

CHAPTER ONE

INTRODUCTION

This study is on “A Case study on Expectations and Challenges Faced by Public Schools for the Implementation of EMI”. This introduction part of this thesis includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of study, and operational definitions of the key terms.

1.1 Background of the Study

Generally, instruction refers to the act, practice of instruction, teaching or furnishing with information or knowledge. Traditionally, it is taken as a method to build prior knowledge, experiences and skills that a given group of students bring to learning in each content area. Nowadays, instruction means the interaction between a teaching agent and one or more individuals intending to learn knowledge that is appropriate for students to learn.

With various aspects like classroom management, environment, and teacher’s qualification medium of instruction (MI) plays vital role in the instruction. A medium of instruction is the language that is used in teaching and learning. Ahmed (2013) views that medium of instruction is the language that is used inside the classroom for instruction by the teacher. It is not necessary to use the official language or the primary language of the country as the medium of instruction. Various studies have been carried out to find out that which MI works better in the classroom. Some of them are in the favor of mother tongue whereas some of them are in against.

The language for instruction is the medium of instruction which is selected mainly on the basis of political decision. Educational institutions make policy for medium of instruction by keeping spread of language, speaker of the language, and national and international recognition of language under consideration. Mainly, individual and institutional needs are determiners of medium of instruction. Nowadays, use of English as a medium instruction (EMI) is being a trend in schools. Vu and Burns (2014) state that in many international educational contexts there is rapidly growing tendency for English to be adopted as the medium of instruction, even when a majority of the population speak other languages. It is based on language planning and educational policy. In the present situation, English is taken as global language and also a lingua franca. Almost all countries have English speakers as native or non-native, more or less but they can communicate in English. As the international language, most of educational institutions are practicing EMI.

It is seen that English has been inverting its value as the language of science and technology. It is also the lingua franca of most business communications and it is assumed that everyone with tertiary –level education is fluent in English (Suvinity, 2012). It shows that EMI is increasing day by day in the world. EMI is increasingly being used in universities, secondary schools and even primary schools. This study has very important implications for the education of young people as little empirical research has been conducted to find out why and when EMI is being introduced and how it is delivered. We do not know enough with regard to the consequences of using English rather than the first language (L1) on teaching, learning, assessing, and teacher professional development (Dearden, 2014).

Nepal is multilingual country where more than 123 languages are spoken in different societies (CBS, 2011). School is a mini society that is directly affected by socio-cultural aspects. When National Curriculum Framework (NCF, 2006) gave the permission to use mother tongue or other languages as MI public schools also

started to practice different languages besides Nepali as the medium of instruction. Many public schools are implementing EMI these days. Using EMI in the context of Nepal is most challenging job itself because English is learnt as the foreign language. It does not take place in the official use also. Native speakers of the English are far away and authentic materials are rarely found. EMI has substantial implications for staff recruitment and mobility often among academics and raises the fundamental questions of a new professional order in education, where the role of language will occupy confer stage (Wong, 2009).

There are two types of schools running in Nepal: private schools and government funded schools. In private schools the medium of instruction is English and students enrollment is high whereas some government aided schools are at the verge of collapse mainly due to the problem of MI. Realizing this fact now government aided schools are shifting towards English medium. The provision of MI is changed and English is viewed as the MI in schools (Uperty, 1998, as cited in Bhatta, 2012).

1.2 Statement of the Problem

English as medium of instruction is the use of English language in the school for instructional activities. At present, English is not being only the fashion but also the need of the day. It is the dream of every parent to hear their children speaking English. So significant numbers of schools have been established and are still opening not only in the urban but also in rural area where there is more EMI in private than in public education (Dearden, 2014). But in the present era, public sectors are also being interested in EMI (Thapa, 2012).

Especially after the implementation of School Sector Reform Programme (SSRP) (2009-2015), many of the public schools are shifting rapidly towards EMI (Bist, 2005). It seems that the flow of the students is very high in the private schools whereas many public schools are merging. So what is seen is that public schools

are shifting towards EMI mainly to compete with private schools and to reduce the gap between public and private schools. Whatever the reasons are the success of EMI requires instructors' linguistic academic and pedagogical competence, students' English ability and learning ability (Vu and Burns, 2014). It means using EMI is not easy task in the nonnative context of English. To teach through English, competent English teacher and adequate materials in English language are necessary. English zone should be created in the school. Only the policy implementation is not the success of EMI. Well preparation of manpower and adequate development of infrastructures are the prerequisites for EMI.

In this regard, what we can see is that the number of public schools to implement EMI is rapidly increasing in the one hand and some schools have closed the same programme only practicing for some years on the other hand. As my research such a case of Baglung district that is a public school where EMI was implemented for five years (2067- 2071) and has been closed from 2072 B.S. and again shifted to Nepali medium instruction. This study has explored that why was this school shifted to EMI?, What the parents, teachers, and SMC had expected from EMI before implementing it? What changes did they make to implement EMI? and what were the challenges that make them unable to get expected achievement? This present study has mainly find out not only the challenges but also the avoidable problems and issues as the reasons that forced the school to quit the EMI within five years.

1.3 Objectives of the Study

This study had following objectives:

- a. to identify the expectations of stakeholders of the school from EMI before the implementation,
- b. to find out challenges faced by teachers, parents, and SMC to continue the EMI programme,

- c. to explore the reasons that forced them to quit the EMI programme, and
- d. to suggest some pedagogical implications based on the finding.

1.4 Research Questions

This present study had following research questions:

- a. What were the expectations of parents, teachers or stakeholders of the public school before implementing EMI?
- b. What were the reasons for motivation to shift to EMI?
- c. What changes did they make to implement EMI?
- d. What are the main challenges and problems faced by teachers, parents and SMC to implement and to achieve expected achievement from EMI programme?
- e. What are the reasons that made them quit the EMI?

1.5 Significance of the Study

This study is of national importance as it concerns with the issues of language planning in general and MI in particular. As this study highlights the issue of practice of EMI, it will be beneficial especially for educational policy planners because this study will present the expectations from EMI before its implementation and challenges faced by parents, teachers and stakeholders in implementing EMI in the public schools in Nepalese context. Mainly, various reasons which encourage stakeholders to implement EMI and problems that force them to quit such programme are found out from this study. So, government and political bodies or language planner will get the hints to plan the language in education and to give the languages status as an official language. They will be informed that what are the prerequisites of EMI programme and so will make

appropriate and judicious EMI policy that works better in the Nepalese public schools. While using EMI in the public schools the role of teacher must be differ because all teachers may not be proficient in English. In this regard teachers need to learn to be updated according to time and situation. They also should be aware of impact of English in the present era and also about the challenges and opportunities of EMI programme.

Similarly, this study is also expected to be significant for the parents SMC or all stakeholders of those public schools which are implementing and likely to implement EMI. This study will be helpful to the parents who are sending their children to EMI implemented public schools to be aware about the EMI programme and also about the challenges to achieve the expected progress of their children. They also are responsible to make the programme success cooperating their children as well as school administration. Similarly, the stakeholders get help to explore challenges to implement EMI being known about the possible obstacles to practice EMI. They will be aware about the infrastructure that should be developed before implementing EMI and so can be well prepared to face and tackle the potential challenges and problems that may occur while practicing it. As a result they can present the situations that may make them unable to continue the EMI practice. Thus, this study will broadly be fruitful to the all those who are involved in the field of education. Similarly, it will be significant for the researcher who wants to explore further issues regarding EMI.

1.6 Delimitations of the Study

This study was limited to a public school of Baglung district that implemented EMI programme for five years and shifted EMI again. Data were collected through semi structured interview with five parents, five teachers, the Principal and three members of SMC of the school. This study had particular aim to explore

expectations of stakeholders from EMI, challenges faced by them and reasons that lead the school to quit EMI.

1.7 Operational Definition of the Key Terms

EMI - In this study, EMI refers to the use of English language in the classroom and out of classroom for instruction.

Expectations – It refers to the expected changes and progress after the implementation of the EMI instead of Nepali medium of instruction.

Public schools–In this study, public schools are those schools that get grant from the government and managed by public.

Stakeholders- Stakeholders are those persons who have responsibility to manage school. Specially, parents, teachers and SMC come under stakeholders in this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of Theoretical Literature

The review of literature provides the clear ideas about what the real concept is. It is the best way of finding out the gaps and problems to explore new ideas from the existing theories and finding. More specifically the researcher conceptualizes the core ideas to carry out the research in scientific and systematic way. The theoretical literature that I had reviewed is discussed in this section:

2.1.1 Medium of Instruction

The medium of instruction is the language used in the school to implement the curriculum. 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(Puteh, 2013). Language has been used as means to convey the accumulated knowledge and wisdom of the human race to its members. It is also used as a tool to teach students the basic skills they would need later in life.

Learners receive information through language. The connection of instructors and learners is instruction. It is possible only through the language except some exceptional case. In addition, Holiday (1975) argues that students are given some practice in using language to find things out for themselves. It shows that students explore their own prior knowledge through the language that is used as medium of

instruction so the language which is mediator for learning is called medium of instruction.

Medium of instruction is a vehicle through which education is delivered. The role of language of instruction can be likened to that of pipe in carrying water from one destination to another or that of copper wires in transmitting electricity from one station to another. Just as a pipe is an important medium in carrying water, and a copper wire an important medium for transmitting electricity (Qorro, 2006). The language of instruction is an indispensable medium for carrying, or transmitting education from teachers to learners and among learners.

Selection of language for the medium of instruction is a challenging job. It may or may not be the official language of the country. Many issues and questions arise in the multiethnic and multilingual countries regarding which language should be selected when establishing the main medium of instruction in the educational system (Puteh, 2013). In such context which language is appropriate for medium of instruction might always be a controversy because language is the power, identity, and reflection of culture and through the language political bodies do politics in the country. Every person wants to give high status to his/her own language (ibid.). So is the case in the selection of language for the medium of instruction.

Just as the discussion of quality of education cannot be divorced from goals of education, it is equally important not to divorce the question of language of instruction from quality of education. This is due to the role that the language of instruction plays in determining the quality of education. As a matter of efficiency and efficacy, only the language which teachers and students understand can effectively function as the language of instruction (Qorro, ibid.). Only when teachers and students understand the language of instruction they are able to discuss, debate, ask and answer questions, ask for clarification and therefore

construct and generate knowledge. These activities are prerequisite to learning and whose level determines the quality of education. Thus the language of instruction is an important factor in determining the quality of education.

Learners who are taught in the medium of their mother tongue have an advantage of performing well in the reading comprehension in their mother tongue (Cekiso, 2014). Mother tongue as the medium of instruction can bring better result in the education because learners do not feel linguistic threatens or dominance in their own mother tongue.

2.1.2 English as a Medium of Instruction

English medium refers to the way of activities of teaching in English. Because of the global spread of English, several countries are starting English as a medium of instruction. Education in English is spreading around the world, not only as a foreign language subject, but increasingly as a language of learning. Nowadays, both local and international schools implement English medium teaching across the curriculum. This development offers opportunities for students to develop academic English and facilitate students aboard, but may also threaten national language and culture (Kirkpatrick, 2011).

In the one hand, the supporters of EMI in public schools in Nepal argue that EMI is an individual as well as national need. As English is a dominant language spoken and understood in almost every country in the world it has become a required qualification in getting jobs in the global context. Hence, EMI is desirable in our schools because being able to read, write, and speak English has become a very important skill that a global worker of today and the future needs to possess. Moreover the proponents of content based instruction advocates in favor of EMI(Bist 2015, p.12). They opine that if the subjects such as science, history, mathematics etc. are taught through English medium, English will be

simultaneously acquired as a bonus along with the content learnt. This resembles the proverb “killing two birds with a single stone”.

On the other hand, the opposers of EMI advocate in favor of national languages as the medium of instruction. In this regard , Mishra (2009, as cited in Poudel, 2010) argues when children are educated exclusively in a non – mother tongue language, they are deprived of the access to education because of the linguistic, pedagogical, and psychological barriers created. Thus, these exclusively non – mother tongue programmes violate the human right to education as expressed in the United Nations Conventions on the rights of the child, among other human rights conventions.

However, EMI is increasingly being practiced as it provides a good platform for the development of communicative competence of EFL learners which provides boundless opportunities for upward social mobility. And perhaps due to this reasons, the parents and other concerned authorities of developing countries like Nepal have the major concerns toward EMI for their children schooling. EMI is being a growing phenomenon in public education in Nepal too. However, the effect of EMI on content learning has to be researched so that well- informed decisions can be made regarding its implementations. The real challenge is to conduct well designed research on how to best organize, implement and assess EMI programme(Doiz, Lasagabaster,& Sierra, 2011).

2.1.3 Need of EMI

The issue of whether English should be the medium of instruction in education has long been a controversy. Some of the educationists argue that basic education should be provided in the mother tongue but some are in the favor of internationalization in education. Due to the technology and science, most of the people are interested in the EMI. It is increasing because of the era of globalization where English is used in diplomacy media, transportation,

international business etc. It is key to global communication, relations and information. Ibrahim (2001) presents four opportunities as the need of EMI as follows:

- a. Bilingualism gives cognitive advantages.
- b. The important role of English would motivate students and teachers to learn it.
- c. EMI provides more exposure to English and more chance to acquire it.
- d. Literacy skills and strategies gained in a native language transfer to a second language.

Value of English has been increasing as the language of science and technology. Due to the English medium program, EMI is also investigated increasingly (Suvinity, 2012). Some studies indicate that the use of English makes for students easier to acquire highly scientific information. EMI increases students' mobility as well as cross cultural communication and understanding. The outward mobility at students has exceeded the inward mobility.

Due to various socio-economic pressure policy makers and educators have been more influenced in shaping decisions over the medium of instruction and are making the change to English medium which is regarded as the most predominant language at global communication; as the language of global communication as the language for pursuing a career in the international business worlds and also for educational advancement. In addition it becomes apparent that many students who have little or no exposure to English outside the classroom experience can get considerable benefits in following an English medium academic curriculum. There is opportunity to learn English language both through the use as the medium of instruction in content subjects and in English language class. This enables students

to improve their proficiency in English. That's why there is need of EMI in this present era (Wongsothorn et al. 2002).

Major reasons to adopt EMI are the necessity to have command over English; to communicate effectively with international community; to handle future business dealings efficiently with their foreign counterparts; to be able to use new technologies such as computer and internet competently which allow them access to a wide range of information; and to acquire further knowledge in their fields (Holliday, 1992).

In education too high social background and low social background students both demand the EMI in the education. High social background individually factors the choice of EMI through habitué and cultural capital (Lueg&Lueg, 2015). The researchers for choosing EMI differ across strata. Students from higher strata make a less peer dependent and a more cultural, capital related choice for EMI. They want to maintain their status being globalization through world dominant language as the medium of instruction. In addition, the EMI choice of students from the lower strata is driven by the personal motives of employability and by peer pressure. Mainly, they want to move towards upward mobility through global level education. It helps to make career improvement to make equal status with high strata people.

With the dominance of colonial powers and the technological advancement of western societies like the USA, in the last century, the English language has not merely become an icon of modernity and prosperity of western powers, but also plays a significant role in various contexts including education (Li & Shun, 2008). This international language has linguistically dominated the world in many of the significant sectors. Education has no exception. A medium of instruction is the most direct agent of maintaining and revitalizing culture as well as power as

distribution and social reconstruction (Tsui, 2003). In this regard, EMI nowadays is being a need of people in different level for different purposes.

2.1.4 Perception towards EMI

Although, EMI is increasing day by day, it is controversy yet that the EMI improves the quality or hinders the quality of education by creating linguistic difficulties. Different people have various kind of perception toward EMI. Here, the perceptions of parents, students, teachers and shareholders are discussed separately as follows:

2.1.4.1 Perception of Parents

Parents always want to make their children better than they are in the existing situation. They invest all the things in their life for their bright future and think that it is their responsibility. What we can see in these days is that almost parents want to send their children to the private schools for the quality education, especially, due to EMI. Terhan (2003) views that parents are in favor of EMI because it ensures the life of students, necessary for development, makes the linguistic pluralism and elective studies of language but competent teaching staff and intensity toward English is necessary. It does not mean that parents ignore the own culture and mother tongue. They also in the favor of mother tongue for the general communication but for quality education they are in the favor of EMI.

Support from the parents is also the main factor that enhanced learning of each student. The trend that is seen in our periphery is that they support and care students to all activities who are sent to private school where English is used as the medium of instruction. They allow children to study English abroad, and permitting students to work at English foreign companies (Ngidi, 2007). It shows parents are interested in EMI because they feel that their children need to develop themselves and need more pushed for studying in English. However, some parents feel that pressure to their children to learn in English would make their kids

unhappy with the learning environment which they want their children to have more choices (ibid.) Learning in English medium would bring a lot of advantages to learners and they gather a lot of information with regard to their studies. After switching over to English medium instruction schools, children tend to use English at home and among their peers. This happened because of EMI (Thirunavukkarsu, 2013).

2.1.4.2 Perception of Students

Students are inseparable agent while talking about the context of instruction because without students there is no possibility of learning. In the post era, self-directed learning theory plays vital role in the learning. That's why students' perception is necessary to be considered in any type of instruction. While taking about the perception of students' toward EMI, obviously every people are interested to be global and familiar with internationalization. It is ensure that students' English proficiency levels at graduation enables them to meet the requirements of the job market. In one hand this can be achieved learning after English for specific purpose courses that help to improve students' English language skills to levels that match the employment or further education requirements of their disciplines (Cherif&Alkhateeb, 2015).

On the other hand, students feel difficulty while mother tongue is differ. Mother tongue interrupts the English and become obstacles for the English language learning. In comparison to mother tongue students level of English is low (ibid.). Although students face challenges, don't do properly, leads to underachievement, they are in the favor of EMI for the improvement of foreign language leaning, to be familiar with new innovation thinking that English will be useful in the future, can get opportunity in the international market (Ngidi, 2007; Tarhan, 2003).

2.1.4.3 Perception of Teachers

Teachers take EMI as a strategy of their professional growth. They enhance their proficiency and competence of English by practicing in the classroom activities. Doiz et al. (2011) state that teachers can directly be benefitted from the EMI, mainly, for personal gains (improve their knowledge), for academic gains (easier to find out materials' resources, references) and for added benefits (motivate student, support from staff). If teachers allow native language to be used in English classroom, students' opportunities to learn English are lessened. In a Sather monolingual society, maximizing students' chances and exposure to English should be one of the prime responsibilities of an English teacher (Wong, 2009). In teaching and learning process, not only English teachers but other subject teachers are also responsible for students' language competence. Though teachers are positive toward EMI they have psychological or emotional instinct to use language for effective teaching and teacher should be trained in English proficiency (Tilahun, 2015). Thus, teachers get opportunity to develop their own proficiency in English by EMI practice.

2.1.4.4 Perception of Stakeholders

Stakeholders are responsible people for the circulating managing and well governance schools. Their concern is to make their school better in terms of quality as well as quantity of education. They want to make their products competitive. The main concern of them is to product worldwide demanding manpower for their reputation as well as the sustainability of themselves and their institution. In this regard, stakeholders are always in the favor of new innovation and quality education.

Although it is challenging task for the stakeholders to implement EMI in public schools they are trying their best to do the same. It seems that the stakeholders have positive attitude to EMI because it is believed that instructions in English are

good way of preparing the learners for further studies and better job opportunities (Thirunavukharsu, 2013). Stakeholders take EMI as the challenging job for all subjects. Teachers should have their content knowledge as well as English linguistic knowledge. New technology and resources are required. That's why they perceive EMI as the challenging but opportunity to take the institution in higher position and to make it globalized.

2.1.5 EMI in Nepal

In education English got entry into Nepal when JangaBahadurRana visited London and was inspired to establish formal schools in Nepal (Baral, 2015). Since its introduction in 1853, Nepal's modern formal education has been a factor contributing to magnify the gap between the rulers and the ruled. While it started with a foreign curriculum, foreign teachers and English (foreign language) as a Language of Instruction, access to this education was limited to the children of Rana rulers and elites (Sharma, 1990 as cited in *ibid.*). Being influenced by the British India, the elite & rulers emphasized learning English and English proficiency got priority over Nepali language. The only university established during the Rana period adopted EMI. As a result, those students educated in 'elite' English Medium Schools (EMS) stood out simply because of their fluency and proficiency over English (Whelpton, 2005). Despite Nepal not being directly colonized, the education system was influenced by the colonial power. Nepali rulers introduced the education implemented in a British colony (India). Due to emphasis given on proficiency over English, it became the marker of quality and success and an EMS served as a model for the commoners (Baral, 2015).

It seems that EMI was implemented from the starting of formal education in Nepal. After the end of the Rana rule in 1951 and political transformation in the country, the transformation in education meant that there were more schools opened and gradually more people got access to education (Bist, 2011). This

means there was quantitative growth in educational set-ups and student enrollment in the decades after 1951. As in many developing countries, education was considered a key element important for development because education generates the qualified manpower. However, it was the continuation of same curriculum as introduced by the Ranas. Wood (1964 as cited in Baral, 2015) highlights, although there was a growing demand for education on the general public and schools set up over the country, issues of educational goal setting, teacher development, language of instruction etc. were all left behind due to competition for power among the political forces. The Nepal National Education System Plan (NNESP) introduced in 1971 was an innovative attempt to shape Nepal's education with systematic statements of goals, objectives as well as attempts to bring about uniformity by making Nepali as a Language of Instruction (NLOI) in all schools. However, this plan could not be implemented as elites and high government officials did not want to send their children to Nepali Medium Schools (NMS) (Eagle, 2008; Whelpton, 2005). With continuation of EMSs for the children of those who can afford and NMSs for the children of the commoners, Nepal's two-tier system of education has continued till date; English medium and Nepali medium. In the present situation, people are highly motivated to learn and speak English for instrumental as well as integrative purposes public schools are also practicing EMI.

2.1.6 Language Policy and Practice of EMI in Nepal

Medium of instruction in education have considerable impact not only on the school performance of the students but also in the whole educational programme of the nation. It is used in the study of communication to refer to the functionally distinct dimensions in which message is transmitted. In many multilingual and multicultural countries the choice of the language for medium of instruction raises a fundamental and complex question. So it is useful to consider how the language used supports the aim of the class and objectives of the whole educational

programme (Phyak, 2012). The policy of the government about the language to be used in education has not remained constant because language is the identity of political powers. So, it is changed according to situation and time.

Nepal has a rich linguistic diversity with 123 languages recognized by the last census held in 2011 (CBS, 2011). Although informal situation of Nepal is multilingual, it is monolingual country formally as only one language getting privilege. Nepali is dominantly used in the education sector. Since the genesis of formal education, medium of instruction has been one of the most debated issues in the history of Nepalese education. A number of plans and policies have been formed and they all have forwarded various recommendations for appropriate MI in schools. There has always existed a systematic debate among different scholars on which medium to be chosen for institutions. There is a growing concern of people in Nepal to determine the language to be used in education. The constitution of Nepal (2015) has removed the tradition of the language of the nation and national languages distinction and asserts that all the languages spoken in Nepal are national languages. The Nepali language has been regarded as the official language of the nation. But it shall not be deemed to have hindered the use of mother tongue in local bodies. The people and linguists are pressurizing the government to use mother tongue as a medium of instruction at least in primary level, where some people argue that Nepali and English should be used as the medium of instruction in all levels because of the global demand and functional demand of society.

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. In the case of non Nepali citizen, there will be a special provision of choosing any other language as subject instead of Nepali. The medium of teaching of any language subject will be in the same language. It has made the policy of language for instruction more flexible. Every

citizen of Nepalese has right to speak their own language and to get education as the medium of instruction in their mother tongue (Constitution of Nepal, 2015). Similarly, Education Act (1971) allows schools to adopt Nepali or English language or both of them as MI without any legal restrictions. Although all above mentioned provisions have their own rule and regulations, all of them allow EMI in the schools according to the constitution.

Even though all private schools in our context follow EMI, it cannot be claimed that the learners acquire enough competence in English. Rather, there is a bleak picture in some cases. Not all private EMSs deliver higher-quality English medium education, perhaps because they are very much profit-orientated and recruit teachers without appropriate qualifications, since such teachers accept low salaries(Bist, 2011). Additionally, these schools do not have enough physical facilities and call themselves a 'boarding' school; they are everywhere, including some very remote places. As a result, learners cannot communicate appropriately in English, nor they can perform well in Nepali since it is not given much importance. There is a strong trend among parents to send their children to an EMSs because of fashion (Eagle, 2008). They are much concerned about their children's ability to speak English. They are found to speak in English with their children even at home because the ability to speak English is regarded as one of the key indicators of good education so there has been a rush into English medium private schools (Bhatta, 2012). The student enrollment is increased in the private schools only due to the EMI. Analyzing the competitive situation, being pressurized from the parents and feeling somehow easy with the flexible rules and regulations of implementing EMI public schools these days are launching EMI programme especially after the implementation of SSRP (2009). As provision in SSRP (2009) teacher training according to the demand of schools should be provided so that, teachers can get basic communication skill in English language. So according to the demands of parents and global market economy public schools

are also starting EMI. After realizing the aforementioned situation, the government of Nepal (MoE) has recently announced to make English the primary MI at all government run schools in a decade's time (Bist, 2015). The proposal of MoE has received mixed feedback .There are both supporters as well as opposers of the proposal. The formers support EMI as they think that it would help in career advancement whereas the latter's fear of long term effects of EMI on local languages also being considered.

2.1.7 Preparedness for EMI

There are so many factors that influence the success of teaching and learning with EMI. Language planning and policy in national level, socio political context, institutional policy, resources and manpower, coordination with other institutions, community and parents are some of them. Perception is an important factor in EMI because it infers in learning performance and achievement. To provide the appropriate experience in EMI the right and new knowledge, creation of good surrounding and environment, and appropriate opportunity to practice could enable students the positive perception of EMI.

Since traditional teaching methods do not allow students and teachers opportunity for a maximum second language acquisition and literacy, learner- centered activity based teaching methods which provide them with opportunity to take a full advantage of bilingualism and biliteracy are worth introducing (Ibrahim, 2001). So a bridging program based on students and teachers academic and linguistic needs is necessary at least at initial stage of EMI implementation. A conducive atmosphere for learning should be established both in the classroom. For this education practitioners should carefully select their teaching materials and make adaptations to suit the local context and at the same time create more opportunities for students to learn English outside the class (Li& Shun, 2008).

The policy is one of the factors that the institution should support the learning environment to help the students to learn effectively in the classroom setting. It can be said that before the implementation of EMI the permission from authority should be taken and the adequate infrastructure should be developed. The government as well as the concerned agencies should help to run EMI programme effectively for quality education. Advanced programme packages with student centered teaching methods enough supplementary materials better evaluation system, training and structural design are recommended to improve existing trend of teaching and learning English in Nepal (Bist , 2011). So training should be provided for the teachers to develop the academic language required for teaching their subject through medium of English and the teaching aids and materials should be made available. Courses developing skills for teaching should preferably be designed a team consisting of language and communication and education specialist (Basibeket al.2014).

Students should be encouraged and motivated towards English and textbook should be prepared in easy and simple language to understand the content for EMI programme. For this the textbook writers, syllabus designers and methodologists should be conscious about the classroom realities while designing the syllabus, writing the textbook and selecting the teaching methods. The linguistic methodological and presentational skills required for effective EMI should be standardized to enable training intuitions to design appropriate training courses. Likewise the culture of cooperation between novice and experienced teachers should be developed in school environment. Furthermore the supporting from the parents is also the factors that enhanced learning of each student. So schools should coordinate with parents for each action to provide quality education through EMI (Thapa, 2012).

While analyzing our context the government school teachers receive handsome salary comparatively better facilities and trainings they are not industrious and

devoted unlike their counterparts from private schools. Various researches show that public schools are not well prepared or ready to launch EMI. The teachers teaching subject other than English lack competence and performance in using English medium text. Similarly, the infrastructure for EMI implementation also seems insufficient in public schools. So that enough homework has to be done before implementing EMI in the schools. Complete restructuring of teaching learning system is mandatory in public schools for the expected result from EMI.

2.1.8 Challenges to Implement EMI

Shifting the medium of instruction from one language to another language is a challenging task itself. It is worth examining the context to explore the potential challenges and ways to minimize them before shifting to another language as MI. In this regard Vu & Burns (2014) view micro level concerns include the socio economic context of EMI policies differentiates between English and students mother tongue effectiveness of language policy and factors influencing EMI adaptation and so on. Difficulties such as shortage of competent teachers and learners inadequate resources and supports content and language trade – offs and inappropriate methodology are also reported in his study.

Similarly, Dearden (2014) has reported the areas of challenges to implement EMI as; lack of EMI teachers, lack of resources, lack of clear guidelines for teaching, whether English alone should be used or whether a mixture of English and L1 might permitted or advised, subjects which are taught through EMI, exams and assessment, the age at which EMI starts policies on age, standard level of English for EMI teachers, the changing role of teachers and the role of language centers and English teachers.

To be able for EMI programme teachers must have at least top requirements English language proficiency and subject expertise because EMI demands effective teaching skills of language and content. However, most of the teachers of

public schools in Nepal are originally trained in Nepali rather than English and might face linguistic difficulties. This situation limits availability of competent teachers to make EMI programme effective. ELT methodology may not bring desired results unless learning and teaching environment is supportive for both instructors and the learners. But the physical condition of the schools and irregularity of teachers in the classroom as well as large student numbers are not conducive for teaching in our context. Most of the schools do not have any modern form of teaching learning materials like computers, TV, overhead projectors, copy machines, and course materials. Though the text books are frequently changed and reviewed they are not seemed appropriate based on diverse learners of Nepalese context.

In this regard, Thapa (2012) has found a number of challenges in English education have been noticed in term of curriculum teaching materials, methodologies, assessment system teachers competency and use of teaching resources in the public schools in Nepal. Similarly, Williams (2011 as cited in Vu & Burns, 2014) identifies the problems of early exposure where primary children in EMI classes become educationally disadvantaged because they do not understand the teachers or the text books. The mismatch between goals and actual implementation is acknowledged in his study. Likewise, students already studying mother tongue language have the knowledge of their tongue language only. The sudden change in EMI brings difficulty for them to understand text in English. As Nepal is a country with 123 languages (CBS, 2011) the linguistic diversity in the classroom and first language interference can be noticed as a great challenge for EMI.

So, the shortage of qualified teaching staff, adequate teaching equipment, reference materials, internet access and student diversity inappropriate government policy as well as lack of sufficient coordination between policy maker, educational

institution, community and parents can be noticed as a potential challenges to implement and get expected results from EMI in public schools in our context.

2.2. Review of Empirical Literature

Though fewer researches have been conducted in this field in the context of Nepal, I have gone through some of the related literature.

Poudel (2010) conducted research on “The Use of English in School Premises” to find out the situation in which English is used in the school premises, and the accuracy and appropriacy of English language used. Data were collected from two private schools of Tanahu district that are selected through purposive sampling procedure. Research tool was non-participant observation. He found that students must frequently use accurate and appropriate English when they are under the supervision of their teachers, such as before the school assembly.

Bhatta (2012) conducted a research on “Shifting the Medium of Instruction in Schools” to find out the reasons behind changing the medium and adopting English as the medium and also the major challenges they are facing after changing the medium. He used questionnaire and semi structured interview to obtain the data from forty respondents selected purposively. They were four administrator, sixteen teachers and twenty students from four government schools of Kathmandu district. He found that shifting the medium of instruction occurred to the surrounding English atmosphere of the private schools and dominant of the English language in the world. He found almost all of the respondents were happy with the new medium.

Similarly, Thapa (2012) carried out research on “Teacher’s Perception towards Using EMI in Community Schools”. The main objective of the study was to find out the teacher’s perception toward using EMI. It was a survey research conducted in Tanahu and Lamjung district where questionnaire was used as tools of data collection and sample were taken randomly using random sampling procedure. He

found that most of the teachers opine that English medium is beneficial for students. It is base to them for higher studies but it is very difficult to them to understand the content.

Pradhan (2012) carried out a research on "Teaching English in Rural Area" to explore the challenges faced by teachers in teaching English in the large class. He used survey design and collected data through questionnaire and observation checklist in Sindhupalchowk district. He selected ten teachers and thirty students by using random sampling procedure. His study concluded that large classes in rural areas have many troubles and difficulties for the students and teachers. However, the teacher put efforts for the best practice of teaching.

Similarly, Bist (2015) conducted research on "Shifting the Medium of Instruction in Nepalese Schools: An Attitudinal Study of ELT Practitioners" to find out ELT teachers attitudes on shifting of medium of instruction from Nepali to English language in schools of Nepal. He used non-random purposive sampling procedure to select 40 ELT teachers teaching at different campuses in Kanchanpur district. The data were obtained from the open ended questionnaire and analyzed descriptively. This study showed, most of the government aided schools are not well prepared to adopt EMI. It was also opined that there exist potential opportunities as well as threats of adopting EMI in Nepalese school education.

Dearden (2014) conducted research on "English as a Medium of Instruction – A Growing Global Phenomenon" to map the size, shape, and future trends of EMI worldwide. Data were collected from 55 countries including Nepal by using open ended questionnaire. This study found that the general trend is towards a rapid expansion of EMI provision. There is official governmental backing for EMI but with some interesting exceptions. In many countries the educational infrastructure does not support quality EMI provision: there is a shortage of linguistically qualified teachers; there are no stated expectations of English language

proficiency; there appear to be few organizational or pedagogical guidelines which might lead to effective EMI teaching and learning; there is little or no EMI content in initial teacher education programmes and continuing professional development courses.

Baral (2015) carried out the study on “Expansion and Growth of English as a Language of Instruction in Nepal’s School Education towards Pre- Conflict Reproduction or Post Conflict Transformation” to examine the role of English as a language of instruction critically in Nepal’s education and how it can affect the quality of teaching and learning. Similarly, he attempted to find out the English language classroom realities its effect in teaching and learning as opposed to a familiar language Nepali. It is a qualitative field research conducted in three cities Kathmandu, Pokhara, Surkhet in Nepal. Observation notes, focused group discussion and interview were the tools of data collection. He found that the current trend of growth of budget English medium schools and expansion of EMI to government schools does not address the need to educational reform and end the two tier inequality so as to contribute to a post conflict.

This study differs from the above mentioned researches. Those researches were conducted mainly to identify perceptions and attitudes of different related people towards EMI by survey design using questionnaire and checklist. This study will explore the expectations of the stakeholders from EMI by taking interview. Similarly, the challenges to practice and also the unavoidable problems which lead the EMI implemented schools to quit the practice with in five years were studied intensively using the case study design of research. This study was distinct because the study area was hilly district and sample was a public school where EMI was practiced for five years and has been closed due to various reasons and no researches are conducted regarding this issue yet.

2.3 Implications of the Review for the Study

In this study literature review has invaluable implications from selection of the topic to methodology and to derive findings. To select the researchable new topic in the area of EMI, I reviewed some researches which were already done and recommended some possible researchable topics which helped me to come to know the gap between what has already been said or found out and what has not said yet or yet to find out. It shows that any researchable topic gets background knowledge from the literature review because all problems may not be research topics. Similarly, theoretical review is implied to expand the knowledge of EMI like medium of instruction, English as the medium of instruction, why EMI is needed, how English shifted to the medium of instruction, what are the different perspectives toward EMI, policy and practice and challenges of EMI in the Nepalese context. It is required to find out the policy of EMI provisioned in the different documents. The practice of EMI in the different parts of the world is overviewed from the literature review. Different people have various perspectives toward EMI which were presented in the literature review section.

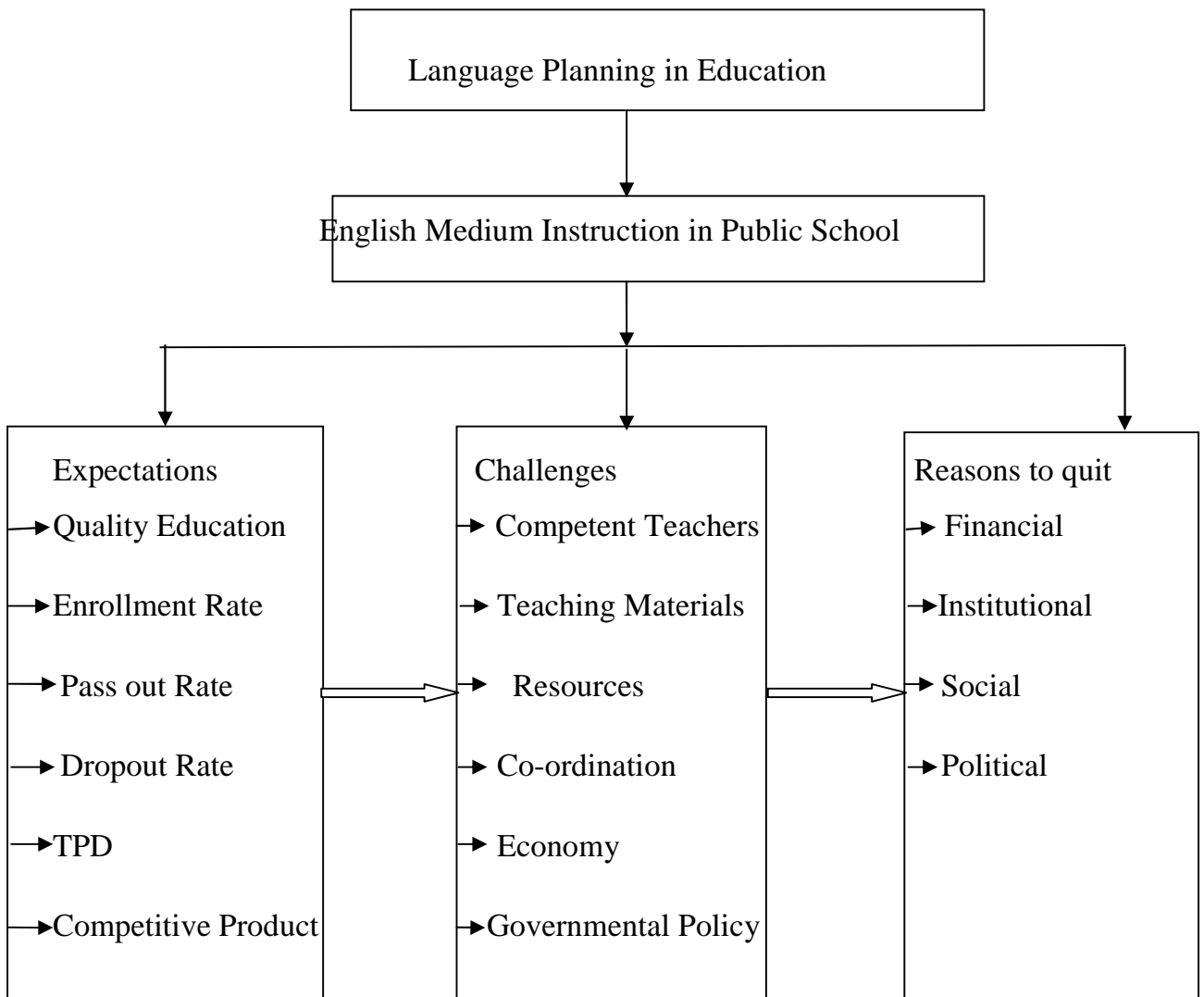
Similarly, empirical literature review is equally important for all operational steps. Basically, components of the study and their real examples were found from the empirical review. Moreover it helped me in the important steps of research such as determining research objectives, constructing research questions, framing appropriate research design, data collection procedure and tools, selecting appropriate sampling procedures and so on. And it obviously became significant to collect and analyze data and also to derive findings. Besides literature review has implications to develop the better mechanism of academic writing.

Among the above studies, the study by Baral (2015) helped me to revisit the history of English education and its impact in teaching and learning in Nepal and also to know how qualitative researches are carried out. Similarly, Dearden (2014)

mainly provided me the global scenario of the case of EMI. It also helped me to construct research questions and tools for data collection and to analyze the data. Likewise, Pradhan(2012) provided me the Nepalese context of using English especially in rural area. Thapa (2012) and Bist (2015) made me know that how the teachers in community schools perceive in our context and what is the attitudes of concerned people towards the shifting medium of instruction. These literature mainly helped me to review and link the Nepalese context of EMI in my study and also to select appropriate research design, data collection procedures, analysis of data and interpretation of result.

2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researches and his /he own conceptualization of the relationship between different variables. The following is the conceptual framework of this study:



Use of English as a medium of instruction is a growing phenomena in the every context of the world. As English is an indicator of the upward social mobility, every people nowadays want to learn English. Parents want to see their children speaking in English and so make their children study in English medium school. Keeping this need under consideration educational policy in Nepal has also allowed the public schools to use English language as a medium of instruction. Many of the public schools of Nepal are shifting towards the EMI.

This study was conducted to find out the expectations of stakeholders of a public school from the EMI practice. A case was studied also to analyze the challenges that had been faced while implementing EMI as well as the reasons to quit the programme .For this study I firstly reviewed the language planning and policy related to EMI and its practice in Nepal. Then I studied the particular case i.e. a public school and find out the expectations from EMI, challenges the stakeholders faced to implement, and also the reasons to quit the practice after five years. The finding was derived after the analysis and interpretation of information collected from the participants.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This part of thesis consists of design of the study, population, sample and sampling strategy, research tools, sources of data(primary and secondary), data collection procedures, data analysis procedures and ethical considerations.

3.1 Design of the Study

A research design is a fixed set of procedure of conducting a research. There are several designs in practice. This study was based on case study research design. Other study designs like survey could not meet the objectives of this study because practice and perception is quite different thing. This study focused the challenges and problems of a public school that became no longer able to implement and so closed it after five years. For this purpose it is necessary to collect information intensively which is possible only through case study. Case study researcher typically observes the characteristics of an individual unit deeply and intensively through observation (Cohen, Manion& Morrison, 2010). So this study required case study research design for the fulfilment of the objectives as the objective is to explore the reasons of closing EMI practice in the public school.

A case study is study of a single case, i.e. an individual instance, object event, and is viewed as a whole. Young (1998 as cited in Ojha&Bhandari,2013)mentions that case study is the method of exploring and analyzing the life of a social unit. It studies background, current status and environment intensively to describe the complexity and dynamic nature of particular entity. It is flexible, utilizes multiple sources of information and multiple methods of data collection. So, it is called methodologically hybrid (Nunan, 2008). It is conducted in natural setting. It provides a unique example of real people in real situation and establishes cause and effect recognizing that context is powerful determinant of both causes and

effects. In the comparative structure the same case is examined through two or more lenses in order either to provide a rich, all-round account of a case, or to enable the reader to have sufficient information from which to judge which of the explanations, descriptions or theories best fit data (Cohen, Manion & Morison, 2010).

This present study also was based on case study to collect the in-depth information about the expectations from EMI and challenges and reasons that led a school to close the EMI practice. This study could be easily conducted through the survey design by questionnaire taking respondents' perception and attitude superficially but that would not be more valid and reliable. Their original views and real situation and reasons could be missed. So, I selected case study design and semi-structured interview as the tool in this study for the detail information.

3.2 Population, Sample and Sampling Strategy

The case of this study was a public school of Baglung district. The main purpose of this research work was to study a case i.e. a public school of Baglung district that implemented EMI for five years (2067-2071 B.S.) and quitted from the year of 2072. The primary school established in 2037 B.S has recently upgraded up to lower secondary where EMI was started from class one to three in the year of 2067. Likewise, it was implemented up to class four in 2068 and five in 2069 and continued till 2071 B. S. From the year of 2072 the school has again started to use Nepali as the language of instruction with the students of 170 in number this year.

This school was one of the schools among 27 primary schools of that resource center, in which 65% students are from Dalit family background. Though the community seemed mixed community, most of the children from non – Dalit family are found to be studying in private school near the school.

Basically, in the case study a unique or typical case was taken and intensive data were collected. In this study, a public school of Baglung district was the sample for this study taken by using non-random, simple purposive sampling strategy.

3.3 Research Tools

I used interview as the research tool for data collection. As the study was about EMI practice which has already been quitted two years ago. It was not possible to use observation checklist and any other tools to get details. So, I thought interview as the best tool and so selected participants who had been involved in its implementation and interviewed. Interview was held with parents, SMC members, head teacher and teachers. The interview schedule was semi structured. It means some basic questions were predetermined and other questions were asked on the basis of their response.

3.4 Sources of Data

Data are unit of information that can be numbers, opinions, images, figures, facts or ideas and other relevant materials from which further analysis can be drawn up. It helps the researcher to justify analyze and draw appropriate findings. Normally, there are two sources of data. They are: primary and secondary. This study consist both types of sources.

a) Primary Sources

When the researcher collects information from real source or directly from informants according to the research needs then it is known as the primary data. It is first hand data and taken as most reliable, authentic, and objective. These types of data were collected through interview with concerned people in this study. Expectations challenges and reasons to close EMI were taken through interview with stakeholders.

In course of taking data for the study five teachers including principal, five parents and three SMC members were interviewed as the sample. There were four permanent teachers for primary level. Among them two had passed only SLC and rest two had intermediate level. One teacher from the local resources having the qualification of intermediate is working. As my study was about EMI programme implemented in primary level, I interviewed to the Principal and four teachers who were working at the time of implementing the programme.

SMC is a responsible body to manage and run the school. It consists of representative of parents, teachers, and founder members of the school, intellectual and senior member of the society as well as social people. SMC has the responsibility to manage and run the school, to make the optimum utilization of available resources, to explore and identify the new sources for better facilities, and also to unite the effort and energy of the community for the betterment of education quality in order to make school run smoothly. So it seems necessary to understand the managerial part while studying about a school. I therefore took view from the SMC members too.

As EMI was implemented from 2067 to 2071, I interviewed with the three members of the immediate SMC. Chairman, teacher representative, and a member were interviewed to take data about the expectation before implementing EMI and the problems they faced to manage and run as well as reasons that force them to quit. Parents are the strong pillars for better schooling and quality education for their children. Their role is important to manage the educational system in public schools because guardians' decision is mostly become final in the community schools. In the case of that school some parents had transferred their children from private schools too. To take the expectations and challenges of parents I interviewed with five parents. Among them two were from Dalit family and three were from the non – Dalit.

b) Secondary Sources

On the other hand, secondary data are those which are obtained from secondary sources. When any data or information from a source that has already been published in any form is found, then this source is known as secondary sources. For the secondary data, EMI related books, journals, articles, dissertations, and government publication were used in this present study. Some of them were Ahmed (2013), Baral (2015), Dearden (2014), Doiz et al. (2011), Eagle (2008), Kirkpafrick (2011), Ngidi (2007), Puten (2013), Tarhan (2003), Wong, (2009).

3.6 Data Collection Procedures

I had applied the following procedures to collect data for my research purpose:

- a. At first I visited the public school of Baglung district that had practiced EMI for five years (2067- 2071).
- b. I had taught for two months in this school in the year of 2065 and one of my friends is now teaching as an English teacher. It made me easy to build rapport with the staffs there.
- c. To build rapport with authority persons, I regularly went some days and talked to the teachers on personal and institutional matters and got general background of the school.
- d. Then, I explained the purpose of my visit, asked for permission with the authority and built rapport with parents, teachers, SMC members, and administrative persons.
- e. I interviewed to the Principal, five teachers and teacher representative of SMC in the school until I got required data for the study.
- f. Then I visited the parents and other SMC members in their home and talked about their experiences.

- g. Though some of the parents of my study had forgotten or had less knowledge about the practice some of them shared their experiences.
- h. I took the data from two parents from Dalit family, one who had returned her child from the private school at the mid of the session and two from non- Dalit family.
- i. Then one of the members of SMC from Dalit community and president from non Dalit family were interviewed.
- j. When I asked principal whether I could mention the name of his school in my final thesis or not he refused to mention so I have done accordingly.
- k. Data obtained from interview wererecorded and later transcribed in written form.
- l. Finally, I thanked to all concerned people who helped me in the process of collecting information.

3.7 Data Analysis Procedures

The process of data analysis was started after the collection of raw data from interview. It can be seen as the process of organizing data, structuring them, and getting meaning from the raw information. In this present study recorded interview was transcribed and translated in written form then analyzed descriptively and presented thematically.

3.8 Ethical Considerations

Ethical consideration is important matter in the research. Every respondent has their right to privacy. It is necessary to inform the purpose of study and value of their participation in it. They must be sure that there is no any harm in their personal career and also in institutional reputation and so can provide sufficient data. So, ethical consideration is highly required.

For the ethical consideration, I built rapport with the concerned people and also provided them participant information statement to inform them about the purpose of my study. Then consent form approved from the Department of English Education, TU were distributed them asking to sign in order to get permission for data collection. I explained my purpose and made them know that their presence in my study would be voluntary. They were assured that all identifiable personal information will be strictly kept confidential and no names will be mentioned in the thesis as well as in any publications.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

In this part, the data collected through the research tool have been analyzed and interpreted following descriptive approach. The qualitative data collected through interview have been analyzed through the process of transcribing, translating and coding.

4.1 Analysis of Data and Interpretation of Results

This part deals with the analysis and interpretation of the raw data gained through the interview. This present study i.e. a case study of an educational institution aimed to explore the expectations of stakeholders from the EMI programme which was practiced for five years in their school. Similarly, it was conducted also to get real data which could flash the challenges they faced to run EMI and reasons that finally forced them to quit it. To fulfill above mentioned objectives I went to the field and interviewed to the principal, teachers, parents and SMC members in order to collect required data to complete the study based on ground reality.

In this chapter the data collected using the interview as a tool of data collection is analyzed. Recorded data which were later transcribed into written form translated into English and coded as per the objectives of the study have been analyzed thematically. As the main objectives of the study was to find the expectations before implementing EMI, challenges to run this programme and reasons to quiet, research has tried to study as depth as possible. Data for the different objectives of the study are analyzed in sub topics.

4.1.1 Expectations of Stakeholders from EMI

While making query about the EMI programme implemented there and changes they had made to shift to the use of English language as the medium of instruction,

I came to know that EMI programme had started formally with the discussion and consensus of teachers, parents and SMC members but no any physical infrastructures and professional changes had been brought especially for that programme. It had been started in the usual school environment and facilities.

What I first found out when interviewed the teachers is that no teachers had got any trainings or such other classes to improve English language proficiency to be empowered and motivated to shift to English language from Nepali and to be oriented towards the programme. It was started in the same situation as it was.

As the main objective of my research was to find out the expectation of stakeholders from EMI programme, I interviewed with parents, teachers and SMC members. Their expectations were thematically analyzed as follows.

4.1.1.1 Increase the Number of Students

The main expectation from the EMI practice was the increasement in enrollment of students. The theme that emerged through the interview is that one of the reason to implement EMI in that school was sharp decrease of the students. So, EMI was implemented to grow up the enrollment rate making the education quality equal with that of private school. While taking views with teachers, parents, and SMC members about the main expectations from EMI programme almost all informants kept the same view that EMI practice was expected to the better way to stop the flow of students towards the private schools.

To the response of question about the reasons of shifting medium of instruction towards the English, the Principal said that most of the children mainly from non Dalit family of the community studied in private schools. Due to the flow of students even from the school towards nearby private school, the number of students decreased significantly. It happened mainly because of EMI practice of private school. He said,

To make education quality equal with that of private schools to stop the flow of students, to make the parents convinced about the quality of education provided by our school and to prevent the situation in time which could gradually lead the school to the verge of extinct due to the lack of number of students in the school, EMI practice was thought to be the best way at that time.

Similarly, one of the permanent teacher said that the main purpose to implement EMI was to make the students stop to shift to the private school. So, the main expectation of the school from EMI programmewasincrease of the student numbers in school and prevent the school from the condition of beingclosed. When a temporary teacher paid by local resource and teaching in primary level was asked the questions about the expectations from the EMI practice, she too focused on the number of students to be increased by preventing the flow of students towards private school

Similar view was echoed in the interview with SMC member (teacher representative) I talked with a teacher about the managerial condition of the school, propose of shifting towards the English as medium of instruction and reason that made them unable to continue it. First of all, he gave the background of educational environment of that society. People's attraction toward the English medium school and very low number of students in public school were explained by him. He said "we had made the parents return back their children from the private school. Around forty students were backed in the year of implementation."

During the study almost all of the respondents kept the experiences that EMI had been brought into practice mainly to increase the students number in the school. It shows that people used to think that high students enrollment in the private school is due to the EMI practice. They had expected that teaching in English in the public school also would increase the students number as in the private school.

4.1.1.2 Competition with Private Schools

In course of study it is reported that the reason behind the huge decrease of students in public school was growing attraction of parents towards private English medium school and over flow of students. An English teacher recruited from the local resources who is still teaching in lower secondary level mentioned the competitive environment of the private and public school as the main reason to start teaching in English in that school. According to her the main objectives of the school to implement EMI was to stop the flow of students towards the private school and compete with the private school.

While taking view from a permanent English teacher of primary level with the qualification of SLC he too kept the same reason and discussed on competition between public and private boarding school as the main reason to implement EMI. He said a reality that 40 students had been returned from the nearby private school after the EMI implementation in that school. Further he added, “It was expected that competitive students would be produced who would equally be proficient as the students of private school.”

Similar view was kept by president of SMC member. When I asked about his expectations from EMI programme he answered,

To make students competitive as of private school we realized the need of English education from the basic level. Most of the parents in our community are interested to the private school. They send their children in private institute so do not make attempt to improve the academic situation of public. At that condition the main way to increase enrollment, to compete with private school and to prevent school from to be closed was EMI practice.

It shows that English medium private school in that community have got more attention from the parents and many of the parents think that education quality provided by private school is better in comparison to the education by public

school. They think so because students from private schools are proficient in English and English learning is taken as the main achievement of education system nowadays. So to produce the equally proficient students in English language and compete with the private school EMI was implemented so with the expectation of increasing students' number and parent's attraction.

4.1.1.3 Quality Education

As this is the 21st century; age of science and technology English is being the most important international language. People of the country like Nepal also think education provided in English medium as quality education rather given in Nepal or in any other languages. In my study, most of the participants implicitly talk about the education quality in favor of English medium instruction.

When I talked with the immediate chairperson of SMC, he firstly spoke on the importance of English language in this 21st century. He said, "It is the era of science and technology. English is the global language that works as a main weapon to compete in the global market. English language competence makes our children able to get job opportunities as their choice in future. They can work easily either in the nation or in foreign land". As reference, he shared his experiences of his past when he was in India to earn money he had felt the extreme need of English language to get better job.

One of the teachers puts,

It was expected that teachers also would be better proficient in English language being active in English teaching and so students would be competitive with that of private school. Then parents also would be interested and would believe to the quality of education provided from public school.

It means all the stakeholders had felt the need of English in this competitive world where use of English is being compulsory to be kept in touch with the various inventions of science and technology. Competent in English is the foremost thing to get higher level of job.

While taking interview with parents, I knew about the students who had been returned from the private school after the implementation of EMI in that public school. I took the view of a parent who had withdrawn his child from private school and transferred in public school after the EMI implementation. I knew that she has a son and a daughter. Remembering the year when she had dropped out her son from the private school she started,

It was the year of 2067, there was a kind of conflict in our community. It was between the parents whose children were in private school and stakeholders of public school. When the number of students in public school decreased in remarkable number stakeholders of public schools started a movement. They held the meeting time again and tried to convince us (parents whose children were in private school) to enroll the children in that public school. Later it is decided that EMI would be practiced in the school too. We all become agree to co- operate school administration and SMC. Then, I myself too transferred my son in public school to favor the decision to implement EMI in the public school of our community. We some parents were ready to pay the extra fee to invest for the better quality of English education but all did not agree.

She further added that it was expected that teachers in the public school also would work hard to make students proficient in English and the expected outcome would be achieved. She expressed her emotion that parents returned children from the private school with the hope that children in public school also would be as talent in English as in private school but teachers were not capable to teach

students. Then, my child became more lazy and careless in study. In her view inability of administration to manage made it finally unsuccessful.

This means people think the education provided in English medium mainly by private school is more qualitative in comparison to the education provided in Nepali medium in public school. With the growing demand of English education in present situation parents' expectations from the school also directly being related with their children's ability to understand and use English language. From the responses with parents and teachers both it can be interpreted that they had expected to see their children capable and competent in both content and English language from the EMI programme.

4.1.1.4 Development of English Language Proficiency

Although some participants as reported earlier talked about the student enrollment and quality of education some other informants spoke about the English language proficiency of both teachers and students. Those teachers who had been teaching in Nepali medium for years had expected that any types of orientation programme, particular trainings before the implementation of EMI programme and during practice would be conducted and it would made them able to shift to the new practice mainly because of those supportive programme and real classroom practice their English language proficiency would be developed.

One of the teachers spoke, "It was expected that our English language proficiency would be developed some trainings or such any opportunities would be provided which could help to develop us professionally." Another teacher said, It was expected that parents would regularly, be interested to the programme, would cooperate with SMC members and administrations and so English language proficiency would be developed and competitive, students would be produced."

It shows that teachers were interested with the concept of EMI at the beginning hoping that they also would be more competent in English personally and

professionally though most of the teachers didn't explicitly speak about their level of proficiency over English.

Likewise, the president of SMC also expressed the similar view. He said,

It had been expected that students' English language proficiency would be developed. Teachers and parents would collaboratively invest their energy, effort and knowledge as they had made commitment in the beginning. Unfortunately, it did not happen.

As to the other I took interview with one of the SMC member who belongs to Dalit community. As expectations, he too spoke about the competition between private and public schools. According to him it was an attempt to provide equal standard of education to all of the children of their community.

When a parent who was a representative of having low income family interviewed he stated,

I had thought if the public school effectively practiced EMI, students would be more competent in English language. I personally had expected that children' English language ability would be improved they would be hard working and develop study habit would be developed after the EMI implementation.

Similarly, he remembered the excitement of parents to implement EMI six years ago and their support to the school. He put'

EMI was implemented because of the contemporary demand of English in the market. English is widely used language. That's why parents wanted to make their children competent in English. If the students were taught in English medium, their English would be improved and would get white color job within the nation or in international level market in future".

From the interview with parents it could be interpreted that they had expected their children to have good English language proficiency which could make them competent in present global era.

As discussed in the analysis above it can be interpreted that both parents and teachers had expected that EMI practice would obviously be beneficial to bring remarkable improvement in English language competence of both teachers and students that is thought to be foremost weapon to compete in the global market.

4.1.1.5 Facilities for Teachers

Along with the overall changes in teaching and learning practices teachers had also expected the extra facilities, salary, trainings as well as motivation encouragement and cooperation from the school administration and parents. A temporary teacher paid by local resource and teaching in primary level who was recruited as a facilitator for preprimary class at the beginning and had later been shifted to the primary level said,

I had expected to increase my salary from three thousand to higher but nothing happened as expected. We got no more motivation and any training for our capacity building and professional development. No encouragement from the parents was granted though it was started also with their interest and need.

From the point of view of teachers another teacher also said that we had expected to be trained and would have extra facilities or salary for new programme and more work load. He said “regular motivation from the school administration SMC and equal co-operation from the parents was expected.”

From the teachers’ side it was expected that more facilities and opportunities for their professional development also would be provided them for more work load and their attempts to implement new and challengeable practice. It shows that

teachers take teaching in English needs more energy and effort, knowledge and pedagogical competence. Maybe so they had thought EMI practice would add them extra facilities would be provided them.

4.1.1.6 Reduce Academic Gap between Rich and Poor

As I already mentioned most of the children studying in that public school are from the dalit and poor family background where as children from economically rich family go to the nearby private schools. So what came to know during the study is that some of the informants had expected the minimization of gap between very rich and very poor and equality in education to the students of private and public school through EMI practice in public school. One of the members of SMC (belongs Dalit family) said,

The public schools in our community are in danger of collapse because of the least number of students .Most of the children from rich family study in private schools and only the children whose parents can't afford the facilities of private schools are here. To prevent such situation making balance between education qualities, EMI was implemented as per the need and interest of parents, teachers, and SMC members formally.

Similarly next parents had also wanted to make her children as the students of private schools in terms of English and so can compete to them. She expressed her view,

If we have money to pay the fee, we will send our children to the private school. But we do not. So, when SMC purposed to start English medium teaching, we all parents also supported the EMI programme. We had hoped that our children would be as talent as the students of private school but dream remained unfulfilled.

Another parent said that, it was implemented to increase the students in the own community school. In his view this practice had been expected to reduce the social discrimination that is gap between haves and have not. Mainly, children from upper class family study in the private school where from lower class in the public. In his opinion there would be equality between rich and poor in term of education quality making the students in public school too study in English medium. While interpreting their voice it can be seen that parents had thought that EMI in public school would be helpful to reduce the academic gap between the education provided by private and public schools.

4.1.2 Challenges Faced by Stakeholders during EMI Practice

Though better results in academic, institutional and also in social level as discussed in the previous part has expected before the implementation of EMI the interview with the participants revealed the fact that EMI programme did not show the expected result. It was due to the various reasons. Mainly low language proficiency of the teachers, first language interference, problem of textbook which were adopted from different private publications and should be bought by parents themselves, no trainings for teachers and pressure from students, and parents to teach English text using translation method were seen the main challenges faced by the institution and teachers.

4.1.2.1 Socio - economic Challenge

While talking with the principal about the challenges faced to run the programme he mainly mentioned the financial problems to recruit new teachers with English language proficiency that need handsome salary. He said,

Though an English teacher was recruited especially for this purpose, he was paid from the local resources. The main thing that created financial problem was that, the school from the next year of implementing EMI started lower secondary classes without taking permission from the

authority. Then more teachers were needed to run the classes (vi, vii, and viii). For this we recruited new teachers from the local resources that made the financial problem more challengeable. Financial burden to the school forced us to transfer the new English teachers recruited for the primary level to the lower secondary level.

In this regard another teacher said that the school had no sufficient resources to pay the extra teachers who were recruited as English teacher to make the community convinced that new English teachers with more qualification can better teach in English as their expectation than the teacher already working. Permanent teachers who were with the qualification of SLC and + 2 and also habitual to teach in Nepali medium. While talking with another teacher said,

To talk about the main problem here the gap between rich and poor in our society should be discussed. Children from the rich family studied at private schools where poor family whose children are in public schools have low level of awareness interest and considerations towards education in general and English education in particular. They send their children school but do not care about the educational achievement of their children. We used to find some students absence for ten to fifteen days in a month which shows how much careful the parents are about their children's schooling.

In one hand children from rich and non -Dalit family studied at private school and so the parents do not pay attention for the development of public school. On the other hand most of the members of SMC are from elite group who have more decision making power in the society. It indicates that most of the students in the school are of poor and dalit family but power is on the hand of rich and non- Dalit people. So parents accept the decision from SMC and principal without any objection though they are not

aware about the actions and those who are in power and decide send their children private school and do not interest their full potential to improve the public school. Similarly, one of the teachers also shared the experiences that teachers had not been informed about the many decisions taken by principal and SMC.

From his interview I felt the communication gap between teachers and SMC. Along with the problem created by low economy of parents and school, lack of collective effort of stakeholders could be noticed.

4.1.2.2 Administrative Management

During the study I felt the principal as the most powerful administrative person in the case of that school. Most of the decisions were found to be taken without consulting teachers and even with SMC. A permanent teacher said, “A new teacher was recruited only by principal as his will.” I noticed the dissatisfaction of some teachers to this action.

One of the teachers said,

School faced financial problem and proposed to charge the tuition fee but almost parents refused. Then school administration did not be able to manage to pay the teachers who were recruited from the local resources for long and so they became passive in teaching learning activities.

In this regard principal said that all of the responsibility to manage the financial institutional and administrative task was upon the school administration mainly upon him. No financial and any other help from parents and friendly cooperation from the teachers really made the administrative management too much tough for him.

It shows that all of the responsibility to manage teachers and their facilities was on the shoulders of school administration which according to principal was really challengeable.

4.1.2.3 Training and Refreshment

Being based on my interview schedule I asked almost all of the participants about the changes they had made to implement the EMI. Informants said that no special changes had been brought except the addition of one more English teacher. No any trainings and orientation programmes were held particularly related to EMI. To put one of the teachers he spoke,

How can a teacher who is habitual to teach in one medium immediately, easily and directly shift to the next new practice that needs more labor and competence not getting any motivation and reinforcement? The teachers working for years who were habitual to teach in Nepali language also gradually lost their effort and energy to work hard and make students understand from the next year though they were became more active in the first year of its implementation.

It shows that teachers were immediately asked to teach in English without any guidelines and orientation. Similarly, no motivative and supportive programme were conducted during the five years of implementation. Such a situation made the teacher EMI practice very challengeable and extra burden too. In one hand it was challengeable to make the students understand the English text. On the other hand no facilities, programme and guidelines were provided to cope up with the problems. Then the teachers obviously became dissatisfied and passive in teaching.

We too can say that if teachers could not be updated to the new innovation in science and technology it is difficult to make teaching scientific and suit for the time. So, without any proper guidance and trainings about English language

teaching, pedagogical preparation and refreshment trainings and programmes during the teaching teacher faced the challenges mainly to teach the English text.

4.1.2.4 Facilities and Motivation for Teachers

Though teachers had been expected extra facilities, trainings and programmes for motivation or to be active all of the teachers said that no any such facilities were provided for new programme which made them passive to EMI effective. One of the teacher said that no co- operation and interest was showed from the side of parents too. He added,

We could be motivated and would do better if even a single programme like the provision of rewarding system at least once in a year would organized. If there was a culture to distribute some prizes to the achievement of the teacher either it could be small or only the announcement as the good teacher, it could be somehow motivate we teacher to work hard to be developed professionally and to be laborious to increase the learning achievement in our own subjects. It could make competitive environment among teachers.

He also shared the experience that they had taught all the days even in public holidays except in Saturday for the first year of its beginning. We taught in public holidays too. He made me listened the example of plougher too. He asked, if a plougher who is satisfied with his wage and got the required meal in time, he thinks the work to be finished is his own and it is his responsibility to it correctly. He tries his best to do best and in the time, isn't it?

4.1.2.5 Curriculum and Text Book

While talking about the challenges most of the informants spoke about the curriculum too. One of the teachers said that curriculum and level of students were not matched. He put,

In the case of private school Students pass the pre- primary classes to be upgraded to class one. So they could learn the course for class one easily with their required base in English. But here in the public school it was possible to teach only capital and small letters of English alphabet perfectly in one class but the course objective was to make them able to teach.

He asked “so, how is it possible to make the students from totally Nepali background and home environment able in English language and content?”

During the interview it came to know that textbooks in English are not provided by the government though in Nepali are available in free of cost up to secondary level. It caused the difficult in that school too. Textbooks should have been bought either by parents or by the school. Though parents bought for some years they gradually started to feel extra financial burden to buy books. Some of the students did not bring the book in later years.

President of SMC in this case said, “We got financial problem not only to recruit teachers but also to provide the textbook. Dalit family from the low economic condition did not afford even books for their children. “We from the school sources bought books for last two years of its implementation.” He blamed to the parents saying that they lacked awareness about the importance of English language and did not invest for their children education.

When I wanted to know about financial situation related to textbook with a member of SMC he replied,

Books in English were adopted from the private publications that were more expensive than of governmental publication. In the situation where government have a provision to provide all the text books in free of cost, parents especially from Dalit family took the obligation to buy books as burden. Some are really unable to afford and other able too hoped to be

provided from the school. It was not possible to make available from the school every year.

Similarly most of the parents said that the main problem was to buy the books that were too expensive in comparison to government publication. Nepali medium books were found freely but there was obligation to buy expensive English medium books after implementing the EMI. These examples clearly show that financial problem for book along with for new English teacher also make school unable to run programme smoothly.

4.1.2.6 Linguistic and Pedagogical Challenges

Through the interview we can know that though it was started also with the interest of parents school administration, teachers and SMC. It became failed to make the parents convince about the English teaching strategies and their benefits. As a result parents seem to expect similar method i.e, GT method or translation method of teaching and learning. As an English teacher one of the teachers shared his teaching experience and said,

I used to teach English text mainly through translation and vocabulary teaching. After the implementation of EMI no Nepali translation was tried to be used as decided and directed by the administration. Me too tried to make students perceive English lesson in English as effectively as I could, but I got pressure by students and even by parents to translate the vocabulary and their meaning and also make them memorize.

Further he added,

Too much difficulty had been felt by the students to understand English text so they used to translate questions in Nepali. It was difficult to them to express their response to the questions in the classroom or even in

examinations. He said, “Students did not be able to understand the teachings of instructors though we tried with full effort.

From the interview with a math teacher it was found that she did not feel much difficulty to teach math as others felt. As the response towards the question about the reason to quit she shared her experiences about the difficulty to teach the students with Nepali background or mother tongue in English. She said,

Though we teacher tried to teach in English being prepared a lot, students did not understand the lesson taught in English and so, they pressed to translate the lesson in Nepali. Even in to examination they asked to translate all the questions in Nepali and some students even wrote answer in Nepali being unable to express their response in English.

While asking a social study teacher about the challenges in teaching she too shared the experiences when she felt too much difficulty to make the text sensible to the students. Students and parents both asked to use GT method to teach.

It shows that it was the main problem to make the students understand the sense of English text which happens due to the poor English language proficiency and lack of pedagogical competence of the teachers. Similarly, mother tongue interference was also seemed as a main hindrance to make students understand the text in English.

I here thought that they should have convinced parents rather continue the GT method as per the demand of parents but it seemed that they didn't try to do so rather they felt discouraged and also wished to teach in Nepali.

In this regard SMC member (Teacher representative) said,

Although enrollment of the students in the later years increases, we felt very difficult to achieve the expected learning outcomes. Improvement of hand writing of students had noticed but we felt very challengeable to reach

the expected learning achievement. Some reasons were mother tongue interference and no base of English language.

One of the parents shared that he had predicted golden future of the children in respect to EMI implementation. He had faced the problem that his children's attraction towards the school had been lost. Students did not want to go to school daily due to the difficulty in completing homework. They lost their interest in the learning because they did not understand the lesson in the class and feel burden. It was difficult for the parents to send their children school. He also faced the financial problem. Specially, parents felt difficulty to buy textbooks because it was extra financial burden for the parents where textbooks were freely available in Nepali medium public school. His interview had mainly focused on linguistic difficulty of students and need of child friendly English environment.

Similar experience was shared by another parent. She said that it was difficult to help the children in their homework. She said, "Everyday my child used to cry asking help to do homework because she had felt linguistic difficulty. Though she knew the answer they did not use to comprehend questions. If the problem would be translated in Nepali she immediately used to solve the problem." It shows that children as usual needed translations in Nepali but parents could not do so. Therefore, parents felt difficulty to handle the students at home.

4.1.3 Reasons to Quit EMI

From the interview with different informants different reasons are emerged which had led the school to quit the EMI to quit the EMI programme after five years of practice. Though it was implemented through the interest and formal discussion of all parents, SMC members, and teachers it came to know that that no discussion was made formally to quit the programme. Mainly the Principal decided to use Nepali language as medium of instruction again and did accordingly. Following problems are noticed as the main reasons to quit the EMI programme practice.

4.1.3.1 Participation of Students and Parents

To continue any programme participation of the concerned people is highly required in each situation. In this school one of the reason to make EMI be quitted was lack of participation of the students and parents who are the most required people for schooling. To the question “why EMI was quitted finally?” principal said,

Parents or community did not show the interest as expected, to manage teachers, to make their children understand the importance of English and also to cooperate the school administration. Parents themselves did not be convinced that teaching in English medium in the public school too could become as qualitative as of private school or better than of that. May be so students also did not work as per the objectives rather, they felt need of Nepali medium of instruction for their easiness. Low students' participation on learning and no extra facilities to teachers made the situation passive to make EMI programme effective.

In the beginning of implementation all students and teachers were intentionally interested and later they paid less concern toward the school. When students and parents did not participate in the schooling programme teachers gradually became demotivated. Similarly, one of the permanent teacher said that students were seemed less interested to participate in the English medium instruction but preferred Nepali medium. He gave an example,

Very often I used to assign homework for students and check everyday. Most of the students did not use to do homework. I wanted to know the reasons of not doing homework. So, one day, I assigned class four students to solve the addition problem in Nepali medium which was assigned previous day before in English and had not been done by most of them but that day all students done.

Such situations made the teachers think medium teaching better and easier to make students upgrade the classes and also easier to teach as usual. All these things revealed the fact that parents had less interest towards the system that school had practice. Most of the parents sent their children but did not involve directly in the school programmes and also did not care about their children's learning progress. They only thought about the final result of the child that whether they got failed or upgraded the class. Similarly, students also felt difficult to be taught in English and lost their interest which made the teachers demotivated and passive. Parents are also agreed to the statement that they had less interested to participate in the schooling programme because they did not have much time to involve in the all schooling programme. In this regard one of the parents said,

We have no time to participate in all the programme of the school because we have own occupation. Taking responsibility of the school is not sufficient to run our daily work. We should have other works to join mouth and hands. To handle school is the responsibility of principal teachers and SMC members.

4.1.3.2Lack of Effort from Teachers

Mainly, parents blamed that passiveness of the teachers was the cause of shifting EMI toward the Nepali Medium Instruction. One of the female parents said,

Teachers did not work as hard as teachers in private school do. They want to be free all the time even in the school. To teach in English medium teachers need to practice and spent more time for the students. Some of the teachers did not have good language proficiency in English that required much more practice but teachers felt comfort to teach in Nepali medium.

Furthermore, she claimed that the reason of quitting EMI programme was mainly the laziness of teachers. She said that teachers did not work hard and their existing knowledge was not sufficient for English medium teaching.

Similarly, president of SMC argued that it was difficult to request the teachers for being active due to the lack of sufficient resources. He said,

It was difficult to make teachers hard working too because they think that over pressure from the principal in public school is the exercise of power. They seemed to be unsatisfied from this programme which compelled them to be more hard working. To make them satisfied with extra facilities, there were not sufficient resources. To ask help from the parents most of the students are of Dalit family with low economic condition who felt hard to pay extra fee for public school.

His interview indicates that it was difficult to manage all without required cooperation from parents and community but he accepted that teachers' passiveness is the one of the reason to be quitted EMI programme. Teachers also accepted that overload due to EMI practice without any further facility made them discouraged and passive to continue and make it success.

4.1.3.3 Insufficient Preparation before Implementation

It was implemented without required preparation. Insufficient administrative management, lack of motivation for teachers and lack of cooperation between parents, teachers, and SMC and administration person was the main reason which made the attempt challengeable and finally failed. It was said that no any training or any orientation before implementing and no any motivating programme or facilities was provided after implementing EMI programme.

When I asked the President SMC, "What were the changes you had made for that new progarmme? Any programme (trainings) for teacher? Physical infrastructure? Library?" He replied,

We had already had a library. Though no trainings were provided to the teachers, we had recruited a new English teacher particularly to teach science. We had managed to pay him from the local resources. On the one

hand it was difficult to find qualified and experienced teachers who could be agree to teach in public school and on the other hand it was hard to pay the teacher as his demand to make him satisfy and work for long.

When I tried to know the institutional and policy level challenges and asked with member of SMC he remembered the case and said,

We have policy that the examination committee formed with in the resource center sets the questions for all primary school those belongs to our resource center. So Resource Center had sent the question in Nepali for many times, though we had reminded them that we were teaching in English. Later questions were sent in both languages (English and Nepali) but when most of the students used to response in Nepali though they were instructed in English medium.

It shows the lack preparation of school to adopt the new practice which made the programme much challengeable and stakeholders unable to manage the administration and resource. To make teaching effective and success teachers should have been provided trainings and opportunities to update their knowledge in teaching English and programme to make them psychologically and intellectually prepare. All the stakeholders should have been aware about the possible financial administrative pedagogical and linguistic challenge and also ready to cope with the problems. But in this case I found no such preparation and therefore they finally failed to manage all the things during the implementation which resulted its quit.

4.1.3.4 Financial Reasons

Students from Dalit family, their poor condition, no availability of the book from the government and no financial and other help from any other agencies were also kept forwarded as the major challenges and reasons that made them quit the practice of EMI.

The particular reason that made the school administration difficult to make financial management was starting of lower secondary classes without taking permission from the government. Then new teachers required to lower secondary were also recruited with the school resources. When I asked the president of SMC about the reason to quit, He put,

From the year of 2069 we concentrated fully on the development of physical infrastructure for lower secondary level. Responsibility towards the lower secondary level made us less concentrated towards the EMI programme. Similarly, no financial cooperation from the parents and government side were received. So we transferred the English teacher recruited for primary level to the lower secondary level.

It shows that management for primary level was neglected. Teacher recruited as English teacher for primary level too transferred to lower secondary classes. So, lack of proper financial and institutional management also finally became a reason to quit.

Similarly, financial problem to buy textbooks for the students also seemed as the great challenge to continue the programme. Most of the parents with poor economic condition felt unnecessary burden to buy expensive books in English medium whereas school too lacked the resources to make financial management for text book. When I asked the question about the financial management to a teacher she said that it was not closed only because of the financial problem rather she said,

Though SMC committed to manage and run the programme at the beginning it started to invest it's all effort for the physical development (construction of new building) to upgrade the school upto lower secondary level. Then SMC too did not care on the management for the better quality

of education. It failed to manage and make coordination between parents and teachers.

From the above analysis it can be interpreted that lack of resources to pay teachers for primary as well as lower secondary level. When they started to run the lower secondary classes their financial problem became more challengeable. Lack of resources for principal construction of lower secondary classes and teachers required for primary as well as lower secondary classes and no financial co-operation from community, government and from my other agencies had made them fail to continue it.

4.3.5 Lack of Coordination

Coordination between teachers, parents and SMC makes the any schooling programme better. In that school there was good coordination to start EMI but it was not stable for long time. When I listened to the teachers who said that they did not get encouragement and facilities to be active to make programme effective and parents who blamed the teachers and said, “It was quitted due to the lack of teachers’ effort and inability to teach in English”. I asked to the president of SMC teachers blamed to the parents and SMC whereas parents to the teachers. Had you been unable to coordinate between stakeholders? He lightly said, “We became busy in the process of taking permission for the classes of lower secondary level, in search of teacher and to extend physical facilities for more classes.” He frankly said that they were not able to give time towards the primary level and EMI programme. Though he accepted that it was quitted due to lack of proper coordination and collaboration among parents, teachers and SMC, he mainly blamed to the parents and teachers. He said,

We had recruited a new English teacher and also had provided the textbooks for two years but the teachers did not be active as expected. They did not work as hard as necessary to make high achievement of teaching

and learning. Similarly, the parents also did not show their interest and cooperation as they had made commitment at the commitment at the beginning. At the mean time we too were concentrated to the lower secondary level.

In course of talking with him I amazed knowing that chairperson of SMC was unknown about when it has been quitted. He said, "I was not informed while quitting the practice and now new SMC has been formed." He himself too said, "lack coordination is the cause to close the programme." Giving example, he said, "it is necessary to have Dal and Bhat both in required amount to be a balanced meal but the absence of any one of them does not make any sense." It can make clear that the SMC was unable to handle its responsibility to be the bridge between school and community.

One of the female parents argued that SMC and school administration did not have good coordination and many time parents were not informed about the decision made about different matter. Similarly, passiveness and inability of the teachers to teach in English was the main reasons to quit. Further she added,

It was our weakness that we did not regularly communicate and meet the school to know the progress because we were busy towards the lower secondary level. But in many cases principal did not informed and involve us like in recruitment of a teacher. He himself decided the many matters without consulting with parents and even SMC members. We were not informed consulted and discussed even to quit the EMI programme.

From the all analysis above it can be interrelated that the main reasons to quit EMI was lack of coordination among stakeholders. In my whole study it is found that teachers expressed their dissatisfaction toward school administration, SMC and parents and blamed in one or another way. They mainly said that no extra facilities and guidelines made them enable to be active. Similarly, parents blamed the

teachers and SMC whereas SMC to the parents and teachers. It shows that all were dissatisfied with each other. Teachers did not get expected facilities and environment. Parents lost their interest though they were interested to start and SMC fully concentrated toward lower secondary level. This shows that lack of coordination and collective effort finally made the programme to be quitted.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Findings

On the basis of analysis and interpretations of data, following findings about expectations, challenges and the reasons to quit the EMI have been outlined.

Expectations from the EMI before its Implementation

-) It is found out that most of the children from the rich family of that community where the case (studied public school) is situated are studying in private schools. Growing interest and involvement of people in the private school has caused the very less number of students in public school. So, EMI was practiced in that school to stop the flow of students towards the private schools.
-) School administration and SMC had expected that enrollment of the students would be increased and school would be prevented from the situation of collapsed.
-) It had expected that English language proficiency of the students would be improved. They would be more competent and that competitive product would be no less qualitative than the product from private schools.
-) Teacher had expected that new trainings or any such programmes or opportunities would be provided which could be beneficial for their personal and professional development. Extra facilities had also been expected before its implementation.
-) The expectation of parents was to see their children as competent as of private school or better than of that, in English competence.
-) It was expected that the academic gap between the children of rich or non Dalit and poor or Dalit family would be minimize.

-) However, it was practiced mainly with the effort of SMC and school administration with the major expectation to increase the enrollment making parents believe that there were no differences in the education quality provided by private and that public school.

Challenges to implement EMI

While exploring the achievement they got, it is found out that students enrollment had been increased though it was not as expected in later years. Students from the private schools too found to be returned there. Similarly, improvement in students' handwriting had also noticed as teachers' hard working. While talking with teachers their excitement and attractiveness for the first year was felt very significant and appreciable. Besides these good attempt researcher has found many challenges faced by teachers, parents, and SMC.

-) All the financial responsibility was on the shoulder of SMC. No extra fees were collected from the parents to recruit new English teacher. The teacher recruited as English teacher had been paid by school resource. On the one hand it was challengeable to find out the qualified English teachers who could be agree to teach in public school and on the other hand it was difficult to provide him/her a handsome amount of salary as his/her demand.
-) Though parents were asked to co operate financially most of them disagreed. Then SMC got financial challenge to provide extra facilities to the teachers.
-) It is found out that textbook in English were adopted from the private publications which were more expensive than of government. Parents who used to get textbook for their children in free of cost took the obligation to buy books as burden.

- J Around 65% students of that school are found from Dalit family with low economic condition. This situation too made the children unable to bring books and other reference materials.
- J Teachers were not provided any trainings and orientation programme to develop their English language skill, pedagogical competence, and to be prepared for the new changes in teaching strategies. It created the teachers difficulty to make the students understand English text who were habitual to learn through GT method.
- J From the interview with teachers it is found out that no any extra facilities and motivation were provided to the teachers in order to encourage them to work hard and to try more for better learning achievement.
- J Less interest and participation of students, no cooperation from the parents' side, difficult to develop English proficiency of students as expected, and no encouragement from the school administration demotivated teachers to be active and laborious.
- J Most of the students and even parents forced the teachers to use translation method to teach English text. Students in the examination too responded in Nepali though they were instructed in English. It made the teachers thought that EMI in no way is effective in public school.
- J Parents those are unable to afford the materials and pay extra charge felt extra financial burden. Similarly, most of the parents faced the problem to help their children in their work at their home.
- J It was said by the teachers that the curriculum adopted from the private publication did not match the level of students in public school. Both teachers and students with weak English base made it more challengeable to reach the course objectives.

-) Linguistic problem faced in teaching and learning was also a challenge which is created mainly by first language interference.

Reasons to Quit EMI

Despite those challenges mentioned above EMI was practiced for five years in that school. Though expected outcome was not achieved stakeholders managed to run till 2071 B.S. Due to various reasons it was quitted from the year of 2072. From the collected information following reasons could be pointed out as the reasons that caused to quit the EMI practice.

-) EMI was started without proper plan and preparation. It seemed that it was implemented without exploring and determining the financial resources, without keeping the social, financial and environmental factors in consideration, without making teachers personally, physically, and professionally, ready to adopt new programme. Programme adopted only with the aim of increasing number of students and without sufficient preparation could not be continued long.
-) Financial problem is flashed as the main reason to quit it. Parents did not cooperate financially to pay extra teachers and teachers already working also gradually lost their excitement due to their dissatisfaction toward the teaching learning achievement. No provision of extra facilities and motivation made them passive to continue it.
-) The particular reason that made the school administration difficult to make financial management was starting of lower secondary classes without taking permission. New teachers required to lower secondary were also recruited with the school resources. When SMC concentrated fully on the development of physical infrastructure for lower secondary level, the management for primary level was neglected. Teacher recruited as English teacher for primary level too transferred to lower secondary classes. So,

lack of proper financial and institutional resources and management also finally became a reason to quit.

-) Though there were many problems and reasons that had been making EMI a challengeable attempt, the main reason to quit was the lack of collaboration, cooperation and coordination between SMC teachers and parents. While taking interview researcher found that each of them blamed to others. SMC members were found to saying that teacher did not work actively and parents did not cooperate. Similarly, teachers said that no cooperation, motivation and facilities were provided. Likewise, parents blamed the teachers that they were not qualified and also did not work as hard as the teachers in private school work.
-) From this all it can be concluded that they started it without making required preparation, financial resources and all the responsible bodies became irresponsible and unable to move collaboratively with collective effort and energy in order to manage and make it effective which finally lead the EMI to be quitted.

5.2 Conclusion

EMI is increasingly being practiced in education as it provides boundless opportunities for upward mobility. The success rate of private English medium school has led not only to their expansion and growth but also has compelled government NMSs to switch to EMI practice. Due to the competitive environment between private and public school and also the need of time and interest of parents, some government schools nowadays are too implementing EMI as it is allowed by the education policy.

This present study was a case study of a public school of Baglung District conducted to explore the reasons to implement EMI in Public school. Similarly, it aimed to find out the challenges to run it and also the reasons that made them again switch to the Nepali medium instruction. This study revealed the reality that

growing interest of the people towards the English medium school has caused the low number of students in public school. In this case too the main purpose to practice EMI was to make the parents believe that there is not any differences between the education quality provided by private and public schools so the enrollment could be increased in that school. It is found out that EMI was implemented without making any changes in usual condition. Though a new English teacher was recruited no any trainings and facilities were provided to motivate and make teachers prepared for EMI practice.

Due to the lack preparations so many challenges were faced by SMC, teachers and parents too. Difficulty faced by SMC to find and pay qualified English teachers, extra financial burden for the school administration, majority of the parents from the Dalit family with low economic condition who were unable to pay extra charges, linguistic problem faced by teachers and students caused by first language interference, inability of teachers to convince parents about the different teaching strategies rather the use of GT method as usual, problem related to textbooks and assessment system, lack of intercommunication and collaboration among stakeholders made the practice more challengeable. Lack of proper utilization and management of available resources and careless SMC to manage and run the programme were the main problem there. So, lack of collective effort and energy from all responsible bodies; teachers, parents, SMC and community as well as upper agencies finally lead the EMI practice to be quitted.

Therefore, despite the reality that no programmes or practices in any institution can be success without proper plan and preparation, Nepali medium public schools in our country are seemed to be blindly switching towards the EMI practice. Such programmes started without keeping the financial, social, institutional, policy level, political and many other related factors under consideration have very less possibility to get expected result, to be success and to continue for long. In our context too this trend has emerged from the bottom level in the absence of clear

instruction and policy from the top. So, programme cannot be sustained for long due to the lack of required infrastructures and support from the government side. Same had happened in the case of that particular school which was studied. So clear and transparent as well as reachable and reliable policy should be first made and being based on that, schools should implement EMI programme with adequate preparation and support from the government, other education agencies, community and teachers.

5.3 Recommendations

The present study has investigated a unique case of EMI implemented public school that was quitted after the five years of its implementation. Basically, they had started it for the quality education but due to the financial problems and lack of institutional collaboration it was quitted. This study has own purpose and finding but it was not possible to discover all EMI related areas. So, this study has provided some policy related, practice related and further research related recommendations that has been discussed as follows.

5.3.1 Policy Related

Before starting any programme there must be proper, reachable and reliable planning. EMI implementation is one of the challenging attempts for the public school because they must keep the rules and regulation of government as well as decision of all benefitted citizens under consideration. It means it does not work with general plan and management like in other public school or in usual condition of school. It needs the special plan from infrastructure to political matters to implement EMI.

First of all, there should be fixed criteria to implement EMI because it requires better financial social and institutional condition. The clear policy should be provided with some special criteria for the recruitment of English teachers, materials to be adopted and assessment system from the government side too.

Similarly, proper and separate curriculum must be fixed for EMI because no fixed course book in the English medium makes the schools different in term of teaching and assessing students. Private publications have no uniformity in textbook. So the curriculum policy should be formed for EMI in general public schools. All Nepali medium public schools have same type of curriculum and text book but EMI implemented public schools have adopted the textbook as their wish. That's why it needs separate and uniform curriculum and textbook.

Similarly the policy for teacher recruitment must be different from the existing system. Political interference should be avoided because competitive English teachers must be recruited in the EMI implemented schools. If teachers are recruited as the rule of Teacher Service Commission (TSC) the actual situation of the particular schools may not be noticed. So, SMC committee should have right of teacher recruitment and their management as well as in-service or refreshing training. Likewise, policy should be made to provide financial support and different training packages for those who want to implement EMI.

5.3.2 Practice Related

Policy is not sufficient for the successful implementation of any programme. For the existence of EMI in public schools, parents, teachers and SMC should be responsible to create English environment in school and even at home. Without the need, interest and cooperation of parents it is impossible to implement EMI because learning in English medium is difficult for the children because it is a foreign language for us. In this situation parents should convince and help the students' learning and should support school personally, morally socially, financially and politically. Parents' participation is highly required for resource management institutional and academic development and successful practice of EMI programme in any schools.

Teachers need to be refreshed and motivated with expected facilities or reward. They should have knowledge of new teaching innovation, strategies and process of second language acquisition. Similarly, they must be rewarded observing their work. In EMI implemented school teachers should obviously be more active rather in general public schools. As per the workload of teacher they should have proper salary and facilities. If extra facilities were provided teachers would be motivated and change the irresponsible behavior towards their professional.

English is foreign language in the context of Nepal. The use of English in the real communication can be found rarely. But education should focus on the real life situation of the society. It means teaching materials must be managed as per the teaching activity. Government should manage the financial support and provide textbook to the all students as like to Nepali medium schools. Students can be frustrated by the use of English in the English medium schools. In that situation they must be attracted and motivated through various teaching materials.

Infrastructures should be better managed in comparison to the normal public schools. That's why students and teachers can feel relax in the school environment and can easily participate in teaching learning activities.

So, the most important thing is that well preparation and planning should be done before shifting to any new programme in school. Comprehensive discussion between all stakeholders about its need, management and possibility to make it successful should be done. Teaching materials, other resources and infrastructure should be well managed to implement and to run the EMI programme for quality education. In addition, cooperation, collaboration, coordination and collective effort are the foremost things for the better future of public schools.

5.3.3 Further Research Related

Each research has own purpose and finding. The present study was conducted to investigate the expectations of parents, teachers and stakeholders of a public

school before implementing EMI, to explore the challenges faced by them and also to find out the reasons to quit after the five years. It is complete study itself but it does not mean that all EMI related areas are covered in this present study. Many areas related to EMI are open to study in the future.

This present study explored the expectations of parents, teachers, and stakeholders before implementing EMI and the challenges faced by them but not its effectiveness for quality education. So, new research area for the further researchers can be effectiveness of EMI in public school. Similarly, researchers can study on the analysis of course book used in the EMI implemented public schools. Next problematic area for investigation is to explore the progress and achievement seen in the education system and society after the implementation of EMI programme because it is new attempt in the Nepalese public schools. Almost private schools have used English for instruction but only some of the public schools. Comparison of EMI implemented public schools and private schools can be the co relational research for the further researchers. Similarly, perception of teachers, parents, students, stakeholders can be taken through survey. From that, their opinions can be collected which can help for further education planning.

Therefore, I prefer to recommend that there are very less research conducted in this area yet and many more are required to be done to find out the ground reality of public and private schools that are making the EMI practice a weapon to fulfill the commercial or institutional aim rather to provide quality education with well preparation and management.

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Participant Information Statement

Dear Participant,

I would like to invite you to take part in a research entitled '**A Case Study on Expectations and Challenges Faced by Public Schools for the Implementation of EMI**' which aims to identify expectations of stakeholders from EMI, their challenges while practicing and reasons to quit. Your participation will be helpful in making an informed decision in the reasons to be quitted EMI programme.

This study is being carried out by Man Bahadur Bohara for the fulfillment of the master's degree at TU. This study will take place under the supervision of **Mr. Laxmi Prasad Ojha**, Teaching Assistant.

This study needs interview for the data collection. Parents, teachers and SMC members will be taken as the participants. Participation in this study is completely voluntary. The finding of this study will be informed you that might be helpful for launching new programmes in the school. If you have any queries, you can talk me any time or supervisor or your principal.

You can keep this document with you.

Thank you for kind cooperation.

Researcher
Bishnu Devi Gaire
Tribhuvan University
Department of English Education
Kirtipur, Kathmandu
Contact No.: 9847613265
Email: gairebishnu7@gmail.com

Informed Consent Form

Participant's Understanding

-) I read and understood the purpose of this study and value of my participation.
-) I agree to participate in this study. I understand it will be submitted in partial fulfillment of the requirement for the master's degree of education at Tribhuvan University.
-) I understand that my participation is voluntary.
-) I understand that all data collected will be limited to this use or other research related usage as authorized by Tribhuvan University.
-) I understand that I will not be identified by name in the final product.
-) I am aware that all records will be kept confidential in the secure possession of the researcher.
-) I acknowledge that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.
-) I understand that the data I will provide will not be used to evaluate my performance any way.
-) I understand that I may withdraw from the study at any time with no adverse repercussions.

Name of participant:

Signature:

Researcher:

Supervisor:

Date:

APPENDIX - I

Interview Schedule

- i. Why had your school implemented EMI?
- ii. Were there any pressures from government agencies or parents or political body or community?
- iii. Had you taken permission from any authority to launch EMI programme? If yes, from where had you got permission?
- iv. Had you got any kind of support from anybody to launch EMI?
- v. What changes did you make to implement EMI?
- vi. Had teachers got any training to teach their subjects in English medium?
- vii. What do you think about the preparation that you had done for EMI? Was it sufficient?
- viii. What were your expectations from EMI?
- ix. What were the progresses that you had expected in your students?
- x. What changes did you feel after its implementation?
- xi. Are you satisfied with the achievement that you have got through EMI?
- xii. What were the challenges you faced to implement EMI programme?
- xiii. What kinds of problems did you face related to teachers competence and resources?
- xiv. What preparations did you feel insufficient to make it success?
- xv. How you feel about the government policy and provisions related to EMI? Is it supportive or not?
- xvi. How was the support of parents, community and government?
- xvii. Can you share those problems that you have faced which finally force you to quit EMI programme?
- xviii. What might be the situation in which you could continue EMI?
- xix. What do you want to share to those public schools which are practicing EMI and are likely to implement it from your experiences?
- xx. What preparations do you think are the foremost to implement EMI in Public schools in Nepalese context?