instructional activities in the content area and cross content area for given group of students. Instruction is the interaction between a teaching agent and one or more individuals intending to learn knowledge that is appropriate for students. Instruction means "as an agency or means of doing something or means by which something is communicated

or expressed"(Hornby&Turnbull, 2011, p.805). Here, medium of instruction means language used in classroom for the process of teaching and learning. The interaction, discussion, conversation, debate and chat are normally considered within teaching activities, which is actually instruction. These activities are intended to provide knowledge to the students. Medium of instruction is a language used in teaching. It may or may not be the official language of the country or territory. Dearden (2014,) defines English medium instruction as “the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the populations is not English” (p.2). English as Medium of Instruction(EMI) has gained popularity because the English language is a lingua franca, a common language used by people with different native languages to perform a variety of communicative functions such as business translations (Jenkins, 2007).

Nepal is a multi-cultural and multilingual country. The Central Bureau of Investigation (CBI) (2019) has identified 129 languages spoken by 125 ethnic group and 10 religions in Nepal. Thus, English language has its great impact in a multilingual, multicultural and multiethnic Nepal. It has been taught as a subject in schools. In the earlier decades, the purpose of English in Nepal focused on developing foreign language competence in students that means enabling them to use language for communication. English language is taken as foreign language in Nepal. Therefore, it has been perceived to be difficult for the teachers and students to teach and learn the English language respectively. The process of learning a language as a second or foreign language is very different. People learn their mother language more easily than second or foreign language.

Nepali is the official language in Nepal as used as the medium of instruction in many public school, colleges, and universities. However, many of the public schools, colleges, and universities have started to shift from Nepali as a Medium of Instruction to EMI. Regarding this issue, Bista (2015) writes, government of Nepal has purposed to shift medium of instruction from Nepali to English in public schools of Nepal. Many parents are happy with this decision. However, some of them argues that EMI poses threats to the national languages and will cause serious problem in the future. However, many educational institutions like schools and colleges have adopted

English as a medium of instruction. This practice is a serious matter of discussion and it has often taken into debate. This debate is becoming as an emerging issue and it should be researched.

### **Statement of the Problem**

English is considered as one of the most powerful and important languages in this globalized world. Most people have a compulsion to learn English language as a need of sustainability. Therefore, English is necessary for students, parents and public. English language has not only been taken as a fashion but it is the need of the time. English education is often associated with the quality of education. Further, many students and their parents are attracted towards private school due to EMI. As the result, the number of students in public schools is decreasing day by day. In this regard, the public schools have started to shift from Nepali medium to EMI, to provide quality of education, to attract the students and to compete with often private or public schools.

EMI has been increasingly used and has become an issue. Because of globalization, most of the people want to make their children fluent in English so that they want to send their children in English medium school. Awasthi (2015) mentions, "English as Medium of Instruction (MOI) due to the globalization is widening gaps between public and private school" (p.13). Therefore, public school started to EMI due to the pressure of parents, time and globalization. However, implementing EMI is not an easy task for the public schools. It requires qualified teachers and sufficient teaching materials, both of which are not adequately available in public schools. Critique is often made that most of the schools implemented EMI without basic requirements of teaching, which has highly affected for the students learning achievements. Teaching and learning can take place when the familiar language is used as the medium of instruction in school. Hence, if the familiar language is used as the medium of instruction in schools, it enhances effectiveness teaching and learning. In contrast, if a non-familiar language is used as a medium of instruction, it becomes a barrier to teaching and learning. If teachers and learners are confused with the medium of instruction, the teaching and learning process cannot be effective (Malekela, 2004).

It means that medium of instruction should be familiar for the students and teachers.

The study on EMI has recently become very popular topic of interest in research world widely specially those country where English language has spoken as foreign language. Abundance of research has been done on this area. Neupane (2017), Bhusal (2017), Lamichhane (2017), Bista (2015) and other many researchers have conducted studies related to this area in Nepal. Neupane focused on parents' perception towards EMI. He talked about the benefits of EMI, challenges to adopted EMI in public school, job opportunity and parents view towards EMI in public school. Bhusal(2017) explore Non- English teachers problem, theirs views towards EMI. Likewise,Lamichhane (2017) examined the current practices of EMI in Nepal, and challenges implementing EMI in public school. She explored the perception of teachers on effectiveness of EMI in public schools.

It is generally believed that most of the teachers face a great problem because of EMI. The non- English background teachers are also involved in EMI; they should teach books written in English, which they might not understand themselves. Those non- English background teachers have a dilemma about whether to leave the job or teach whatever they can because of the EMI. In the context of Nepal, many schools adopted EMI in preprimary or primary level; the students at taught primary level are taught in English medium. At that situation, it is claimed that students learn neither English language nor Nepali or their mother language. I have chosen this topic for my study because recently most of the community schools of Nepal have been shifting their medium of instruction from Nepali language to the English language. However, the analysis of existing situations of EMI has attracted limited research attention. EMI is an emerging issue and this research examined the difficulties faced by the learners, and has provided suggestions for enhancing their learning achievements. My study explored the existing situation of EMI schools, in terms of students' learning achievement, problems faced by teachers and students. My study was based on Dhunibensi municipality in Dhading district involving two schools, where EMI has been adopted at primary and pre-primary levels.

## Objectives of the Study

The research study had the following objectives:

- a) To explore the situation of EMI at basic level in public schools.
- b) To suggest some pedagogical implications based on the findings of the study.

## Research Questions

The present research study attempted to address these research questions

- a) What are the situations of EMI at primary level in community schools?

## Significance of the Study

The study will be significant to the researchers, language planners, policy makers' administrators and officials of Ministry of Education (MOE). It will help the policy makers to make judicious policy regarding EMI. The study will help students, teachers, parents and other authorities like school management committees who want to implement EMI in their schools. It will be significant to the textbook writers and, curriculum designers to make the appropriate textbook or curriculum. It will help the teacher trainers to provide appropriate training to use EMI in actual classroom. The study will be helpful for the English and non-English teachers to find out the difficulties because of EMI and explore ways to minimize those problems.

## Delimitations of the Study

It is difficult to cover the entire study population. No research can use all the tools and the aspect of research related to the area of the study. Therefore, time, place, and human resources limited the study. The research was limited to certain boundary. The study was limited to students, teachers and head masters of two public schools of Dhading district where EMI has been implemented. The research tools were limited to field note, classroom observations and interviews with the teachers and head teachers. The sample size of the study was limited to six teachers

of two schools, six classroom observations, and interviews with head masters of the selected schools. The study adopted qualitative research design.

### **Operational Definitions of the Key Terms**

The key terms of the study are listed and defined as follows

***English as medium of instruction.*** EMI refers to use of English language as an instruction to teach academic subjects other than English. It is the process of instructing students by using dominant language in the world, the English language.

***Situation.*** Situation refers to the conditions that exist at a particular time and place. It denotes the conditions of EMI applied primary schools.

***Impact.*** Impact refers to the affecting factors. In this study, impact denotes how EMI affects the student's learning achievement.

***Medium of instruction.*** The terms medium of instruction (MOI) refers to the language use by teachers to deliver lessons.

***Public schools.*** It refers the schools, which are financially supported by government.

## Chapter 2

### Review of Related Literature and Conceptual Framework

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

#### Review of Related Theoretical Literature

This section includes the global spread of the English language, in Nepal, Medium of instruction, English as a medium of instruction, EMI in Nepal, challenges implementing EMI in public school, and the conceptual framework.

**Global spread of English language.** After the world-war II, English appeared to have spread and become more evident due to sociopolitical and economic factors affecting the society. In addition to spreading in the colonized part of the world, English began to dominate the non-colonized countries and ultimately it has been developed as a worldwide lingua franca. The spread of English is increasing day by day. The world is taken as a global village and English has gained the status of global language. It is difficult to live in the present entire without the proficiency in the English language. Many of the countries use the English language as their official language, second language or foreign language.

Karchu (1985, as cited in Harmer, 2007, p.17) suggested the world of English in terms of three circles. In inner circle, he retains the country where English is spoken as their first language or mother tongue. Those countries are like, USA, Australia, Britain and New Zealand. In outer circle country, English is spoken as the second language. They use English language as official language. Those countries are India, Nigeria and Singapore. The third is expanding circle countries, which represent the countries where English is used as foreign language. Those countries are Poland, Japan, Mexico, Hungary, China and Nepal.

English has become the main sources for the expansion of one's knowledge. Now English is the main language used in different sectors all over the world.

Economic and political power furthermore influenced by the English language. English is the main mediating language of international trade market and business. It is necessary in library, diplomacy, business, education, employment, and the promotion of human rights. Nowadays, the use of English has immensely increasing. It is the official language of air transport and shipping, the leading language of science, technology, computers, commerce, a major medium of education, publishing and international negotiation. English has its spread as it is widely used in different international or national conference, seminar and workshops. Many articles, journals and academic reports are rewritten in the English language.

**Medium of instruction.** Medium of instruction refers to a language that is used in teaching which may or may not be the official or national language of nation. It is used to facilitate the students with content knowledge, to make them familiar and help them learn that particular language. It is the strategy for motivating and encouraging student's success. Donald (1976,) defines instruction as "the action and context within which formal teaching and learning behavior take place" (p.6). It is the teaching learning process, which helps the students to gain knowledge. Medium of instruction is supposed to be an enabling tool used in the teaching learning process. It facilitates the students for understanding subject matter. It ought to help students to react with different facts and viewpoints in order to construct a new view of the world, including the meaning they attribute to the new concepts they are introduce to and value attract them. According to National Curriculum Framework (NCF, 2005), MOI "may or may not be the official language of the country or territory where the first language of students is different from the official language" (p.4). It should be one, which is familiar to the teacher and learner if communication has to be effective. Medium of instruction should be easier and more flexible where students get more knowledge, skills and experience. However selecting a language is very challenging job in the multilingual contexts, where the need of time and the need of students as well as parents were different. Therefore selecting an appropriate language is always a great issue in our country.



**English as a medium of instruction.**EMI simply refers to the teaching learning through the English language. It refers to the act of conducting teaching learning activities in English. It is providing education for the learners by the use of the English language. Because of global spread of English, several countries are starting teaching in English medium. Nepal also started English medium several years ago through English medium in intuitionalschools. For promoting and developing English medium in Nepal, several agencies are working in Nepal.The teaching program, which is running in the English language, is the English medium. Textbooks, materials, teaching learning activities and other extra - curricular activities are conducted and written in English. The teachers and learners exchange their views, attitudes, feelings, and thinking in English medium in school time and in school periphery. Dearden (2014,) defines, “EMI "as the use of English language to teach academic subjects in countries or the jurisdictions where the first language (L1) of the majority of the population is not English” (p.2).

EMI is widely used in the different non- English-speaking countries in the world. Its use has extended rapidly. As English is the language of science and technology, the youngsters us it massively in their daily lives.Dearden (2014,) mentions that there is a fast moving worldwide shift language (EFL)to English being theacademic subjects such as science mathematics geography and medicine. On the other hand, Kao and Tsou (2017) view, "English has become the dominant international is not only the global business community needs a common language to carry out translations but also because there has been a growth in academic publication"(p.4.). This shows how its demand and use is increasing day by day. Every field needs English in background, at present time EMIhasrapidly been used in school at primary lower secondary and secondary levels as well as at universities.

**English language teaching in Nepal.**English language education wasintroduced byPrime Minister JungaBahadurRana in 1853. When,JungaBahadurRanavisited to Europe in 1850-1851, he was highly impressed by the use of the English language in Europe. He felt the need of the English language for communication with foreign countries. Therefore, he realized that his coming generation should receive education through theEnglish language.

Similarly, English was introduced in the higher education after the establishment of Tri-Chandra Collage in 1918 (Awasthi, 2003). Likewise, in 1959, Tribhuvan University was established and it gave high priority to delivering instruction in English.

Then education became formally available for the people after the establishment of democracy in Nepal in 1951. After that, English has been widely available to the public since 1990 when Nepal opened up completely to the rest of the world because of globalization, the internet, English language newspapers, social media and other publications (Duwadi, 2018). Since then English language has been the most demanded language in the Nepalese education and has been emphasized by various plans and policies implemented by the government of Nepal.

Currently English is taught from primary to bachelor level of education as a compulsory subject. Mostly science and technology subjects use English medium in the teaching learning process. At the moment, almost all private schools and many colleges and some public schools have adopted English as the medium of instruction in the teaching learning process.

**Planning and policy of English language education in Nepal.** Nepal is one of the developing countries that has not yet been able to sustain a single educational policy with full effects. It is now implementing EMI education in public schools (Sah, 2015). However, we can find some language policy and planning in the history of English language education. The government of Nepal appointed Dr. Hugh B Wood (a US Fulbright scholar in India), as an advisor to the National Education Planning Commission (NNEPC) (Duwadi, 2018). Regarding MOI, MOE (1971) mentions that both English and Nepali language are used as the medium of instruction. Likewise, MOE (2007) made the provision that the medium of school level education will be both English and Nepali. School Sector Reform Plan (2009-15) focused on the quality of education. It emphasizes on free quality basic education for all children, providing opportunity for equitable participation in basic education and focus on introducing mother tongue as a medium of instruction. School Sector Development Plan (2016-2022, p.7) also mentions that every Nepali student shall have the right to get the education in their mother

tongue up to secondary level. It has planned to divide the schools into different categories depending on the language spoken by the students.

Constitution of Nepal, 2072 in Article 31 has made the policy of education. It provides the right to gain education through mother language for every people of Nepal. Generally, we can find out some policy and planning towards the English language education; however, the policy and planning towards the EMI is not available in Nepal.

**Existing situation of EMI in public school in Nepal.** The increase of EMI as a worldwide phenomenon that has expanded in non-English speaking countries too. Some years ago, EMI was only used in private school of Nepal. In public school, English language was initiated as compulsory subject from class one to ten. Some schools add one extra subject of English in their curriculum in public schools. However, there is lack of concrete policy of EMI in Nepal. Community schools of Nepal have been shifting their medium of instruction from Nepali to English. However, its implementation is problematic. EMI is being used without basic preparation. EMI has started like a fashion or pressure of the parents and students in public schools. The urgent need of English learning has added a further dimension with growing number of English medium schools across the nation (Bhattraï&Gautam, 2005). The majority of parents like to send their children to English medium schools. Therefore, the number of students in public school is decreasing day by day. Therefore, public schools have started using EMI to attract more students and fulfilling parental demand for English education for their children.

**Opportunity and challenges of using EMI in public schools of Nepal.** The public schools have adopted EMI because of some opportunities for the institute, teachers and learners. English language is a powerful language in this globalized world. In this regard, learners have an opportunity to learn English language because of EMI. Without having fluency in English language, thick vocabulary and grammar students cannot express their ideas easily in English. EMI develops the students' language. It helps learners to have opportunity for wider communication. Regarding this issue, UNESCO (1994) mentions, "English is a vehicle for higher learning" (p.155). It makes the students basic language very

strong and qualitative. The use of EMI in public school is also opportunity for the English and Non-English teachers to learn English language. If teachers and students use English, language in classroom, it will develop their speaking skills too. EMI makes teachers more responsible and hard working. Most of the public schools in Nepal do not have enough English teachers, trained and experienced teachers to run the EMI classes. Non-English teachers further have the compulsion to take the class without any training or knowledge. Teaching social studies, science and mathematics through English language is not easy tasks for the non-English teachers. Therefore, they struggle to search the meaning and might take longer time to prepare for teaching in the classrooms. EMI makes the teachers more curious and responsible. Likewise, EMI helps increase the number of students in schools and to bridge the gap between the public schools and private schools. It also helps to fulfill the hope of the parents.

Although there are opportunities, it is very challenging job to adopt EMI in public schools in Nepal. EMI in the public schools of Nepal has not been translated into practical, conscious, and careful manipulation of learning activities. Most of the teachers in public schools are not aware of the significance of using EMI and the students have no mastery of the English language. Giri (2010) mentions, "The education system of Nepal is chronically under resourced, severely lacking in infrastructure and material school, teachers suffers from low morale and motivation" (p.66). This is all because they have experienced it only in the formal academic structured arrangement of the classroom. The shortage of qualified trained teachers, adequate teaching materials, limited internet access, mismatch of policies and practices, inappropriate co-ordination between teachers, parents, students and policy makers are great problems regarding the EMI, which create serious challenges to implementation of EMI in public schools in Nepal.

In the same way, use of mother tongue is one of the crucial problems regarding teaching EMI. Most of the students use their mother tongue in the classroom. At that situation, teaching through Nepali medium also creates problem for the students, because students are coming from different family backgrounds and speak different mother tongues. They have their own ideology, value or rules and in that situation, teaching through English medium is very challenging job for

the teachers in public schools in Nepal. Phyak (2016, p, 14) mentions, “my own lived linguistics cultural and educational experiences are most important to shaping my beliefs, perspectives, and positions about language multilingualism language policy and pedagogies in educations.” Hence, students learning attitude are determined by their own culture, values, and ideology. In addition, their mother tongue shapes one style of their learning behavior. To sum up, there are several problems while implementing EMI. These problems are related to high students' and teachers ratio and small class size, insufficient teaching materials, and lack of training.

EMI does not seem to have sustainable educational policy. Ministry of Education has not made any effective or basic requirements for the implementation of EMI. The constitution of Nepal (2015), School Sector Reform Plan (SSRP) (2009-15) also suggests that the mother language can be used as a medium of instruction in the early stage of the education. The language policy in Nepal aims to promote the indigenous languages. Thus, the implementation of EMI is very challenging job because the language policy in education sector in Nepal has made given priority to multilingual perspectives.

### **Review of Empirical Literature**

In the field of EMI, many studies have been carried out in Nepal and in foreign contexts. These studies have been reviewed in this section.

Namuchwa (2007) conducted a study on “Challenges of Using English as a Medium of Instruction in the Upper part of Primary Schools in Rural Uganda”. The major objectives of this study were to explore the challenges of using EMI, to assess the use of EMI and to examine the extent to which teachers have facilitated by the government in using EMI. She used case study research design; she used interview, participant observation and document analysis as research tools. Six hundred and fifty-five students and thirteen teachers were selected by using purposive sampling. She found that students and teachers in rural primary schools experienced dilemmas and tension, in the teaching learning process. She found that their mother tongues were mostly used by teachers and students in their daily activities. In such situation, it became difficult to implement EMI only in the

classroom situation. She also found that without trained teachers, without appropriate language planning and policy EMI was not useful in the education system of rural area of Uganda. Furthermore, the study proved that pupils understood better when they were taught in a familiar language (mother language) than when they were taught in non-familiar language (English) in their teaching learning process.

Thapa (2012) carried out survey research entitled “Teacher’s Perception towards using English as a Medium of Instruction in Community Schools.” The main objectives of this study were to find out the teachers' perceptions towards using English as a medium of instruction in community school. He used survey research design and used both primary and secondary sources of data for data collection. He used both open ended and close- ended questions as research tools. The population of this study was 40 primary teachers of secondary level public school. The findings showed that seventy percent teachers were positive towards EMI. They were untrained and unskilled teachers and eighty percent teachers thought EMI was very beneficial for the students. Most of the teachers said that they felt difficulties to understand the content.

Singh (2014) conducted a study on “The Role of English Medium Schools to Enhance Speaking Proficiency”. The main objective of this study was to find out the role of English medium school to enhance students' proficiency in the use of English language. The case study was adopted as research design and he used observation checklist as a research tool. He observed four students for a month. He found that their formal language was appropriate and correct and their informal language contained error and code mixing. He also found that the students developed their language, confidence level and became more fluent. He focused only the practice and positive aspect of EMI in public schools in Nepal.

Bista(2015) conducted a research on “Shifting the Medium of Instruction in Nepalese Schools: An attitudinal study of ELT practitioners”. The main objective of this research was to find out ELT teachers’ attitudes on shifting the medium of instruction from Nepali to English language in school of Nepal. He used qualitative research design and used open- ended questionnaire as research tools. Thirty ELT practitioners were involved of this research. He used non-random sampling

procedure. He found that most of the government-aided schools were not well prepared to adopt EMI. He further observed that there existed potential opportunities as well as threats of adopting EMI in Nepalese school education.

Ibrahim, Anka and Yabo (2017) conducted a study on "English as a Medium of Instruction: Challenges to Nigerian Primary Schools." The main objective of this research study was to explore the challenges associated with using EMI in primary school in Gusau local government area of Zamfara State in Nigeria. They used descriptive survey research design the area of their study consists of 206 primary schools among them 152 are government or public school and 54 are private school. Purposive and proportional stratified random sampling used as sampling procedure. In their study, they found that non-effective implementation of EMI in primary schools highly affected the students' learning achievement. They also found that implementation of EMI was influenced by local languages. They found that policy guidelines for MOIs in Nigerian primary schools lacked effective implementation including the use of EMI. This study showed the problems of teachers regarding pronunciation, vocabulary, phonological challenges and adoption to cultural understanding against the English language standard. They said that it was the responsibility of Nigerian government for making clear, language planning and policy regarding EMI. They suggested the need for teacher training, full of resource like library, internet access and appropriate and adequate instructional materials for implementing EMI effectively.

Lamichhane (2017) conducted a research on "Practices and Challenges Implementing English Medium Instruction in Public Schools that explored the current practice and challenges in implementing English Medium Instruction (EMI) as well as perception of teachers on effectiveness of EMI at primary level. Purposive sampling was used as the sampling procedure. Thirty primary level teachers, teaching content subject except English and Nepali from six different public schools of Kathmandu district where EMI has been implemented were the sample of the study. A questionnaire containing open-ended and close-ended questions was used as a tool for data collection. The data were analyzed and interpreted using statistical tools as well as descriptively. The study showed that English and Nepali languages are used as the medium of instruction at primary

level. Likewise, most of the teachers face training and students related problems which implementing EMI. EMI is necessary because of the growing demands of parents in public school; it can be effective at primary level to enhance speaking and writing skills of the students.

Nyaupane (2017) conducted a study on, "Parents' Perception on English as the Medium of Instruction in Public Schools of Nepal". The objective of his study was to find out the parents perception towards the use of EMI in public school his research was based on survey research design. He used non- random sampling to select the participants. Interview was basic research tools and the population of his research involved 30 parents from public schools of Taklak VDC of Parbat district. He found that there were difficulties in implementing EMI in public schools because of lack of education of parents, discrimination in education, and low financial support of government and parents' voice of free English education. These studies only focused on parents' perception towards EMI and he did not focus on pedagogical implications of EMI on teaching learning activities in classroom.

Karki (2021) conducted a study on "Role and Impact of EMI in Public Schools". The main objectives of this study were to find out the role of EMI in public school, to find out the impact of EMI in public school and to suggest some pedagogical implications on the basis of the findings of the study. This is the case study adopted as a research design he used interview observation and documentation as a main tools of data collection. He used non- random sample purposive sampling strategy. A public school of Kachankawal Rural Municipality of Jhapa district was the sample and sample populations was the head masters teachers and ten students of that school. Incensement of the students, prestige, competitive in institutional market, new technology access and friendly quality education are the major roles he found in his findings. His study focused on the positive and negative impacts of EMI on public schools.

### **Implications of the Review for the Research**

Without review of related literature, no research can be fruitful. Literature review is an important part of the entire research process. It helps to bring clarity in



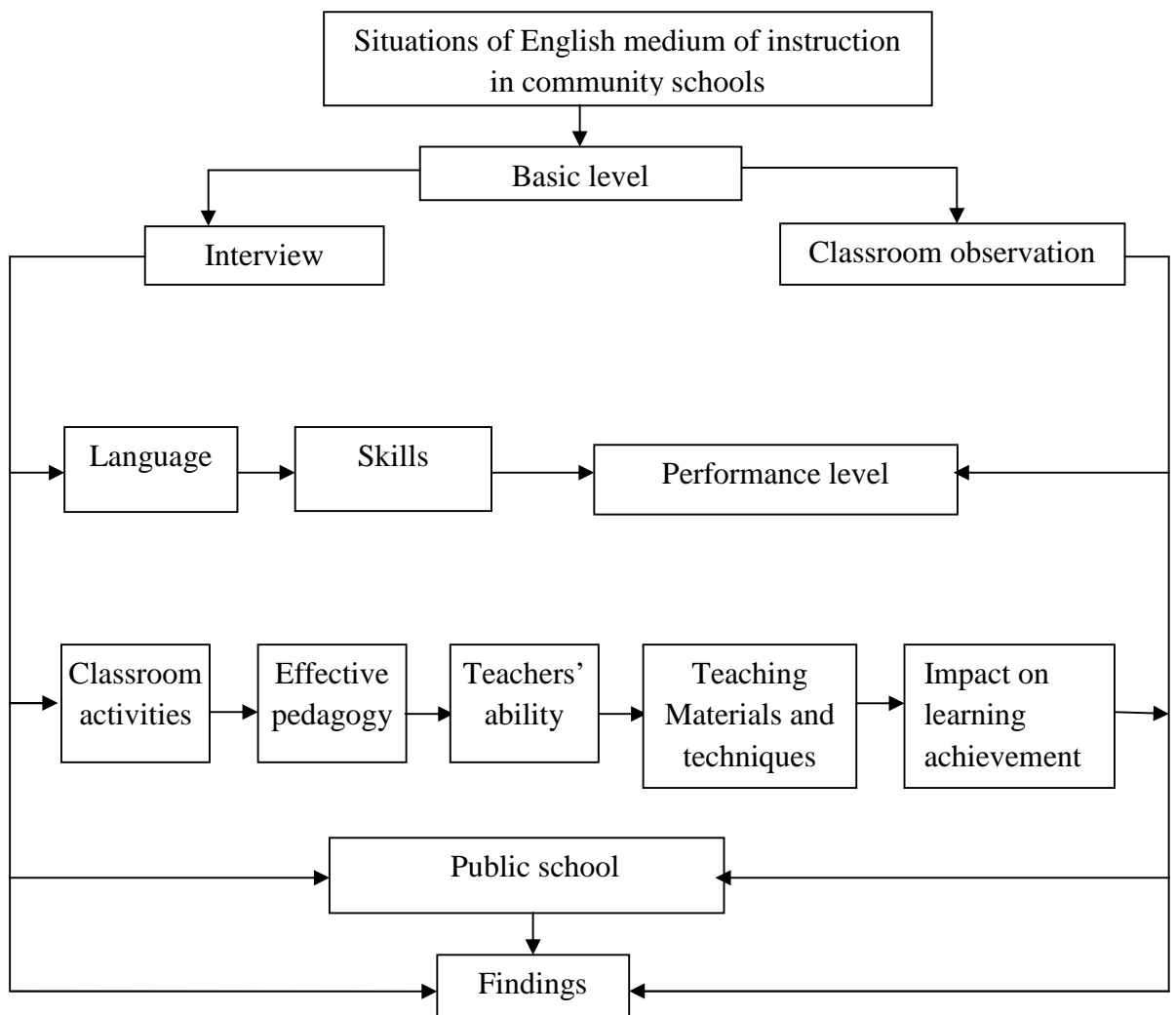
subject matter and focus on research problem. It also helps to reform methodology and contextualize the findings.

The theories, articles, journals and books, which I reviewed above, are relevant to my study. Among the theoretical and empirical literature review, theoretical literature review has provided me with the theoretical background, which helped me to broaden my knowledge related to EMI. I have gained knowledge about the condition of EMI in our country and foreign non-English countries as well. I also knew about the problems, practices, policies and planning regarding EMI. In the process of reviewing theoretical literature, I have reviewed Dearden (2014). I have learnt about EMI, the problem in implementing EMI, policy, planning and practice of EMI from different countries. It has also helped me to develop an understanding about EMI and definition of EMI. The education act and school sector reform plan, (2015) provided me with the knowledge of language policy and planning in Nepal. Similarly, from the research carried out by Phyak (2016), I have learnt the role of the mother language, ideology and multilingual perspectives on the shifting of MOI Nepali to English.

Moreover, the review of empirical literature also has a significant impact on designing and conducting this research. Under empirical literature, I have reviewed Lamichhane (2017) which provided me with the knowledge of the different challenges in implementing EMI in public schools in Nepal. Like, I also reviewed a research by Namuchwa (2007) which helped me to determine the research objectives and research questions. I also obtained knowledge about the affecting factors regarding EMI in rural areas of Uganda. Other literature reviews like Sign (2014), and Neupane (2017) helped me to know about the parents' perception, teachers' and students' perception towards EMI. From those literature reviews, I learn the way of improving difficulties towards the EMI. I have learnt different methodologies and got information about actual findings of their studies. More specifically, these studies helped me to find the gap in existing situation and to link the Nepalese context of EMI to my study.

## Conceptual Framework

Conceptual framework is the analytical tool with several variables and contexts. Sapkota (2017, p.219) mentions, “Conceptual framework refers to the approach or pathway to structure a research. It tries to relate the several variables or theme of the study and explain the relationship between them.” While carrying out this research, I also consulted different theories related to this study and literature review and developed my conceptual framework, presented diagrammatically shown figure.



The title of the study is "Situation of English Medium Instruction in Community Schools". It was based on the examination of EMI at primary level. I used interview and classroom observation as tools for data collection. I used unstructured interview with teachers and administration. In classroom observation, I

focused on language, their mother tongue, Nepali language and medium of instruction. I further focused on teaching learning skills and teachers, and students' performance level in classroom. The research mainly discussed students classroom activities, teachers' ability (subjects, classroom presentation, education status, teacher training and experience), and effective pedagogy (teachers planning, methods, instructions, management system and interpersonal relation with teachers and students). The study focused on teaching materials and techniques (types of teaching materials, available or not, effectiveness of materials, types of teaching technique, effectiveness of teaching techniques). The above-mentioned aspects were analyzed to find out the situation of EMI in terms of students' learning achievement in community school. Data collection was based on public schools where EMI is implemented.

## **Chapter 3**

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

This chapter includes design of the study, population sample and sampling strategy, data collection tools and techniques, sources of data, data collection procedures, data analysis and interpretation procedures and ethical considerations.

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

A research design is a plan, route or a roadmap of a researcher. It is a structure or strategies used by a researcher. A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research question or problem. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data (Kumar, 2009). Research is always based on investigation and inquiry of knowledge and information. Research study includes different methods and procedures. It depends on the area of the study and the selection of the problem. It includes an outline of what the investigator will do from writing the hypothesis and their operational implications to the final analysis of data. There are many research designs that we can find in practice. This research study was based on qualitative research design. Under qualitative research design, I have selected interview and classroom observation as research tools.

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

The population of this study involved all of the primary level teachers and students who have been engaged in teaching and learning process through EMI in Dhading District. The sample of the study involved two public schools, six classroom observations and interviews with six teachers and two head teachers from selected EMI related school. I used purposive sampling to select the sample for my study.

## **Data Collection Tools and Techniques**

Observation and interview were the main tool of data collection. The interviews were unstructured and record for further analysis. I also made the audio and video recording of classroom observation.

**Interview.**An interview is a face-to-face conversation between the interviewer and interviewee to obtain information, qualities and attitudes. It suggests a meeting between two persons for the purpose of getting view of each other's or knowing each other. Qualitative research interviews allow participants to express out their views, about the social world in relaxed manner. Through conversation with the researcher, interview enables the participations to describe their problem, experience and practice in their own words. I used unstructured interviews because I could obtain rich and in-depth information and know about the information with informants whatever I need for my research.

**Classroom observation.** A classroom observation is an analysis of teachers and students' performance in their classroom or teaching learning environment. The lesson observation at helped me to see the reality of how effective teaching and learning in English language in Dhading district and how it affected the teachers and students learning abilities to perform their tasks.

In this process of observation I focused on same features in all the classes and lessons I observed. In my classroom observation, I focused on establishing the medium of instruction used by teachers in practice student's participations in teaching and learning, teachers' plan, methods, using materials. I also focused the situations of EMI in community and how the use of EMI influenced students learning achievement.

## **Sources of Data**

Data were the raw materials for research through which existing situation of EMI and perceptions of the participants were collected, interpreted and generalized. Both primary and secondary sources of data are essential in research for getting first hand and second hand information for answering the research.

**Primary sources.**The primary data were collected from two community schools where EMI was applied at primary level. Those schools are from Dhunibesi-1 Dhading. I selected two schools and three teachers from each school. I interviewed six teachers and head masters of the selected schools. I also observed the classes of those interviewed teachers.

I have given name of the school as school A and B. School 'A' is basic level school where EMI is applied at primary level. I interviewed three teachers and observed three-classes. In school, A Teacher A1 is grade teacher of class three from non- English background. She passed Bachelor in Populations and Health. Teacher A2 is also grade teacher of class two from non- English background. She passed M.Ed. in Economics Education. Teacher A3 was from English background. He passed bachelor in English Education. He taught Science and Technology as well as Health, Physical and Creative art in class five. I also taken interview with head masters of both schools.

School 'B' is higher secondary level school and has implemented EMI at primary level. Teacher B1 is from English background. She passed plus two in English Education. She has taught other compulsory English and Science class four. Teacher B2 was a master student. He passed bachelors in Science Education and started M.Ed. in Political Science. He taught Science and Technology, and Health Physical and Creative Art in class five. Teacher B3 passed plus two in Nepali, Education. She was a grade teacher in class three.

**Secondary sources.**The secondary sources of data were related to books, textbooks, and journals. For the facilitation of this study, the researcher consulted various books especially, Ojha(2013), Sapkota (2017), Kumar (2009), Harmer (2007), Fetterman (1998), and Coleman (2011). Similarly, I also consulted different articles that included Awasthi (2003), Awasthi(2015), Bhattraai, and Gautam(2005), Bista (2011), Dearden (2014), Donald (1976), Duwadi (2018), Giri (2010), Sangasubna (2009), Sah (2015), and UNESCO (1994). Other internet- based information related to the topic was also used as the secondary sources of data.

### **Data Collection Procedures**

I visited the selected public schools in Dhading district and built rapport with the students, teachers, and head masters. I explained the purpose of my study and requested teachers' permission for interview, and observing their classes. I observed their classes and interacted with students and teachers. I interviewed the subject teachers and head teachers. I collected the necessary data and thanked those teachers, students and other respondents who helped me by providing the data.

### **Data Analysis and Interpretation Procedures**

The collected data through interviews and classroom observation were analyzed thematically and descriptively.

### **Ethical Considerations**

Ethical aspects play an important role while doing a research. There are some strategies and techniques to maintain the ethics and validity of research. To make the research formal and authorized, I took permission of the teachers for class observations and interviews. After collecting data, I analyzed the data objectively by maintaining the privacy of collected information. To avoid plagiarism, I have given proper credit to the authors whose ideas have been cited in the thesis.

## Chapter 4

### Analysis and Interpretation of Results

This chapter mainly deals with the analysis and interpretation of data. Data obtained from the effect of the qualitative research design. I analyzed the data by using classroom observation and interview. I observed different classes of two different public schools and observed the classroom and taken interview necessary. I have given the name of teacher as T1, T2, T3 and school as school A and school B respectively. The collected data were analyze and interpreted to find out the situation of EMI in public schools. This study included qualitative data. Data were analyzed and interpreted descriptively and thematically. The qualitative data analyzed in descriptive way from classroom observation and interview. Data obtained from classroom observation and interview have been presented, analyzed and interpreted in this section under separate sub-headings:

#### **Mother Tongue Used in School Environment**

When I observed the school environment, most of the students used their mother language. Their mother language was the Tamang language. They commonly used the Tamang language in school. In school A, head master and other four teachers were from Tamang background. When I asked why they used the Tamang language in school, the head master of A1 said:

*The Tamang language is our mother language; it is commonly used language by ninety-five percent of the students and some teachers. It is our language, which is easy to use and understand. Students use the Tamang language most of the time, while communicating to either teacher who is from Tamang community or their friends.*

In school B, five teachers were from Tamang background and most of the students were from Tamang background. However, head teacher was not from Tamang background. I asked why they used the Tamang language in school. The head master of school B said,



*In our school, most of the students are from Tamang background because this is a Tamang society. Most of the residents are from Tamang community. Students use the Tamang language in their home, society and school too. In classroom, they use the Tamang language with their Tamang friends.*

Then I asked why you did not adopt the Tamang language as a medium of instruction both of them gave the same answer. According to them, it is difficult to apply the Tamang language as a medium of instruction because it is hard to find out the Tamang language teacher. Most of the people from Tamang society, they only use the Tamang language for communication. However, they do not have academic knowledge. They could not read and write through the Tamang language. Therefore, they adopted EMI. However, they could not get satisfactory learning achievement.

I observed the schools for long time. I observed that majority of the students communicated in their mother language. I found that students communicated through the Tamang languages with their friends and they communicated in Nepali language with their teachers. I observed the whole school activities including parents, students and teachers they commonly used the Tamang language and the Nepali language. That means all the time teacher and students used the Tamang language and the Nepali language. They used the Tamang language in all activities.

### **Experience and Training of the Teacher**

Most of the teachers had long-term experience in teaching, they were graduated from education faculty and most of the teacher received TPD training. However, they did not get chance to engage in EMI related training.

The head master of school A said:

*I have twelve years' experience in teaching. I am not from English background. I have passed B.Ed. in Nepali from Education faculty. We started adopting EMI since 2073. In our school, we have one English teacher. In our school English, Mathematics, Science, Health Education and Computer are being taught through English languages. However, most of EMI teachers are from non-English background.*

I asked him about the experience of teacher and teacher training EMI and he replied:

*We have experienced teachers. We provide different trainings. However, we are not able to provide EMI related training for them. Government do not provide such types of training. If government provide those training, I will send our teachers to involve in EMI training.*

I asked about teacher training and A1 said:

*I have twelve years of experience in teaching. I have taught EMI classes for three years. I am not from English background. My major subjects are Populations and Health. That is why I need full support from school administration. However, I did not get any support or any EMI related training and other academic program. I am grade teacher of class three. I have to teach five subjects in English. I feel difficulty in teaching. Therefore, I need EMI training for updating me for fruitful teaching for making classroom teaching effective.*

Teacher A2 replied:

*I have eight years of experience in teaching. I have passed M.Ed. in Economics Education. Here, I am grade teacher of class two. I get chance to engaged in TPD training but I did not get any chance to engage other EMI related training.*

Teacher A3 replied:

*I am from English background. I have passed bachelor in English Education. I have three years of teaching experience. I did not get any chance to engage in teacher trainings.*

All the teachers from school B said that they did not have any training for teaching through English medium In this regard, teacher B1 said:

*I have three years of teaching experience in this school. I am from English background. I have passed plus two in English Education. However, I do not have chances to involve in teacher training. I want to get training in those academic fields to develop, myself and my teaching methods, skills, and knowledge to make my students good learning achievement.*

Similarly, B2 said:

*I am permanent teacher. My major subject is Science Education. I have five years of teaching experience. I get different teacher trainings. However, I did not get EMI related teacher training.*

Teacher B3 said:

*I am not from English background. I have passed plus two in Nepali Education. I am a grade teacher in class three. I have almost seven years of teaching experience. I am involved in TPD training and other library training too. However, I did not get EMI related training.*

The quotations presented above show that four out of six teachers were from non-English background. None of the teachers were satisfied with school administration because they did not get any EMI related training even if they were compelled to deliver their lessons in English.

### **Practice of Using EMI in School Environment and Teaching Learning Activities**

When I asked about the practice of EMI with subject teacher school A3 replied:

*We tried to do best practice of EMI in our school. We focused conversation in classroom through the English language, correct pronunciations, and fluent speaking and doing different extra -curricular activities through the English language. However, students hesitated to use English language in classroom. It is not possible to do best practice in EMI because we have not enough English teachers.*

I found that no one spoke a single sentence in English outside the classroom. In the condition of classroom, teacher tried to speak English language. However, students just could copy their teacher. Students did not seem to understand concept in English without translation. During the classroom observation, when the English language was used during discussion some topics students did not respond, the whole class was silent and only teacher kept talking. The students did not seem to understand the subject matter. When the teacher translated the lesson in the Nepali language, they smiled and gave attention towards the lesson. Students felt hesitation to speak the English language in classroom. I also found that most of the EMI teachers felt uncomfortable while using the English language outside the classroom.

Then I asked with subject teachers about the practice and teaching skills

The teacher of school A1 said:

*I do not have good English language command; however, I can teach my students through the English language. We are not habituated or we have not enough practice of speaking the English. That is why we feel uncomfortable while using English outside the classroom.*

Similarly, B2 said:

*Without required number of the English teachers, using EMI in public school is not effective. We are not able to communicate in English language. Then how could we teach our students effectively? However, we tried to do our best. I focused on reading and speaking skills especially in classroom because if students develop their reading and speaking skills then they can try for good writing in English.*

I found that there is no conversation, no dialogue, no arguments, and no discussion in English language in classroom or outside the classroom. In such situation, using EMI appeared to be very difficult task for teacher. To implement EMI in school, to the practice of using English for communication whenever possible might be useful.

## **Effective Pedagogy**

Teaching learning process is fruitful when effective pedagogy is used in teaching. In effective pedagogy, teachers should use teaching planning, methods, instructions, classroom management and making good bond with teachers and students. When teachers teach without lesson plans they may not realize what points they did or did not cover. Without effective pedagogy, teachers and learners both might feel difficulties in learning. Teaching trends become rambling talks rather than specifics points. Students do not learn what they actually need for the test.

In classroom observation of B1, she was teaching health education in class four. The topic was 'Our Body and Personal Hygiene'. The teacher entered the classroom and started teaching. The teacher asked the students to open the book and look at the topic. She told her students what personal hygiene means. She used both English and Nepali languages. She described the whole lesson through the Nepali language. She did not use any teaching materials. She read the lesson and students followed her. In this classroom observation, I felt that this topic was practical topic, very important of our daily lives. She could have checked her students nail, hair, dress and other things. She could have played important role to make her students neat and clean by using effective pedagogy.

Effective pedagogy gives serious consideration to pupils' interests needs and wants. It involves scaffolding students' learning. It devolves the students' learning enthusiasms. From the whole classroom observation, I found that, the teaching techniques that teachers used in the classes were based on reading and copying the teacher. Teachers explained and translated the whole chapter in Nepali. Students understood that content through Nepali, but in English, they did not seem to understand. In five of those six-classes I observed, teachers did not use teaching materials. Most of them used teacher-centered methods; their classes were not well managed. One of the grade teachers of class three of school A managed her class, and used different pictures and words cards in teaching. Students were very happy and interested in learning.

## **Role of Teacher in the Classroom**

During my observation, I have found that teachers did not have good command and fluency in English. Some of them were very poor in English. They tried to speak English in classroom. However, they were not able to speak English clearly. Teachers tried to engage students in classroom activities. However, students did not seem to be interested because they could not understand the English language. They talked in the Tamang language with their friends and used the Nepali language with their teachers. Teacher used the English language somehow in classroom but students did not understand. Students did not respond in the class if the class teacher used the English language in teaching but they respond when teacher used the Nepali language.

A primary EMI teacher A3 said:

*Students are very active and curious when I used the Nepali language in classroom. I can do all activities very effectively through the Nepali language. However, our medium of instruction is English. I have compulsion to teach through the English language whatever they understand or not. When I started to teach my subject matter through the English language, most of the students are silent. The whole class is silent so I start to teach through the Nepali language.*

Observing class of B2, I found very limited interaction between teachers and students. The teacher entered the classroom and started to check the homework. Then he asked the students to open the book. The topic of the lesson was Disease in class five-science subject. He directly entered the subject and started to describe the lesson. He did not motivate his students. He did not use teaching materials. The teacher loudly read the content, and wrote some names of diseases on the whiteboard. He asked students to copy them. Then he started to pronounce those words loudly and students followed him. His confidence level and pronunciation were good. However, he could have used different teaching materials of communicable and non-communicable diseases through charts and pictures and played a facilitator role in classroom. Students listened to the teacher carefully; they did whatever their teacher told them to do. Most of the students listened to and some students interacted with the

teacher. I felt that most of the students did not understand the subject matter. However, they were afraid of asking questions even if they did not understand.

From all classroom observations, I have found that, maximum time teachers were active in classroom and Students listened to them. The teachers did not use students centered methods; they used methods like lecture for small class. Most of the teachers wrote difficult vocabulary on white board and pronounced them, and the students copied their teachers. Teachers used those methods for teaching health or social studies as well.

The teacher did not talk about new knowledge, news, social activities, extra-curricular activities and other examples, which were related to subject matter perhaps they could not express those things in English. I found that teachers were more active than students were. Mostly there was one-way communication inside the classroom. The major role of the teacher was solving the problem of students because students were unable to solve the exercise of those EMI books.

From classroom observation, I felt that the English language might have helped to increase their English language proficiency but it decreased students' creativeness and hope. Hence, teachers can play role of facilitator and mediator in classroom. The teacher could have used students centered methods like discussing and question answer to create child friendly environment and improve students' achievement.

### **Motivation and Class Participation of the Students**

Motivation is one of the driving forces behind human behavior. For effective teaching learning activities motivation and students active participations is important. Student's participations and motivation helps to increase students learning achievement. It was found that students were less participating in EMI class than the Nepali language class. The teachers directly started the lesson without giving any background information. Mostly, they did not motivate the students when they started the lesson. Most of the time they used the Nepali language rather than the English language. The teacher felt hesitation when they tried to speak the English language. Mostly students did not respond in the classroom if the teacher used the English

language. However, if the teacher used the local language they had happily participated in classroom activities.

During classroom observations, it was found that, some of the students were uninterested towards teaching and learning. They were sitting inside the classroom and talking to each other. They did not actively participate in classroom activities. However, teachers did not make any efforts to motivate them towards learning.

From classroom observation, I found that EMI highly affected the students not only in learning achievement but also affected their emotions, happiness, creativeness and activeness.

### **Basic Elements that Effect on Students' Learning Achievements**

**Untrained non- English teachers.** From interview, I have found that four out of six teachers were from non- English backgrounds. They did not get any EMI related training. I asked the teachers with non- English background about their teaching subject, training, difficulties and comfortable level of teaching their responses showed that, they faced various challenges.

For example, A1 said:

*I am grade teacher in class three. I am non- English background teacher. I have to teach health and technology, social studies, health education and creative are and mathematics through English medium. I am not comfortable using English language in teaching. I want to engage in different English language related training.*

A2 replied:

*I am from completely non- English background. I need to teach compulsory English and extra English, Science, Mathematics Health and Social through English medium. I did not get any EMI related training. It is hard to understand some subject matter for myself through the English language, how can I teach those subjects to students clearly?*



B2 had similar views:

*I am not from English language field. I have to teach Science and Technology as well as Health, Physical and Creative art in class five through English medium. For me, those subjects are difficult to teach than other higher-class subjects. EMI suffer because of all non- English teachers. If a teacher is not satisfied with his teaching, how could he promote good learning achievement of students?*

B3 also was not happy with English medium instruction:

*I am not from English background. I did not get EMI related training. We have a compulsion to teach those EMI books. Because of insufficient English teachers, it is difficult to teach through English medium. I use both language English and Nepali in classroom instruction.*

Then I asked questions for those non- English teachers about the support training most of them give same answer they said that, their school did not provide any EMI related training for them. They did not get chance to involve in any English seminars or conferences that would help them to grow their teaching English skill and English proficiency. They said that because there were not many teachers with English background, non- English teachers had compulsion to teach those English subjects.

I asked a question to head master of school A and here is what he said:

*Our school is basic level school. We need three or four English teachers for English medium in primary level and other English classes. However, here English teachers are not available easily. We have only one English teacher in our school. We have compulsion to give responsibility for teaching EMI for those non- English teachers. Government only planned but it is hard to apply without effective work force. Without adequate man- power, EMI is not fruitful. It hampers students learning achievement badly.*

Head master of School B had a similar perception:

*We have four English teachers. They should teach basic level and secondary level English subjects. Therefore, I have compulsion to assign some non-English teachers for teaching EMI subjects in lower class. These teachers need EMI training. However, the government does not provide EMI training. We adopted EMI to increase the number of students in school however, without sufficient human resource it decreases students' learning achievements.*

From interview with non-English teachers and head teachers, it was found that non-English background and untrained teachers could not perform effectively in classroom that negatively affected students' learning achievement.

**Translated book.** When I asked question with teachers and head teachers, I found that, translated book is one of the major elements that highly affected students learning achievement. The subject matter is the same in English medium book and Nepali book. Only language is different, it directly translated from old Nepali medium book in English medium. However, textbook writer did not give attention to use simple language; several difficult words were heavy for students and teachers too. The subject matters were might have been difficult for students. However, the textbook writer could have prepared those books in simple language, which would have been easier for students. I asked some questions to teachers and they described that the translated books might have affected students learning achievements. Teachers provided books to students. However, students could not use books properly. It seemed that they could not use books because they did not understand the books on their own.

When I observed the classroom, I found that students did not use books properly. They took long time to pronounce some difficult words. It might have been very difficult for them to follow all the courses in English medium because of limited English language proficiency. In addition, their reading might have been very slow and unclear to understand. Translated books might have also affected important elements that affect students learning achievements.

**Instructional materials.** Instructional materials provide the core information that students will experience, learn and apply during a course. Instructional materials

are essential tools in learning every subject in school curriculum. They help students for understanding lesson. They make teaching more concrete, creative and fun. In my research process, I found that most of the students carried their course book. Teachers used word cards and I found some other extra books being used in teaching learning process. Every school had one library and there are some books, pictures, and other instructional materials. I found a computer lab in both schools. In school A, they used grade teaching and used EMI from class one to three. The classroom were well managed. There was one cupboard and some teaching materials, which helped students for creative learning. In the case of English language teaching, I found very few related materials. There was only one English language dictionary in the library, which was not enough for students. I found that some computers and laptop in computer lab classes they were not used. They seemed to have been damaged. I found that government provides ICT related materials. However, the teachers could not use these devices in teaching learning activities perhaps because they had not skill to use those ICT materials. When the head teacher of school B asked how much government provides materials to facilities EMI? He responded that:

*They provided English language textbook, which is not enough for effective teaching. Some INGOs help us to grow EMI in our school. They provided some materials but only for grade teaching.*

When subject teachers were asked about this matter, A1 said:

*Instructional materials are very useful for teaching; however, we have not proper materials. EMI related books are very difficult because they contain difficult vocabulary for non- English background teachers. We need dictionary per classroom but we have only one dictionary. We have some books in library but they are not useful for English language teaching. We do have enough materials for language teaching however, we can also search some materials in our mobile phone.*

From classroom observation, I have found that, teacher did not use teaching materials. There were some teaching materials in school. However, EMI related materials were not available in school and not used properly in classroom. Instructional materials make learning more interesting, practical, realistic and

appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. Using instructional materials is very effective for teaching small class. Therefore, lack of sufficient instructional materials is another element that appeared to affect students' learning achievement.

**Lack of proper support from responsible sectors.** It is essential to organize seminars, training, workshops and other programs related to EMI to implement EMI effectively. Effective implementation of EMI requires support from government, school administration, community and members and other local and foreign agencies and projects. I asked the teachers about the support from responsible sectors, teacher A1 put her views on that as follows:

*Responsible bodies somehow support to implement EMI but there is lack of clear concept on how to use available resources. Management is not satisfactory. Although, municipality provides some teaching materials, those materials are not enough. Government does not pay attention towards what teachers actually need for effective teaching. We have some ICT materials in our school. However, those materials have not used. We need training for how to use those materials in classroom.*

Similarly, B1 said:

*In our school, responsible bodies do not have any clear idea about the management to implement EMI fruitfully. They force to the teachers to implement EMI fruitfully without management of needy things. One major thing is that School inspectors came for inspection the EMI class they asked students questions for questions in the English language. Students did not give answer because they could not. They thought that our students are poor in English. However, they do not analyze the qualification and training of the teachers. They do not think about how to promote teachers quality and fulfill basic needs of school. They only analyze teachers' lack of competence for students' poor achievements.*

From the interview with teachers and head masters, I found that the support from responsible sector is not satisfactory. The support from different sector is necessary

for the good practice of EMI in community schools. Without support of concerned and responsible bodies, teachers may be like crowd of mist in implementing EMI and promote students' learning achievement.

**Problems with examination.** From the interview with subject teachers and head masters I have found that English language used in examination created the serious problems and affected the students learning achievements. Teachers used both the English and Nepali language as a medium of instruction for teaching EMI books. For providing knowledge for small students, using only the English language was not appropriate in the context of Nepal. Not all teachers were from English background, those non-English teachers had limited capabilities for teaching EMI subjects. They did not have clear pronunciations, vocabulary and grammar. That is why they used the Nepali language as a medium of instruction. Students understood the lesson through the Nepali languages. However, the exam questions were set in the English language and students were required to respond them in English.

Students were not satisfied with marks they obtained in the examination because they had to write answer in English language and they could not perform well. In interview, EMI teachers focused that students were taught using both the Nepali and English language. One of the primary teachers A2 said:

*We use both the English and Nepali language as a medium of instruction. When we used only English language in classroom students do not understand. It is hard to teach through the English language in whole class for me also because I am not from English background. Our students understand the subject matter in Nepali language. However, examination questions are set in English language. Therefore, students do not understand the questions through the English language, in this way students do not perform well in examination.*

Subject teachers as well as head teachers agreed that students learning achievement was getting worse day by day. They said what matter is not the medium of instruction but the learning or sharing knowledge is important. One primary teacher, A3 said:

*I have to teach science subject in class four and five through English medium. I use both Nepali and English medium for teaching. Students understand when I teach. However, in examination students do not perform well. If we mark according to how well they write correct English students score very low marks. EMI affects not only the students of lower class but also the upper class students' learning achievement, because students are being taught through EMI only in primary level then adopted Nepali language in lower secondary and secondary level.*

B3 had similar views:

*When we teach subject matter through English medium, students do not understand clearly. Then we describe that lesson through the Nepali language then students understand. EMI has created serious problems in examinations. Students do not understand the question paper and even if they understand the questions, they do not write the answer properly. Students achieve very low marks in examination because of EMI.*

These quotes show that examinations and questions paper were perceived to be barriers to students' performance by subject teachers as well as head teachers. Questions paper were set in resource centered school. Questions papers were set in English language and students could not perform well in examination that is why students obtained low marks. In the selected EMI in involved in this study, EMI is used only at primary level. Then students are taught through Nepali medium. This might lead to the situation where students could learn neither English nor Nepali well.

From classroom observations and interviews, I have found that in results students get very low marks in exam. They felt very anxious when they receive low marks. It might have decreased students' curiosity, patience and interest in learning. However, they might score better if the questions were set in both English and Nepali.

## Chapter 5

### Findings, Conclusion and Recommendations

On the basis of analysis of data and interpretation the findings, conclusion of the research has been drawn and recommendations have been forwarded in this section.

#### Findings

This study explored the existing situation of the EMI applied in community schools. After the rigorous analysis and interpretation of the collected data, the following major findings have been derived:

- It was found that the teachers involved in this study felt that they were not competent in using the English language in primary and pre- primary school grades for EMI teaching.
- The result revealed that the EMI teachers were from non-English education background and untrained. They used the Nepali language for teaching English medium class and sometimes used English as medium of instruction. The use of English frustrated the pupils' learning efforts instead of facilitating them.
- It was depicted the EMI class had lack of instructional materials for fruitful learning.
- It was found that the students appeared to be poor in their performance in class. They were not able to speak English properly in classroom and hesitated to participate in classroom activities.
- The use of English seemed to have prevented pupils' from understanding new concepts and consequently appear to have affected their academic achievements.
- It was shown that students had English book translated from Nepali medium books. Those books had very difficult vocabulary items and heavy subject matter. Therefore, translated books appeared to create barrier for pupils' learning achievement.

- The subject teachers as well as head teachers shared that majority of the learners could not understand the questions in examination. Therefore, they could not perform well and obtained low marks in the examinations.
- It was revealed that EMI had negative impact on students learning achievement. There were a number of reasons, such as, lack of competent and trained teachers, lack of EMI related resources and materials, the use of translated book and examinations that required students to write answer in English.

## **Conclusion**

The switch of English medium education is subject of considerable debate internationally because its impacts on acquisitions of students language itself. The ministry of education is implementing EMI policy to ensure quality education in public schools increase the number of students considering Nepalese parents' perception of having of their children's better future. Shifting the medium of instruction from the Nepali to English language in Nepalese community schools, have many issues that need to be resolved. The study find out that teachers' use of EMI sometimes frustrated the students' learning efforts, instead of facilitating them. This illustrates the cause of poor academic performance of students from primary school. My study indicates that there was limited conversation between teachers and learners because lack of understanding. Learners did not seem to understand what to discuss and how to go about the whole concept.

As we know, English is one of the dominant language, which is widely used in this globalize world. It is broadly beneficial for pupils to have good command over it. The English language will help them in their higher study and for their future careers. The English has the treasure of knowledge available in the world. Therefore, it is desirable to use EMI in community schools. For implementing EMI, government should make appropriate plans and policies and teachers should have the opportunity to participate in various training related to EMI to overcome the problems and promote students' learning achievements.



## **Recommendations**

The research is ongoing activity. Especially, research is conducted for various purposes. On the basis of above mentioned findings and conclusion, the following recommendation on three levels have been provided:

**Policy related.** On the basis of findings and conclusion, the following recommendations can be purposed at policy level:

- Various training packages related to EMI should be developed and delivered for making EMI fruitful in community school.
- Sufficient instructional materials should be developed and distributed to the community school.
- Teacher should be given training for making different low cost and no cost instructional materials.
- Regular supervisions and monitoring should be conducted from concerned authorities.
- Without such preparation, English should not be used as the medium of instruction.

**Practice related.** The following can be the practice related recommendation.

- Teachers should use various languages for facilitating students' learning in EMI class.
- Teachers should use different instructional materials for making classroom teaching effective.
- Teachers should get chance to take part in different language training, workshops, seminar and conferences. Teacher can learn different skills and methods from those seminar and conferences.
- Schools should create an environment for coordination among the teachers and conduct different meetings to share experiences.

**Further research related.** The present study entitled "Situation of English Medium Instruction in Community Schools" was limited to only two schools in Dhading district. EMI is a broad field; several studies can be carried out in this field. Further research can explore qualification of teachers to use EMI by involving a larger sample.

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## **Appendices**

### **Situation of English Medium Instruction in Community Schools**

Dear sir/Madam

Interview, field note and classroom observation were the tools for data collection about the topic mentioned above. This study is conducted under the supervision of Dr. Hari Maya Sharma, Lecturer, Department of English Education, T.U., Kirtipur, Kathmandu, Nepal.

**Yours sincerely**

**SangitaPathak**

T.U. Department of  
English Education, M. Ed  
Fourth Semester

**Appendix I**  
**Classroom Observation Guide**

Date:

Duration:

Observed Class:

No of students:

Observed subject:

Teaching Topic:

Teaching methods:

Used instructional materials:

Teachers daily planning:

Students participate:

Ability to give answer in evaluation period:

Personal reflections:

## **Appendix II**

### **Interview Guide for Subject Teacher**

Teacher's name: (optional)

Teaching subject:

Education qualification:

Major subjects:

Training:

Experience:

#### **Questions**

) How long have you been teaching using English as a medium of instruction (EMI)?

) To what extent do students participate during the lesson?

) Are you comfortable when you using English language in classroom?

- ) Do your students understand the content when you entirely use English while instructing them?
  
- ) What types of guidelines are provided by your school for teaching through English language?
  
- ) In the class, most of the students are from Tamang community, for teaching English language, how does their mother language affect students learning achievement?
  
- ) Do you find any problems in using English as a medium of instruction?
  
- ) How does EMI affect student's learning achievements?
  
- ) What are basic elements that highly affect on students' learning achievement?



## Appendix III

### Interview Guide for Administration

Name of the school: (optional)

date:

Number of students:

Number of teacher:

Number of English teacher:

Questions:

) When did you start EMI in your school?

) Why did you adopt EMI in your school?

) What types of planning and policy did you prepared when you adopted EMI in your school?

) How many teachers are from English background?

- ) How many teachers have a good command of English?
- ) Do you provide teachers with chance to engage in training seminar or other academic places for your teacher that has related to EMI?
- ) How does government help for supporting for using EMI in teaching learning process?
- ) Is EMI appropriate for your school?
- ) Do school inspectors visit your school? If yes how many times in a year?
- ) At last, how does EMI impact on students' learning achievements?