

**Teachers' Beliefs about Implementation of English as a Medium of Instruction
(EMI) in Community Schools**

**A Thesis Submitted to the Department of English Education in Partial
Fulfillment for the Master of Education in English**

**Submitted by
Netra Lal Pandey**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2022**

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Declaration

I hereby declare, to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 18/04/2022

.....

Netra Lal Pandey

Recommendation for Acceptance

This is to certify that **Mr. Netra Lal Pandey** has prepared this study entitled **Teachers' Beliefs about Implementation of English as a Medium Instruction (EMI) in Community Schools** under my guidance and supervision.

I recommend this thesis for acceptance.

Date:

.....

Dr. Purna Bahadur Kadel (Supervisor)

Reader

Department of English Education

T.U. Kirtipur, Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

T.U. Kirtipur

.....

Chairperson

Dr. Purna Bahadur Kadel (Supervisor)

Reader

Department of English Education

T.U. Kirtipur

.....

Member

Dr. Hari Maya Sharma

Lecturer

Department of English Education

T.U. Kirtipur

.....

Member

Viva Dade: 19/12/2022

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**:

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

T.U. Kirtipur

.....

Chairperson

Prof. Dr. Rishi Ram Rijal (External)

Professor

Mahendra Ratna Campur

Tahachal, Kathmandu

.....

Expert

Dr. Purna Bahadur Kadel (Supervisor)

Reader

Department of English Education

T.U. Kirtipur

.....

Member

Viva Dade: 19/12/2022

Dedication

This thesis, affectionally dedicated

to

my parents and all teachers for their unconditional love, endless support, encouragement and sacrifices who made me where I am standing today.

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Netra Lal Pandey

Abstract

This study entitled **Teachers' Beliefs about Implementation of English as a Medium of Instruction (EMI) in Community Schools** aimed to explore the beliefs of teachers about implementation of EMI in community schools of Dang district and to suggest some pedagogical implications. The research followed narrative inquiry under qualitative- research design. Semi-structured interview with five non-English teachers was the main research tool to collect data. Participants were purposively selected from five different schools. The collected data were interpreted and analyzed thematically and descriptively. The research reveals that teachers are in favor of EMI in community schools realizing the importance of English language at present time but they are not enjoying the current practices. Similarly, it is also found that there is vast gap between the formulated policies and the ground level practices. Furthermore, it is found that EMI has become more challenging now because of many circumstances such as lack of due level of preparedness from the stakeholders (educationists, policy makers, local levels, teachers, students, parents, institutions etc.), and governmental side. Furthermore, the research shows the needs and interest of students and parents on EMI is increasing in community schools but it has become difficult for teachers which has created a pressurized condition in school level education system. Finally, it is concluded that, for the effective implementation of EMI, all community schools should be prepared well and, the effective supportive system should be provided by the concerned educational authorities.

This study contains five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms. Similarly, the second chapter includes review of related literatures i.e. theoretical and empirical, implications of the review of the study and conceptual framework. Likewise, the third chapter consists of research methodology under which research design, tools, population, sample and sampling strategy, study area/ field, data collection procedures and ethical consideration. Furthermore, the fourth chapter comprises of results and discussions. Finally, the fifth chapter focuses on conclusion and implications based on the analysis and interpretation of the data. The references and appendices have also been included in the last part of the study.

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List of Symbols and Abbreviations

CDC:	Curriculum Development Center
Dr. :	Doctor
EFL:	English as a Foreign Language
ELT:	English Language Teaching
EMI:	English as a Medium of Instruction
Eng. :	English
FGD:	Focused Group Discussion
Lg. :	Language
Mr. :	Mister
NELTA:	Nepal English Language Teachers' Association
NMI:	Nepali as a Medium of Instruction
pp. :	Pages
Prof. :	Professor
PTA:	Parents Teachers' Association
SMC:	School Development Committee
SSDP:	School Sector Development Plan
SSRP:	School Sector Reform Plan
T.U. :	Tribhuvan University
UNO:	United Nations Organization

Chapter I

Introduction

This study entitled “Teachers’ Beliefs about Implementation of English as a Medium of Instruction (EMI) in Community School” was conducted to explore the beliefs of teachers on the implementation of EMI in basic level of community schools and also to provide some pedagogical implications. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of key terms.

Background of the Study

Simply, medium of instruction is the language that is used in the classroom for teaching and learning. It is the language which is used to facilitate the students’ learning. English as a medium of instruction (EMI) refers to the English language used in teaching and learning academic subjects such as social, science, mathematics etc. except language related subjects. Dearden (2014, p.2) defines EMI as “the use of English language to teach academic subjects in countries or jurisdiction where the first language (L1) of the majority of the population is not English.” It is the process of teaching through English language. Similarly, Curriculum Development Center (CDC) explains it as “the goal for learning English in Nepal has been to gain access to rich body of knowledge available in English.” It means, the process of exploiting English has a wider access with a variety of knowledge available in English language.

Educational institutional make policies regarding the medium of instruction being based on the political decision, demand of the society and globalized context. EMI has become desirable linguistic capital, the embodied cultural capital that confers access and power, and provides advantages in achieving a higher social status in society (Bourdieu, 1993 as cited in Sah & Li 2007). It means, English has occupied higher position in the society. The position of English has always been the language mostly associated with social and economic status in Nepal. It means, the trend of teaching and learning English language in Nepalese context is amazingly increasing at present. English has taken a new dimension in the education institutions of Nepal (Ghimire, 2019). It is the reason, most of the community schools have shifted their medium of instruction i.e. Nepali to English. Similarly, Coleman (2011) as cited in

Subedi (2019) commonly observed in the educational context of many developing countries in Asia and Africa, teaching and learning of English had often been linked to economic prosperity, development and access to rich body of knowledge available in English.

In the context of Nepal, English language is learnt and taught as a foreign language from basic level to university level. According to Education Act (2071 amended) there are two types of schools imparting school level education: institutional and community schools. The medium of instruction in institutional school is English and the student enrollment rate is also very high. On the other hand, community schools are also shifting their medium of instruction considering this fact. Regarding this, Sah (2015) states that Ministry of Education is implementing EMI policy to ensure quality education in community schools and increase the number of students by considering Nepalese parents' perception of having of their children's better future. The trend of sending children to English medium school at rural and urban areas now is increasing whether in institutional or community school. There is high flow of students in those schools where medium of instruction is English.

Likewise, we can see that many community schools in most of the urban areas have been implementing EMI these days. The use of English language is beneficial not only in educational field but also in other areas such as academia, trade, communication, science, technology politics and so on (Sharma, 2019). On the other hand, there lie some challenges and problems such as lack of teaching learning materials, lack of training, lack of academic support and management etc. Similarly, Nepalese classrooms are full of diversities in terms of language, culture, gender, learners' ability, socio-economic status etc. which has been created obstacles in proper delivery of contents to the students. Furthermore, Nepal is a multilingual country where 131 languages are spoken in different parts of the country (National Language Commission).

In such context, EMI in community schools and the use of English language is wide spread. It is a new phenomenon in Nepalese education system. In this way, MoI and EMI have become the burning issue in the field of education these days, especially in community schools of Nepal.

Statement of the Problem

EMI is the use of English language where it is used as an additional language (Sharma, 2019). The use of English language at present day has become the need and call of the day. Supporting the same policy i.e. EMI, the Government of Nepal has brought the new policy which is flexible. It means, schools can choose English, Nepali or any local languages as the medium of instruction as a result most of the community schools are shifting from Nepali as a medium of instruction (NMI) to EMI. At the same time, English language has become a fashion which has been attracting the interest of many parents and students. Each parent wants to get their children speak English fluently though students feel difficulties in learning English language especially in community school. As a result, many so called private schools have mushroomed in urban and cities areas (Phyak, 2016). Following the same sprite, most of the community school have also started EMI policy to compete with institutional schools and for so called quality education. Furthermore, the Ministry of Education (MoE) enacted the Education Act (Government of Nepal, 2010) which legitimated the medium of instruction to be Nepali, English or both in community schools. However, it is not the easy task to implement the EMI policy in non-native context like Nepal especially in community schools where there was Nepali as a medium of instruction earlier.

Furthermore, most of the community schools of Nepal has been planning to implement EMI policy without considering its effects on teaching and learning activities and whole education system as well as the status of language of the country. On the other hand, legal document of Nepal such as Constitution of Nepal (2072), Education Act (2028), Education Regulation (2059) etc. have focused on the mother-tongue based education up to basic level for better understanding and better cognitive development of the child. At the same time, what I observed while reviewing the documents and research articles is that just implementing EMI does not support for effecting learning and teaching in the classroom without proper infrastructures.

However, implementing EMI in the context of Nepal effectively is not easy task because English is learnt and taught as a foreign language in our context. Many researchers have done in the field of EMI but, in this research, I would like to explore

the beliefs of teachers of community schools of a district i.e. Dang where EMI has been implemented.

Objectives of the Study

This study had the following objectives:

- a) To explore the beliefs of teachers about the implementation of EMI in community schools.
- b) To suggest some pedagogical implications.

Research Questions

The following research questions were raised to guide this study:

- a) What are the implementational practices of EMI in your classroom? And why are there are difficulties and challenges to implement EMI in the class?
- b) What are the beliefs of teachers towards the implementation of EMI in community schools? How do they respond in this regard?

Significance of the Study

This study highlights to the exploration of the teachers' beliefs on implementation on EMI in community schools. The finding and conclusion of this study will be beneficial for all the stakeholders who have involved in the field of teaching and learning. Specially, community schools, administrations, teachers, educational planners, curriculum designers, text book writers, materials developers etc. will be greatly benefited from the finding and conclusion of this study. Moreover, it will be more benefited for English teachers of community schools where EMI has been implemented.

Mainly, students can be greatly benefited along with teachers who have been involved in teaching and learning process through English language at school level because the findings of this study clearly explore the beliefs of teachers on EMI. It is useful to all teachers regarding the development of materials and selection of appropriate methodologies to be exploited in the classroom for better and effective teaching and learning through English language. Furthermore, teachers also get the opportunities to evaluate and improve their own teaching strategies and methods to

implement EMI effectively. It also provides some pedagogical implications for further learning and teaching in EMI classes. Thus, this research work is broadly fruitful to all people and stakeholders who have been involved in the field of education. More importantly, this study is helpful to the researchers who want to explore further issue regarding EMI.

Delimitations of the Study

Delimitations means, the choices that are made for the study which are under the control of the researcher. This study had the following delimitation:

- a) The study delimited to community schools of Dang district in three local levels.
- b) Narrative inquiry under qualitative research design was used to carry out this study.
- c) All community schools' teachers of basic level where EMI has been implemented was the population for this study.
- d) Similarly, sample for this study were five teachers; three male and two female from the selected population.
- e) Semi-structured interviews were used as research tools.
- f) All schools and teachers were given pseudo names as S1, S2, S3, S4, S5 for schools and T'A', T'B', T'C', T'D', T'E' for teachers respectively for their confidentiality .

Operational Definitions of the Key Terms

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

Medium of Instruction; In this study, MoI indicates the language that teachers use in the classroom while teaching different subjects.

English as a Medium Instruction; It refers to the use of English language in the classroom to teach content subjects like social, math, science, environment etc. in community schools where students L1 is different than English.

Community School; It refers to those schools which are financially supported by the government of Nepal and conducted in the community.

Teachers' Beliefs: A belief is a mental state which has as its content a proposition that is accepted a true by the individual holding it. It is a judgments and evaluation that people make about themselves, about others and about the world around them.

Chapter II

Review of Related Literature and Conceptual Framework

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

Review of Related Theoretical Literature

The theoretical literature review provides the researcher with an abundant knowledge base to find out the gaps and problems to explore new ideas from the existing theories and findings and the best way to conceptualize the core ideas to carry out the further research study. This section includes the discussion about medium of instruction, status of English language teaching in Nepal, English as a Medium of Instruction and Language Planning and Policy in Education of Nepal, Global Practices of English Language Teaching and Challenges in Teaching English as a Medium of Instruction.

Global practice of English language teaching: English language is a global language as it is one of the languages of UNO out of five. It is a language that is working as a link language. It links the people who do not understand each other's language. At present, it is playing a dominant role in most of the countries specially, in Asian and South Asian Countries who were colonized by the western countries in the past. There is shared concern related to the global spread of English and its use in educational institutions in many parts of the world. Gil and Najjar, (2015) perceived English language teaching as a means to access, knowledge, employment, education and stature while on the other it can seem to jeopardize the status of other languages and cultures associated with them. English is used by a much greater number of people around the world and for far more diverse communicative purpose in different settings i.e. diverse work places and academic encounters (Renandya & Widodo, 2016). Furthermore, the widespread use of English in every area in the world today has also given rise to the emergence of new varieties of English (Kachru, 2016).

English language is taught and learnt highly in these countries where English is not the first language. Similarly, the way of English is learned and taught in the world has changed today: people are no longer preoccupied with the quest for the best and most effective teaching methods. English is a prominent lingua franca and thus an

important foreign language in the schools of many countries (Acheson & Taylor 2015). For several decades now, millions of native English speakers have therefore left their own countries and found themselves as a part of newly global industry: teaching English as a foreign language (Paul, 2000). Thus, the use of English is increasing day by day not only in educational field but also in others diverse areas such as technology, tourism, business, medicine and so on. But the fact is new varieties of English are being used and practiced in many non-native contexts like Nepal, India, Singapore etc. As a result, teaching and learning process is also diverse from place to place and country to country.

Now, many countries such as Nepal, India, Malaysia, Singapore and many more African countries have been switched their medium of instruction i.e. their local languages to English language. Though these countries are diverse and rich in terms of language and culture, their attraction towards English language is amazingly increasing day by day for various reasons. Mainly, the changing globalized contexts and emerged development in the field of science and technology have contributed a lot for increasing the demand and need of English language in many countries.

Language Planning and Policy in Nepal : Formulation of language planning and policy in the sector of education is difficult in multilingual context like Nepal. In such situation, many ups and downs are found in language planning and policy. Language policies that ignore minority groups' social and linguistic capital fail to uphold social justice democratization, and national developmental (Phyak & Bui, 2014). Many policies related to languages formulated and recommended till now by different commissions and committee. As Bista (2015) mentions that Nepal National Education Planning Commission (NNEPC, 1953) suggested that English needs to be started from grade four to bachelor level as a compulsory subject. Though, the same commission recommended to remove English as a medium of instruction which was in practice since Rana regime.

Likewise, National Educational System Plan (1971) was in favor of Nepali language as the medium of instruction (Subedi, 2019). This plan brought a drastic change in education system of Nepal. It has further reduced the weightage of English courses from 200 marks to 100 marks. On the other hand, Nepali language has got the well recognition in the state. Constitution of Nepal (2072) has mentioned it as, "the

Nepali language written in Devnagari script shall be the language of official business in Nepal.” Similarly, in the same constitution part 3, article no. 31 under Right to Education, it has made the provision as, “each community living in Nepal shall have right to get education in their mother tongue and to open and operate school for that provision in accordance with law.” These kinds of policies have focus on the use of mother tongues which has a great role for preserving and promoting minority and indigenous languages of the country.

Similarly, School Sector Reform Plan (SSRP, 2009 -2015), School Sector Development Plan (SSDP, 2016-2023), etc. have also focused on mother tongue-based education for effective and better cognitive development of a child. Furthermore, NCF (2006) has a provision that mother tongue will be the medium of elementary education. However, in the first stage of elementary education, the medium of instruction will generally be in mother tongue. But in case of non-Nepali citizens, there will be a special provision of choosing any other languages as subject instead of Nepali and the medium of instruction of other subject will be in the same language. Similarly, Education Act (2071) allows each school to adopt Nepali or English language or both languages as MoI without any legal restrictions. Because of this flexible policy provision all private schools are using EMI in the context of Nepal. The students’ enrollment has also increased in private schools due to so called quality education through EMI. Analyzing the competitive situation, being pressurized from the demand of parents and feeling somehow easy with flexible rules and regulation regarding EMI, many more community schools are also shifting from Nepali to EMI at present.

English Language Teaching in Nepal: From the inscription of Hanuman Dhoka, we can find the fact that English language in Nepal might have been introduced in 17th century during the regime of famous Malla king Pratap Malla, ruled Kantipur State, who knew 15 language languages including English (Pandey, N. 2017, p.7). Similarly, it is believed that the use of English language started from seventeen century by Malla Kings who were said to have been trading arrangements with Tibet and North East India, used save from of English as a lingua franca to carry out their business transactions (Hodgson & Moms, 1974, as cited in Giri 2014, p.192)

Similarly, the act of teaching and learning English language formally has been started since 1853 from the establishment of Durbar High School by then Prime Minister Janga Bahadur Rana. It was not only the first formal school of Nepal but also the first English medium school though it was only for Rana's family at the beginning. Similarly, Trichandra College established in 1975 B.S. and Tribhuvan University established 2016 also gave more priority on the use of English language as the medium of instruction to teach different subject in different faculties.

However, all most all institutional schools and college have been implementing English language as a medium of instruction because of the unquestionable demand of English in present world (Shrestha, K. 2018). Furthermore, English language is no longer limited to the classroom situation in Nepal at present. It has now expanded its reach to various field such as democracy, media, international politics, commerce, human rights, diplomacy, tourism and development sector (Khati, 2013). It means, the use of English language is increasing day by day in all sectors. There are famed publishing houses, text books in English by Nepali writers and editors, training centers, different teams of writers, translators, trainers all promoting English, all engaged in English Language Teaching (ELT) enterprise, government school shifting their medium of instruction (Bhattarai & Gautam as cited in Khati, 2013). At present, all the English medium schools are able to make sale of English language being associated with so called quality education. Moreover, many community schools in Kathmandu valley and outside have already been shifted their MoI to English primarily to increase the number of students and to compete with institutional English school and the trend is also increasing. Constitution of Nepal (2072) has recognized all the mother tongues spoken within the country as national languages. Further, it has made the provision to use mother tongue as a medium of instruction while getting education. But the ground fact is that the demand of English language in the locality is amazingly increasing.

Medium of Instruction: Medium of instruction is the use of any language in the classroom or outside the classroom while teaching. It is a vehicle through which the whole teaching learning process is handled. According to National Curriculum Framework (NCF, 2005), MoI as “Medium of instruction 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.” The role of language of instruction can be linked

to that of pipe in carrying water from one destination to another or that at cooper wires in transforming electricity from one station to another (Sapkota, 2019). It means the use of language works as a bridge that links teacher learners and subject matters together.

Medium of instruction is the powerful means of maintaining and revitalizing a language and culture, it is the most important form of intergenerational transmission (Fishman & Fishman, 2000 as cited in Tollefsom & Tsui, 2003, p.2). It performs all the functions of language like informative regulatory, inter-personal, but in practice the most commonly performed are the informative the regulatory, and the heuristic (Puten, 2013 as cited in Subedi, 2019). Thus, MoI is a tool that is used in the class to teach the basic skills and knowledge to the students.

The medium of instruction may be varied according to policy and planning of the country and institutions. Regarding the medium of instruction Education Act (2028), Education Regulation (2059) have stated as “The medium of school level education can be in Nepali or English language or both of them.” Similarly, National Curriculum Framework (2007) has made the provision as “Mother tongue will be the medium of instruction in elementary education.”

It means, the use of mother tongue as a medium of instruction is effective and this attracts children to school as well. It is because, in elementary grades, learning becomes more convenient due to the vocabulary of their mother tongue. To support this, High Level National Education Commission Report- 2075 has recommended regarding MoI as, “The use of mother tongue is compulsory up to grade three and using mother tongue in basic level accept Nepali and English subject.” Likewise, according to Local Government Operation Act- 2074, local level governments also have got the full right to establish, manage, operate, and supervise for mother tongue based primary school. That’s why, what can be said is that the policies and plans of any country and institutions have adopted about medium of instruction has greater value in order to preserve and promote of any languages of the country.

English as a Medium of Instruction: English as a medium of instruction (EMI) is the use of English language to teach others subjects except English itself. With an increasing demand of English language for global integration, the choice of schooling children in English has been give major priority in developing countries

including Nepal (Sah, 2015 as cited in Sharma, 2019). In the context of Nepal, institutional schools are providing education from pre-primary level to higher level education in English medium. On the other hand, community schools have been shifting their medium of instruction i.e. Nepali to English for needy and poor class children who cannot afford high fee in institutional schools. Bourdieu (1993 as cited in Li & Sah, 2018), EMI at present has become desirable linguistic capital, the embodied cultural capital that confers access and power, and provides advantages in achieving a higher social status in society. Similarly, Hamid et al. (2013) say that the primary goals of EMI in Asia are to enhance English language proficiency develop human capital to enter the global economy, improve the quality of education and internalized local business and education.

As Nepal is a multilingual country, 131 languages are found to be spoken in the different parts of the country according to the National Language Commission Report (2076). Our country has not yet been able to sustain a single educational policy with full efforts is now implementing EMI education in community schools. At present all institutional schools and many community schools have implemented EMI from early grades to higher level. As Giri (2010) states, English is a school's subject from grade one and reported to have increased its status as a bridge between the social divide and a means for upward social mobility. Hence, English is not only the medium of instruction, it is taught and learnt as a compulsory subject from grade one to bachelor level in institutional, government aided schools and colleges.

With the increasing demand of English language for global integration, the choice of schooling children in English has been given a major priority in developing countries including Nepal (Sah, 2015). And the fact is that we cannot ignore the need for English as global lingua franca. The main goal of EMI is to help children acquire English language that enable them to cope up with globalization. However, there are very limited success stories of EMI. Moreover, a total adaptation of EMI will keep children deprived of their local language making them lost citizen of the world that they do not have linguistic identification (Dearden, 2014). Therefore, it would be a good idea to adopt or develop an educational policy that can account for developing English language and local languages simultaneously.

Challenges to Implement EMI in Community Schools of Nepal: In the era of globalization, the demand of English language is increasing in the context of Nepal. It has got the prestigious status in the Nepalese society. To be specific, in government schools of Nepal, English language has been widely used as a medium of instruction with the view to develop students as eloquent speakers in English (Shrestha, 2073). However, it is not easy to implement EMI in community schools in low infrastructure base.

According to Harmer, (2007, pp.176-185) the biggest challenges in ELT classes are mixed ability classes and large classes. In such type of classes have different types of students with different level or learning abilities: some are quite smarter, some are average and some are poor or below average in using English language and handling the subject matters. Similarly, large class is another challenging factor in teaching English in Nepalese context. It makes difficult for the teachers to deal with students individually and to exploit creative and effective teaching and learning activities.

Similarly, according to Karvonen (2017) number of challenges to implement EMI such as teachers' English language proficiency, lack of parental involvement, loss of mother tongue or culture, lack of support from the government, exams and assignment system, standard level of English for EMI teachers and the role of language centers and English teacher (as cited in Sapkota, 2019). Dearden (2014) states that in 83% of the countries where EMI courses are taught, the lack of qualified teacher was a large complication for teaching quality.

Furthermore, teachers themselves are facing the problems to teach in English because of teachers' own inability, lack of pedagogical knowledge and low English language proficient. Vu and Burns (2014, p. 8) "such as shortage of qualified teachers, incomprehensive curricula, and lack of differentiation in tertiary programs imparted language teaching". Furthermore, they have mentioned four major challenges: lectures' language ability, students' language abilities and learning styles, pedagogical issues and resources availability. Similarly, the diversity of students' learning styles and personalities also challenged the teaching and learning process in the classroom. Moreover, we know practical difficulty with education through EMI i.e. the maximum use of mother tongue. At the same time, Baldauf and et al. (2011)

examine several Asian countries' language policies, conclude that "funding for normal programs, the training of teachers and money for text books are all inadequate (as cited in Vu, T.T. & Burns, 2014, p. 6). According to Simpson (2017, pp. 8-9) the major four challenges to EMI are: EMI policy and practice gap, the language proficiency: learners' and teachers' limited English, early switch to EMI and lack of transitions to EMI.

So, in general, mixed ability classes, large classes, use of L1, poor physical facilities and infrastructure, lack of competent and trained teachers, inadequate professional support to teachers, lack of competent and confidence in subject matters of English teachers, lack of professionalism and accountability of teachers etc. are the common challenges and issues that are seen in the field of EMI classes in Nepalese context.

Review of the Empirical Literature

Number of researches has been conducted in the field of EMI in the national and international level. These sorts of researches have contributed a lot directly or indirectly for students, teachers, researchers, academicians etc. in their respective fields. Following are the some of the researches carried out at national and international level which I reviewed. Some of these are presented as follows:

Gaire (2017) conducted research on "A Case Study on Expectations and challenges Faced by Public Schools for the Implementation of English Medium Instruction" to identify the expectations of stakeholders of the schools from EMI before the implementation and also to find out the challenges faced by teachers, parents and SMC to continue the EMI Program. Similarly, she attempted to explore the reasons that forced them to quit the EMI program. The research was based on case study research design. She used non-random sampling strategy to select a sample. Data were collected from a community school of Baglung district that implements EMI for five years (2067-2071BS.) and quitted from the year of 2072. In her study she found that the school wanted to implement EMI to stop the flow of students towards the private schools, to bridge academic gap between the children of rich or non- Dalit and poor or Dalit family, to improve English language proficiency of the learners and to make learners competent in English language as private school's students and for teachers personal and professional development. She also found that

it was really challenging to implement EMI in that school because the school taught the textbook of private publication which was expensive and parents were not ready to cooperate financially and there was a lack of qualified trained teacher to teach EMI as well. Moreover, she found that EMI was implemented without making any change in usual condition which was the main reason to quite EMI in that school. In addition, she suggested that the well preparation and planning should be done before shifting EMI in school and should expect those things which can be fulfilled.

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

Nyaupane, (2017) carried out a research work on "Parents' Perception on English as the Medium of Instruction in Public School of Nepal" to find the perception of parents towards the use of EMI in public school. His research was based on survey research design where he used non-random sampling procedure. Data were collected from 30 parents from community schools Takalak VDC of Prabat district by using questionnaires. In the research work parents assumed that EMI is very important to develop English language proficiency of learners and a good way for better job. Parents state that it is essential to adopt English Medium Instruction in public schools in Nepal. However, in research work he found that there are difficulties to implement EMI at government added school because of various problems such as lack of education background of parents, financial problems such as lack of educational background of parents, financial problem and so on. He conducted that teachers should be well prepared for it in their teaching and school, teacher and parents themselves need to be ready to begin EMI in their institution. Furthermore, he stated that all parents are interested to admit their children in English medium schools because parents viewed that if their children get English education, they would get job

easily and settle in any corner of the world. Nevertheless, this study did not focus on pedagogical practices of EMI in real classroom and did not try to find out the perception of teachers' and students towards use of EMI.

Sah, and Li, (2018) carried out the research work entitled "English Medium Instruction as Linguistic Capital in Nepal: Promises and Realities." The main objectives of this study were to understand the goals and motivation for EMI and to get their perspectives toward the EMI implementation at the schools. Data were collected from seven participants (4 students and 3 teachers) using interview and Focus Group Discussion (FGD) as a tool. Purposive sampling procedure was used to select the sample and data were analyzed using thematic approach. This study found that EMI has used as linguistic capital to compete with private school. Similarly, EMI has become a burden for teachers in schools. Furthermore, it is also found that EMI as illusion for students. As I reviewed this article, I found that findings are clearly stated with well narratives but objectives of the study are not clearly mentioned. This research became helpful for me to identify the themes from the transcribed data.

Shrestha (2019) conducted a research on "English as a Medium of Instruction in Public School: Practices and Perception and Teachers and Students". The main objectives of her study were to analyze the perception of teachers and students regarding the use of EMI in classroom teaching, to explore the classroom pedagogical practices of using English as a medium of instruction and to draw some pedagogical implication of existing EMI policies and practices for teaching and learning. The research is based on mixed method design. She has adopted purposive sampling procedures to select the respondents. Ten students and thirty lower secondary and secondary level teachers from Sindhupalchok district were the respondents. Questionnaire (both close-ended and open-ended), classroom observations and focus group discussion (FGD) were the tools to collect the data. The collected data were analyzed and interpreted descriptively and statistically. Her major findings were most of the students and teachers were positive toward the implementation of EMI in public schools, English and Nepali both languages are used as the medium of instruction rather than monolingual English language at basic level and secondary level. Similarly, she has also revealed the fact that there is the gap between policy and practice of EMI in the classrooms i.e. there is the name of EMI because teachers and students prefer to use bilingual approach. She has recommended that teachers are

required to get training, workshops etc. and more exposures should be provided for both teachers and students for better implementation of EMI in public schools.

Subedi (2019) carried out research entitled “Perception and Practice of Public School’s Teachers in English Medium of Instruction: A Narrative Inquiry.” The objectives were to find out the perception towards English medium of instruction by primary level teachers, to analyze the practice of English medium of instruction in classroom teaching and to find out the gap between perception and practice of English medium of instruction. Purposive sampling procedure was adopted to select the participants. Four primary level teachers were the participants in this study. The study was based on narrative inquiry as a research design. Semi-structured interview and classroom observation were the tools that she had used to collect the data. The study shows that both Nepali and English language are used as a medium of instruction. Likewise, teachers are found to be positive towards the implementation and practice of EMI thoroughly. Furthermore, it is also found that there is gap between perception and classroom practice. Most of the teachers face lack of subject wise training, materials and students related problems while implementing EMI.

Sapkota (2019) carried out a research work entitled “Motivation and Practices of Implementing EMI in a Government School.” The major objectives of her study were to explore the reason for motivation to shift to EMI program in government aided school, to explore the practices of implementation of EMI in government aided school and to find out the main challenges and problems faces by teachers, parents and SMC members to continue EMI program. This research study was based on qualitative research design in general and case study design in particular. Purposive sampling procedure was adopted to select the sample for the study. A government school of Makawanpur district was selected as a case where EMI has implemented. Interview, classroom observation and FGDs were the major tools for data collection. The data were analyzed thematically and descriptively. Her findings show the fact that there is a gap between policies and practices of EMI implementation in the classroom. Similarly, it is also found that teachers’ qualification and their language proficiency, training and motivations, mother tongue interference, reference materials and text books, parental involvement as well as multilingual classes were major areas of challenges while implementing EMI in that schools.

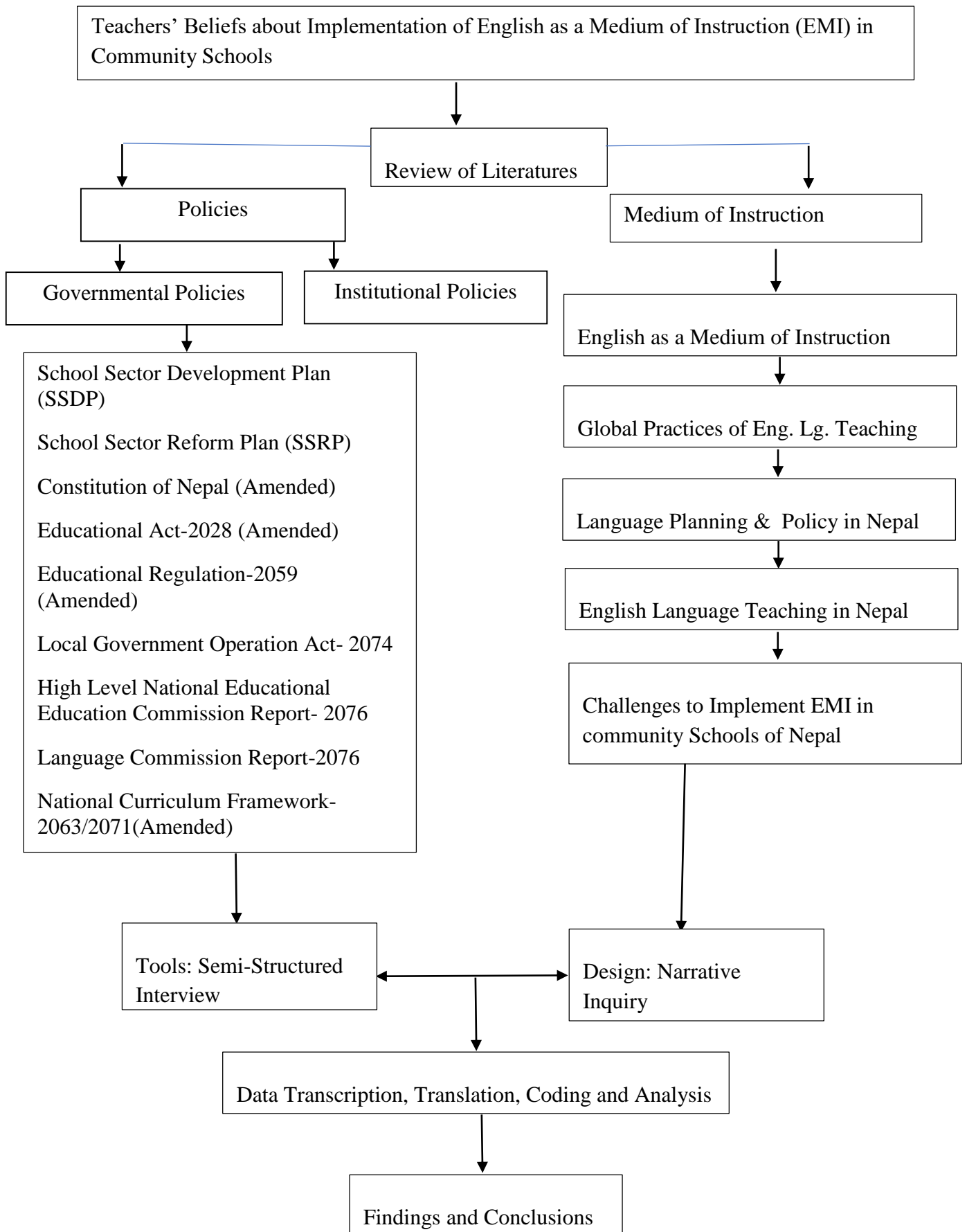
Implications of the Review for the Study

Literature review is an important part of research. It plays significant role in the research process while conducting research as it helps researcher to bring the clarity and is helpful to focus on research problem, to select appropriate methodology and to contextualize the findings (Shrestha, 2018). After reviewing all, above mentioned research works, either theoretical or empirical which are related to my study area, I got insights about the various procedures such as finding the problem, select the appropriate methodology, follow the appropriate process, identify the themes, transcribe the data etc. which are the very essential part of doing research. To be specific, I got the ideas to various areas from each empirical review which are as:

Gaire (2017), helped me to find the expectation of different stakeholders regarding EMI community schools. Similarly, as I reviewed Lamichhhane (2017) and Nyaupane (2017), I got insights about the selecting the problems of the study. Likewise, as I read the research article by Sah and Li (2018), I got so many ideas about the methodologies followed in qualitative research design. Then, I got insights from to identify the themes from the transcribed data from Sapkota (2019). Furthermore, as I read the unpublished thesis of Shrestha (2019) and Subedi (2019) I got ideas about finding the problems form literature review and to follow the appropriate process in conducting who research respectively.

Conceptual Framework

A conceptual framework is a framework (mind map) for the whole research. It is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship between different variables (Shrestha, 2018). After reviewing various theoretical and empirical researches, I have come up with the following conceptual framework which is presented in diagram as follows:



Chapter III

Research Methodology

This chapter is about methods and procedures that I used to meet the objectives of my research study. This chapter mainly includes the research design, selection of research site, participants, tools and techniques of data collection, data collection procedures, data analysis and interpretation and finally ethical consideration.

Design and Methods of the Study

Research design is a plan for structure and strategy and investigation so concern as to obtain answer to the research question and problem (Kumar, 2009 p. 4 as cited in Shrestha, 2018). There are many research designs that are applied by the researcher according to their nature of their study. On the basis of the nature of my research title, I adopted narrative inquiry research design particularly under qualitative research design.

Qualitative research design is research in which the researcher emphasizes on observation and description of phenomenon and collects and analyzes data using descriptive and analytical tools rather than the statistical tools (Best & Khan, 1993). Similarly, in the words of Flick (2009), qualitative research is an investigation of the subjective meaning or the social production of the issues, events or practices by collecting non-standardized data and analyzing texts and images rather than numbers and statistics. This research design is a process of building a complex and holistic picture of the whole phenomenon studied (Ojha & Bhandari, 2017). Similarly, in this type of design the qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities (Cohen et al. 2010). Thus, the nature of this design is exploratory and open-ended and data are collected from a small number of respondents in detail. According to Best & Khan (1993), data analysis in qualitative research design includes three major steps: 1) *organizing the data*- the researcher arrange the voluminous notes taken making sure everything has been covered, 2) *description of data*- the researcher describes the setting, the individuals being studied, the purpose of the activities carried, the point of

view of the participants, etc. 3) *interpretation* –the researcher explains the findings, answering ‘why’ questions, attaching significance to particular results, and putting patterns into an analytical framework.

Furthermore, the narrative inquiry is the design to describe and interpret experiences of the people who have participated in the respective fields. Creswell, J. (2012) state that “...research in which researchers describes the lives of individuals, collect and tell about peoples’ lives, and write narratives of individual experiences.” It means, participants shared their own story than history. The fund of everyday knowledge by means of which we are able to identify other people’s behaviors and come to terms with social reality varies from situation to situation and the multiple realities, social actors move within and between these with ease (Cohen & et al. 2010). It merely wants to understand how, through experiences, all the events and objects of the world appear to the consideration (Giorgi, 1988 as cited in Khanal, 2074). Thus, narrative inquiry tends to begin with experiences as expressed in lived and told stories.

Population, Sample and Sampling Strategy

Population can be defined as any group of individuals that have one or more characteristics in common and that are interrelating to the researcher. The group selected for the purpose of research is called population (Best & Khan, 2010). Sample for the research are not selected haphazardly rather systematically, sampling strategy, on the other hand, is the process of selecting few participants from the total population. The population of this study were, all the community school’s non-English teachers of Dang district who have been teaching in EMI school. Among them, five teachers from five different schools who teach contents subjects expect English subject from three different local levels including three male and two female were the sample of this study. I selected the sample by using non-random sample procedure.

Study Area/ Field

All community schools of Dang district where EMI has been implemented was my research site or field.

Data collection Tools and Techniques

Semi-structured interview, in-depth-interview, participant observation, focus group discussion (FGD), recording either video or audio etc. are the main data collection tools used in qualitative research design. Data are collected from the natural setting where the respondents are. Their real and live experiences and stories are collected and analyzed descriptively. For the purpose of collecting data in this study, I administered semi-structured interview with the participants as a tool.

Data Collection Procedures

To collect the data for my study, first of all, I visited different local level education offices to find out schools where EMI is used. After that, I visited different school and I talked with concern authorities for the permission to collect data, explaining the purpose of my study. Then, I prepared some guiding questions to guide the interview with teachers. After that, I selected the teachers who teach content subjects and established close relationship among the selected teachers. After that, I administered semi- structured interview with them and recorded in audio taking permission from them. Then, I transcribed and translated the collected data i.e. Nepali to English and analyzed thematically and descriptively to draw out the findings.

Ethical Consideration

Various ethical issues arise in course of carrying out research. Since, my research is based on the qualitative research design, many ethical issues may arise at distinct point such as data collection, analyzing data and interpreting the result. A researcher should be conscious about the ethical issue and takes the responsibility of whole research. As a researcher, I was conscious about the various factors of ethical responsibility during the whole time while carrying out this study. I maintained very polite behavior with the participants. Confidentiality of the respondents was protected. I was conscious about the small sub-information that specifies respondents while collecting the data. I have not included any names, signs and symbols that reveal the respondents' identitie

Chapter IV

Results and Discussion

In this chapter, the data were collected through the research tools that have analyzed and interpreted following descriptive approach. The qualitative data collected through semi-structured interview have been analyzed thematically under different headings and sub-headings.

Analysis of Data and Interpretation of Results

The data obtained from semi-structured interview were transcribed and analyzed by using thematic analysis approach. Different themes of the personal interview were drawn based on the research questions; beliefs of teachers and implementational practices of EMI in the classroom.

In this section, the data collected through semi-structured interviews were analyzed. Recorded data which were transcribed into written form and translated into English. After that, the data were coded according to the objectives of the study and analyzed thematically. Those thematic data are presented as following in different headings and sub-headings.

Difficulties in Teaching and Learning Activities

Without enough infrastructures and resources, implementing EMI invites lots of problematic situation. Specially, it is difficult for those teachers and students whose base is not good in English. Due to this reason, they seem unable to speak or feel hesitate to interact in classroom in English. Mainly, it is difficult in the given areas:

Contents delivery: Contents are the main subject of classroom interaction. Through the means of language, content knowledge is given to the students. If students do not understand such subject matters clearly, it is meaningless to run classroom activities. But it is found that it has been difficult for both teacher and students to deliver and understand the contents respectively. Due to this reason, teachers cannot perform the classroom activities properly. In this regard, teacher 'A' said as:

“bahirabaata , gau baata aaune bidhyartha ko madhyam nepali hudorahechha aba yanha aera uniharule English medium ma padhda uniharu lai samsya dekhieko chha , sunna ,bolna napaune samsya dekhieko chha.” (students who come from village whose medium of instruction is found to be Nepali, who feel difficult in listening, reading and speaking in this school.)

Similarly, teacher ‘B’ narrated as, “uniharu aba Nepali school ma padheko hunchhan, tiniharu ko base ramro hudaina, jaga baliyo hudaina, grammatical mistake haru tyas pachhi sentence construct ko mistake haru tyo ta bhaihalchha.” (as they have read in Nepali medium earlier, whose base is very weak and they commit grammatical error and ill formed sentence structures and if we teach contents in English, they do not understand.)

Classroom interaction: Similarly, classroom interaction plays a vital role in understanding the concept of any subject. If teachers and students are actively involved in classroom activity, such class become effective and fruitful. But there must be two -way communication. After analyzing the data, it is also found that it has also becomes difficult for teachers to interact in English medium. It is because, students do not participate in interactional activities in the classroom. In this issue, teacher ‘D’ told as:

“students haru lai chhalfal ma sahavagi banauna khojyo mandai mandainan, laaj manchhan ki k garchan khai.” (if we try to involve our students in classroom interactional activities they do not involve, they hesitate.)

From the above discussion, it can be concluded that implementation of EMI in community schools has been created difficulties for teachers as well as students. They are facing problems in classroom discussion, contents delivery etc. Most of the students even feel hesitation to ask questions to teachers. Similarly, teachers also claim that students do not involve in classroom interaction and do not understand the contents conveyed to the students.

Pressurized Situation of Community School

The demand of English language is increasing in non-native context like our country Nepal. Most of the parents want their children to get mastery over English

language and to be sold in home and abroad. It is the reality as well on our context i.e. one gets jobs easily in the market who is good in English language. Due to this reason, most of the parents want their children to study in private schools where there is English medium of instruction and they get lots of exposures in those classes. So, we can see, there is high enrollment rate in institutional schools compared to community schools where there is not English medium instruction system. Mainly, it has become compulsive for community school because of:

EMI to sustain students: The number of students in community schools are decreasing day by day. In this situation, these schools are compelled to attract students by implementing EMI in those schools. By doing so, the number of students increase in the schools and parents also become aware and motivate about their children' education. Regarding this issue, teacher 'A' argued as:

necessary bhanda pani hami le badhya bhaera, hamro badhyata ko karan le EMI policy lagu gareko ho kinbhane aghi maile hamrai bidhyalay ko example diee sakyau pahila yahan anggreji madhyam nahuda bidhyarthi sukera gayo ani bidhyarthi kaha baata lyaune abhibhawak haru le pani jaha ali anggreji bhasa bolne wa bolna sakiraheko thau ma badhi jane yasari hami le badhyta bas anggreji madhyam madhyamik samma lagu gareka haun. (we are compel to implement EMI in our school because the number of students decreased amazingly when there was not EMI and guardians also took their children where there is English medium. That's why, it is our compulsion to implement EMI.)

Similarly, teacher 'E' has also the same kind of views. She asserted as:

“parents haru lai hamro ma pani quality education lina sakinchha vanna ani students navayakai karanle school lop hune isthiti bata jogina vayapani EMI yauta ramro madhyam banyo jasle students haru laai ni aakrasit garelo chha .” (to make the parents convinced about the quality education provided by our school and to prevent the situation in time which could gradually lead the school to the verse of extinct due to the lack of students in the school, EMI became the best way to attract more students in our schools.)

From the above discussion, it can be said that the demand of English language at present time is high. In such situation, it has become the first priority of community schools to implement EMI policy. If these schools could not do so either they have to close their school due to lack of students or they have to merged with other schools for their existence.

EMI as Challenges and Opportunities

Nepal is a multilingual and multicultural country. Though, it is small in terms of its geography, it is rich in different castes and the languages that they speak. Teaching using English in such a situation is really challenging. It is in the sense that teaching in monolingual and multilingual situation is different. On the other hands, EMI does not have challenges only, it creates opportunities as well. Students can have wide range of knowledge on different areas such as media, science, health, human life, cultures etc.

EMI as challenges: Simpson (2017) argues, “Implementing EMI into community education system characterized by server resource constraints, untrained and unqualified teachers, large classes, limited time on tasks etc.” Implementing EMI in non-native context like our country Nepal creates lots of challenges. Mainly challenges occurs on the given areas:

Managing classroom diversity: We see the Nepalese classroom is full of diversity in terms of cultures, religions, language, learning ability etc. As Kao & 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 in the class from different socio-cultural and economic background can not learn at the same level. They have different aptitude level in learning. To meet this issue, teacher ‘D’ stated as:

“koi janne chhan koi najanne hunchhan, dherai sdudents vako class ma kasari padaune? kaslai sikaune?, janne lai sikaune ho ki najanne lai garo chha ni, ani English ma padayo vane jhan bujdainan.” (how to teach in large class where some are talent and some are weak? whom to teach, to talent or poor students? It is difficult. Furthermore, if we teach in English they don’t understand.)

Similarly, teacher 'C' said as:

“class ma dherai tharika sanskrit ani dharma manne students haru hunchhan. testaigari samajik pani English ma padhauna thalyau vthane ta aafaafno dharma, Sanskrit bachauna goro hunchha ni ” (we find varieties in cultures & religions in class. I think implementation of EMI in social studies may create negative impact and becomes difficult to protect own cultures and religions.

So, the varied classroom causes different challenges which affect in proper implementation of EMI. Such varied may be from their ethnicity, language, caste, cultures, values, traditions etc.

Managing teaching materials: Teaching materials are supportive and effective tools for teachers in their teaching. Managing such materials in EMI classroom is really challenging for many teachers. Preparing and using materials in L2 teaching by teachers and students have face many problems.

In this regard, teacher 'E' narrated as:

“English ma lekheko materials jastai teachers guide nai paudaina, Nepali ma lekheko hunchha teslai English ma translate garera ani prayog garna garo hunchha ni” (teaching materials like teachers guide is difficult to find and use, they are written in Nepali; translating them into English and using is difficult.)

Managing different teaching materials in English is challenging for those who are from non-native context like our country Nepal. They feel it as an extra pressure in teaching.

Managing Human Resources: Skilled manpower is needed in teaching field. Specially in EMI classes, teachers need to be more proficient and skilled. In such classes, they need to focus on both areas i.e. contents and language learning. Most of our schools have not enough human resources to handle EMI classes properly and effectively. Due to which students are neither good in English not in their contents. Regarding this teachers 'B' said his stories as:

"challenge ta dherai chha yo chahi baseless policy chha, ke ho? aadhar chhaina, just English medium ma padhaune bhanera bhanya chha tyo medium bidhyarthi samma

puryaune jansakti chhaina, teacher haru lai gahro bhaeraheko chha" (There are many challenges in EMI system, it has implemented in baseless policy, isn't it? Just it has said to teach in English medium but there are not manpower to teach to the students, even it has become difficult for teachers.)

Above mentioned facts show that, implementation of EMI has created lots of challenges in our schools where there is EMI system. Specially, the areas of challenges that can be seen are in managing diversities, materials, manpower etc.

EMI as Opportunities: English medium instruction is perceived as the best way to deliver the contents and knowledge along with language learning. Khati (2015) argues that, EMI helps students connected countryside with the global world and offers them boundless opportunities. It is considered fruitful means for students to enhance their competences in English language, increase students' speaking proficiency, develops communication skills etc. It has created opportunities mainly in the following areas that are briefly described.

For higher education: Gaining knowledge on any subject matters in English medium is highly valued in our context. It is easier and helpful in higher level education as it provides the base of higher education. It is in the sense that most of the course books and syllabus of higher-level education are designed in English. Shrestha (2018) argues, "EMI empowers learners and makes qualified for higher education and develops knowledge related to Information Communication and Technology (ICT)." Similarly, in my study, teacher 'A' argued as:

"challenges bhanda pani aba yasma opportunity pani chha kina bhanda kheri euta bidhyalay jasto ma bidhyarthi haru anggreji madhyam baata padhna pauda bidhyarthiharu dherai khushi chhan. Aba tyahi siksha lina ko lagi bidhyarthi haru, abhibhawak haru dherai paisa kharcha garera boarding janu parne jaskaran le garda hamro samudayik bidhyalaya ma anggreji madhyam baata padhna pauda bidhyarthiharu, abhibhawak haru dherai aakarsit bhaeka chhan yas le garda uniharu ko uchcha shiksha ma pani madat pugne khas gari aru ma ta hoina science padhne bidhyarthi lai yasle dherai sahayog gareko hunchha". (It has more opportunities than challenges because students are happy to get English education in community school. For same education they

do not need to pay expensive fee in boarding schools. This further helps them in higher education too, specially for those who want to take science subject.)

Likewise, in higher education questions papers are also asked in English medium though they read their most of the subjects in Nepali medium in the class which has make them difficult to understand the what actually the questions mean. For such reasons as well, most of the learners want to learn in English medium.

For Career Enhancement: English has been viewed as a tool of empowerment and advancement globally. Coleman (2011) states, “there is evidence of English that makes a contribution: increasing employment, facilitation international mobility, unlocking development opportunities and accessing crucial information.” Similarly, in our locality as well, we can see that many people having standard lifestyle than other are those people who are good command over English. To support this, teacher ‘E’ narrates her views as:

“hamro gaunghar ma pani vanchhan ni ta English janyo vaneta ramro sanga kam painchha, bidesh tira gayo vane pani sajilo hunchha vanera, hoinara ? “ (It is said in our locality as well that we can get job easily everywhere and also facilitates in abroad, isn’t it?)

Many students especially from community schools and colleges seem to be low achievers in English and they join extra classes, which become a good economic source for EFL teachers in Nepal. In other cases, English has opened the door of the world.

Perplexed Condition in Students’ Learning

The policy of implementing EMI it has been a perplexed condition in students’ learning. Shrestha (2018) metaphorically says “students have put their two legs in two boats and trying to cross the rivers.” It means, students are not completed in both languages i.e. Nepali and English. Neither students are full command over in Nepali nor in English. To put it in other ways, neither students are getting quality education in English nor they using their right to get education in own mother tongue. Regarding this issue, teacher ‘B’ told as:

"bidhyarthi haru ko kura garnu hunchha bhanne anyol ko isthiti chha, na English ma ramro garne na nepali ma garne, nepali ni fully chhaina". (if you talk about students learning, there is perplexed condition, neither good in English nor in Nepali, even not fully in Nepali too.)

On the other hands, there is same condition in teachers' way of teaching as well. They are not using single language while teaching. Neither they are using English language completely nor Nepali language. To support this, teacher 'C' argued as:

"aba language kura garnu parda thyakkai yahi vanna garo chha, aba EMI system ma ta totally English ma bolnaparne ho tara bastabma teso gariyako xaina, aba nabujhepaxi Nepali ma vanna parihalchha. Tyahivayara na English vako chha na nepali nai, dubai prayog garnu parne isthiti chha." (if you talk about language, it is very difficult to say exactly, it could be taught in English in EMI system buy it is not happening accordingly. We have to translate in Nepali if students do not understand, so we have to use bilingual approach.)

Similarly, regarding language practices in classroom teaching a joints report from British Council and Oxford University states that, "there is a fast-moving worldwide shift from English being taught as foreign language (EFL) to English being the medium of instruction (EMI) as cited in Dearden (2014, p. 2).

Likewise, Baral (2015) argues, "Unplanned EMI policy has contributed to silencing of students' voices, poor understanding of contents, limited creativity and teacher-centeredness and promoted students' reliance on memorization." It means students became more passive rather than active. And it seems that teachers are also using bilingual approach (i.e. English and Nepali) in NMI classroom rather than following EMI monolingual approach.

Similarly, as I have also talked with other teacher informally where EMI has implemented, they have also shared the same kind of stories. They tell that EMI in poor resourced schools is just EMI for name. They further said that EMI has created more confusion in education system. It has become difficult to teach even in Nepali medium in limited resources; education in English medium in such situation is very difficult.

From the above discussion what I came to conclude is that EMI has created a kind of confusion in education system in those schools where it has implemented. Specially, it is found most in those school, where there are limited resources. Adopting EMI monolingual approach in such schools seem out of thinking. It is because, neither they are capable to handle EMI totally nor they can provide quality education in Nepali due to growing demand of English in the society.

Growing Demand of EMI in Community Schools

This is 21st century and age of globalization. In this era the demand of English is growing amazingly. Specially, it is high in developing countries like Nepal. In such context, the globalization of English can also refer to the rapid spread of English as a second and foreign language (Murray, 2006). The rise of English as a global lingua-franca seems to be further forcing non-native speakers to learn English and many countries are trying to drastically overhaul their education system in favor of English in order to meet the challenge of global integration (Sah, 2015m p.1).

In the context of Nepal, the demand of EMI policy is highly increased in community schools. Nepal is one of the developing countries that has not yet been able to sustain a single education policy with full effects. Though English language is taken as a foreign language in our country but the craze of people towards English language is rapidly increasing due to its' popularity and high access in the world. Similarly, if we have a close look at the present Nepalese situation, the Ministry of Education (MoE) does not seem to be well prepared to meet the basis requirement for the successful implementation of EMI. What ever the situation, the reality is the demand of EMI in community school is high. Teacher 'A' narrated as:

"jaba dekhi hami le yo school ma anggreji madhyam lagu garyau taba dekhi yo bidhyalayma bidhyarthi haru lagayat abhibhawak haru badhi chaso dekhaeka chhan aba chahi hamro bidhyalayama bidhyarthi sankhya kam bhaeko awasthama jab hami le yo madhyam lai pariwartan garyaun tyas pachhhi hami le bidhyarthi lagayat abhibhawak haru ko pani man jitna safal bhaeka chhaun jasle garda bidhyarthi sankhya pani badheka chhan". (When we implement EMI in our school, the interest of students and parents gas increased. Earlier, there was less number of students but after implementing,

the number is high. We have been able to win the heart of students and parents.)

The fact is, only implementing EMI is not enough. It is because, it has been evidence that some countries such as Ghana, Turkey, Rwanda etc. have failed to continue EMI education because of the lack of educational infrastructures, teachers' proficiency in English, proper teacher education programs and in-services professional development (Tylor, 2010 as cited in Sah, 2015). But EMI itself is not success or failure, it is because EMI policy has also benefited to some contexts namely India, Pakistan, Spain etc. with suitable outcomes.

Shrestha (2018), argues that English is need and call of the day. For this EMI can be a best way to ensure English language. Today every parents want their children to be proficient in English. It is because they want their children to compete with other people in national and international markets. The present age is the age of competition. In such competitive world, one wants to compete in all areas such as trade, commerce, tourism, business, science, health, education, mass media etc. In this regard teacher 'B' stated as:

"malai chahi EMI lagu garnu parchha nai jasto lagchha, haina? Kinavane English medium ahile ko aawasyakta ho, haina? Bidhyarthi haru chahi ahile competitive situation ma chha, ha ina? Tyas ma pani afulai euta competitors ko rupma ubhyauna pani chahinchha". (I think EMI should implement, it is age of English, isn't it? Students are also in competitive situation at present. To stand in such competitive situation, one needs to learn English.)

Thus, what can be concluded is that the need of EMI in community school is high at present. Due to the globalization and the spread of English language in developing countries its demand is high. Specially, for better career, for easy access to international arena and for quality education etc. are the reason for students and parents being interested in EMI.

Chapter V

Conclusions and Implications

This chapter deals with the conclusion and implications that have drawn from chapter one to four. It is all about the brief expression of my research study. Specially, this final chapter presents the overall summary of the data presented, discussed and analyzed in chapter four. It also deals with implications to stakeholders like policy makers, teachers, educationists, researchers and ELT practitioners.

Conclusions

English Medium Instruction is being practiced in school education. It has created greater influence especially in the public sector of education for a long time. Formal education system of Nepal has been affected because of long debated issue that is medium of education due to competitive situation between institution and community school.

This whole study revolved around the main objective which was to explore the beliefs of teachers of community schools of Dang district regarding the implementation of EMI. The study was based on narrative research under qualitative research design. The data obtained from semi-structured interview were analyzed and interpreted thematically and descriptively.

From the review of different literature and interpretation of the data have revealed the finding that it has become difficulties for both students and teacher in community schools to implement EMI in community schools and they have demanded proper educational infrastructures like enough materials, training and workshop programs etc.in schools to make it effective. Furthermore, the interpretation of data revealed their narratives that most of the teachers are positive towards English Medium Instruction though they are not enjoying the current practices. But at the same time, what I also have got the idea is that EMI nowadays have become a necessary especially in most of the community school. It is in the sense that need of English language in such globalized context has become a growing need for many parents and students because they want to learn English language at any cost to be sold in the competitive world with global citizens. But the bitter fact is that the use of

English as a medium of instruction has created so many difficulties in students' learning. Furthermore, it has also created obstacles for teachers to deliver the subject matters to the students.

Finally, what can be concluded is that for the implementation of English Medium Instruction in community schools, the monitoring system, observation and feedback system should be strictly implemented as it plays a significant role for students learning as well as to implement any system and programs. It helps in informing the real practitioners whether they are practicing English Medium Instruction is proper way or not and to make the EMI policy effective in community schools.

As I went working with chapter I to chapter IV in this study, what I came to know is that EMI at present context is a hot debatable issue. In my point of view what I think is, to address the growing demand of English language and its uses, EMI should be implemented in community schools at present context where it is demanded. But in the name of implementation of EMI, it should not be implemented blindly; proper preparedness (physical & educational) should be maintained at first. On the other hand, we should not forget our own culture in the name of learning through English. It is not necessary to do the same as native people of English do. We should include our own contents/ways or methodologies in teaching and learning.

Implications

On the basis of the analysis and interpretation of the data obtained, the following implications have been proposed. They are categorized into three different categories.

Policy related:

- Government of Nepal should formulate clear EMI policies to remove misconceptions about it.
- Policies should be formulated by involving the teachers, parents, students and other stakeholders who involve directly in curriculum implementation.
- Such policies should be formulated from governmental side to provide extra financial supports, educational infrastructures, training package etc.

- We are good in plan or policy making but worst in implementation. So, there should be such policies that are implementational and minimize the gap between policy and practice.

Practice related: Policy is not sufficient for successful implementation of any plan and programs. So, some of the practice related implications from the findings and conclusion of the study are as follows:

- For proper implementation of EMI teacher should be well equipped with extra materials, skills, trainings etc.
- School administration and local level government should work jointly for proper implementation of EMI with necessary infrastructures.
- Teachers should involve in different refreshment, in-service training and workshops, seminars, national and international conferences etc. to motivate and build the confidence of teachers with skilled capacities.
- Policy makers and implementers such as teachers, School Management Committee (SMC), Parents Teachers' Associations (PTA), local bodies, educationists etc. should work together collaborating, coordinating and cooperating to each other.

Further Research:

- Further research should focus on finding the perceptions of stakeholders like students, parents etc. regarding EMI in community schools.
- Further research should be conducted to find out the practices of EMI in other districts of Nepal.
- The researches should focus on to minimize the gap between the policy and practices of EMI.
- The researches should focus on the implementation part of the recommendations and findings of the research that are done previously.

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Appendix

Participant Information Statements

Dear Participants,

I would like to invite you to take part in research entitled “Teachers’ Beliefs about Implementation of English as a Medium Instruction (EMI) in Community Schools” which aims to explore the beliefs of teachers on the implementation of EMI in community schools. Though, many researches have been carried out related to EMI focusing different areas. My research is an effort towards exploring the beliefs of teachers of Dang district who are teaching in community schools and providing some pedagogical implications for effective implementation of EMI in community schools. This study will take place under the supervision of Dr. Purna Bahadur Kadel, reader, at the Department of English Education, Central Department of Education.

This study involves semi-structured interview as a research tool to collect data. You will be asked to share your experiences and beliefs on the implementation of EMI in your daily classroom. The interview will take place within 30 minutes approximately. Your participation in this study is completely voluntary. Your data will be highly confidential and your name will not be exposed to the public. Your performance and weaknesses will not be evaluated rather aims to make aware about the problems to concerned authorities. If you have any queries, you can talk to me any time without any hesitation.

You can keep this document with you.

Thank you for your kind co-operation!

Researcher:

Netra Lal Pandey

Tribhuvan University

Department of English Education

Kirtipur, Kathmandu.

Contact no. : 9847949449/9809518256

email. : pandeynetralal48@gmail.com

Participant Consent Form

Supervisor:

Dr. Purna Bahadur Kandel, Reader

Teachers' Beliefs about Implementation of English as a Medium Instruction(EMI)in Community Schools

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

1. I understand the objectives of the study, what I will be asked to do, and risks benefits involved.
2. I have read the participation information statements and have able to discuss my involvement in the study with the researcher if I wished to do so.
3. I have got answer to any questions that I had about the study and I am happy with the answer.
4. My participation is completely voluntary.
5. I understand that personal information about me that is collected over the course will be limited to this use or other research related usage as authorized by Tribhuvan University.
6. I understand that personal information about me that is collected over the course will be kept more confidential in the secure position of the researcher.
7. I understand that the data I will provide will not be used to evaluated my performance anyway.
8. I understand that personal information about me will only be told to others with my permission, expect as required by laws.
9. I understand that the result of this study may be published and that publications will not contain my name or any identifiable information about me.
10. I understand that I will not be identified by the name in the final product.

I consent to participate in the interview.

Name of the participant:

.....

Signature :

.....

Teachers' Profile

Teacher 'A'

Her name is Jamuna Kandel from Janata Higher Secondary School, Tulsipur, Dang. She is 42 years old. She teaches Health and Physical Education (HPE) in this school. She has fifteen years teaching experiences in this school. She has passed B.Ed. in Health Education.

Teacher 'B'

His name is Bikash Dangi teaching in Shree National Secondary School in Ghorahi, Dang. He is fifty-three years old now. He teaches mathematics in this school. He has long teaching experiences i.e. twenty five years in this school as a math and science teacher but now he teaches Math only. He has completed his M.Ed. in Mathematics. He is also Head teacher of this school.

Teacher 'C'

His name is Ram Krishna Regmi and he teaches in Shree Center Secondary School, Tulsipur. He is forty-one years old at present. He teaches social studies in this school. He has twelve years teaching experiences as a social studies teacher but seven years in this school as a permanent teacher. He has passed his M.A. and M.Ed. in sociology and curriculum respectively.

Teacher 'D'

His name is Damodar Sharma from Shree Tribhuvan Higher Secondary School in Ghorai Dang. He is forty-seven years old at present. He has been teaching science subject in this school. He has eighteen years teaching experiences as a science teacher. He has done his B.Sc. in science as well as one year B.Ed. in education.

Teacher 'E'

Her name is Puspa Bhattarai from Lamahi Municipality, Dang. She has been in Laxmi Secondary School, Lamahi, Dang. She is forty-six years old at present. She has sixteen year teaching experiences as a permanent teacher and she has two year experiences of institutional school as well. She has been teaching health and creative arts in this school. She has completed her M.Ed. in English education.

(The above mentioned schools and teachers' names are presented by their pseudo names for the confidentiality of the participants)