English as a Medium of Instruction at Secondary Level Education: Challenges and Pitfalls 458 (S) – Bala Ram Kulung 2021

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

Submitted by
Bala Ram Kulung

Faculty of Education,
Tribhuvan University, Kirtipur,
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Dedication

This work is affectionately dedicated to my wonderful ***family members, Gurumas and Gurus*** for their unconditional sacrifices and being a source of inspiration, wisdom and proper guidance.

Declaration

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

Date: 04/04/2021 .....

Bala Ram Kulung

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Abstract

This research entitled **English as a Medium of Instruction at Secondary Level Education: Challenges and Pitfalls** was an attempt to explore the challenges encountered by teachers in the classroom where EMI is implemented. Another objective of the study was to identify the pitfalls caused by EMI education. I adopted mixed method design. The population of the study included all the public secondary level teachers of Kathmandu Valley where EMI is implemented. Altogether thirty five public secondary level teachers from seven different schools were selected as a sample using purposive non-random sampling procedure. The researcher used questionnaire as a research tool. On basis of analysis and interpretation of the collected data, it has been found that there are not enough ICT based classrooms for teaching through EMI, no any written guidelines on how to teach through English mediumand English-speaking environment is not created there in their school premises. Besides these, the challenges of employing EMI are diversity in background of the students, lack of necessary teaching materials, traditional mindsets and lack of co-operation among teachers, and poor students in English. On the other hand, in regards to pitfalls of EMI, one of the negative effects of shifting medium of instruction in to English is slowly but surely the loss of local cultures in the near future that diminishes the local or indigenous knowledge. In addition, the pitfalls of growing demand of employing EMI in public schools are gradual death of local language, religion and culture by Western ones.

The present study includes five chapters. The first chapter deals with introduction including background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two deals with review of related literature and conceptual framework which consists of review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. Chapter three deals with methods and procedures of the study including design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation and ethical consideration.

Similarly, chapter four deals with analysis and interpretation of data. Likewise, chapter five deals with findings, conclusion, and recommendations. Finally, the references and appendices are included at the end of this work respectively.

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List of Abbreviations

EA	:	Education Act
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
EMI	:	English as a Medium of Instruction
ESL	:	English as a Second Language
IELTS	:	International English Language Testing System
MI	:	Medium of Instruction
MoE	:	Ministry of Education
MT-MLE	:	Mother Tongue-based Multilingual Education
SSDP	:	School Sector Development Plan
SSRP	:	School Sector Reform Plan
TOEFL	:	Test of English as a Foreign Language
UNESCO	:	The United Nations Educational, Scientific and Cultural Organization

Chapter I

Introduction

This study is entitled as the "English as a Medium of Instruction at Secondary Level Education: Challenges and Pitfalls". The study investigates on contemporary issues in terms of adaptation of EMI education in general and it further attempts to explore and discuss whether EMI is a radical need for Nepalese education or it may arise challenges during its implementation or other effects after the implementation in the future time at schools of Kathmandu Valley in particular. This chapter consists of background of the study, statement of the problem, objectives of the study, delimitations of the study, and operational definitions of the key terms.

Background d of the Study

Instruction is at the heart of education. Simply, instruction means a transfer of facts and wisdom from one person to another with the purpose of assisting other people for learning. Instruction is the purposeful direction of the learning process and is one of the major teachers' classroom activities. By borrowing the words of Rosenshine (2012), the teachers should provide explicit and detailed instructions and explanations, and practice for seatwork exercise and monitor students during seatwork. In other words, direct instruction refers to a medium led by the teachers in solving problems and imparting skills, knowledge, information, and attitudes to the students. Acquiring education, hence, without intelligible instruction is always vain and incomplete and vice versa. To be more specific, systematic education requires a good combination of curriculum (a sequence of ideas, skills and moral principles to teach) and instruction (communication between teachers and students).

Medium of instruction means the language through which education is imparted to children in the different levels of the educational system. The medium of instruction is the language employed by the teacher in teaching (Escalera& Gutierrez, 2017).If the primary language of the students is entirely different from the official language (like Nepali in the context of Nepal), thenit may be used as the medium of instruction. The relation between instruction and medium is as indispensable for

providing a purposeful and quality education to the learners. It is considered that the more explicit instruction with comprehensive and intelligible language is provided, the more comprehensible input is obtained by the students. In this regard, Escalera and Gutierrez (2017) state that using a certain language while teaching a content to the learner increases their exposure and opportunity of developing it. More specifically, the way of applying Medium of Instruction (MI) in the classroom should be accessible and comprehensible in order to perceive the inputs from the teachers and colleagues on particular content. That is why; teaching without explicit medium of instruction becomes always a halfway. Medium of instruction, therefore, plays a significant role in imparting lessons to the learners.

English as a Medium of Instruction (EMI) refers to the process of teaching and learning or imparting knowledge, skills, exposure/input by using English as a means of communicative interaction with facilitation on the determined academic subjects. In this context,Dearden (2014) mentions "The use of English language to teach academic subjects in countries or jurisdiction where the first language (L1) of the majority of the population is not English" (p. 2). Similarly, Simpson (2017) argues that students in basic education should be provided through the language on which they are better familiar with. He further states that twin drivers of the trend of growing in numbers and decreasing in age of English learners were identified as parental pressure and government ambitions for a country to be bilingual and the spread of English was seen as coinciding with the internationalization at higher education.

Despite its small size, Nepal is also known as a beautiful garden of cultural and linguistic diversity in the world where 123 languages are spoken (Census of Nepal, 2011). Despite the many indigenous languages, Nepali, the language of the dominant groups, has been the first written official language since 1905 and was made the only medium of instruction in schools in 1976.English has got the status of foreign language because English in Nepal is not an official language nor a language of wider communication or a language of group identity (Bista, 2011). However, it has been used as a medium of instruction in many private and public schools, colleges and universities in Nepal because English is the language of global importance. Being a global lingua-franca, the trend of using English as medium of instruction (EMI)

policy in pedagogy among non-English-speaking countries like in Nepal is ascending in numbers day by day. In this context, Ojha (2018) states that recently many governments, community schools in Nepal, which used to teach in Nepali medium, have switched to English medium instruction from the elementary grades with the justification by saying that there is a growing demand and pressure from parents and students for the change. However, it seems that there is no uniformity and explicit policy or provision regarding the medium of instruction in education. Similarly, Education Act (2028 BS) and schools and School Sector Development Plan (2016-2023) have given equal emphasis on teaching through Nepali and English by selecting most appropriate language as a medium of instruction. However, both of these educational programs seem to be indifferent on mother tongue based multilingual education. Furthermore, School Sector Reform Plan (2009-2015) is explicitly in favor of implementing and promoting mother tongue based multilingual education formally from the early primary grades to secondary level with the purpose of preserving cultural heritage in order to address the right of children to acquire education through their mother tongue.

By analyzing these arguments, it can be said that the widely use of EMI in Nepalese schools across the country has become a controversial issue because the EMI program undoubtedly leads the students to reach their several purposes in one hand but on the other hand, many studies have shown that several basic requirements for conducting EMI is still insufficient. In addition of that, being a linguistically and culturally very rich country, such an education program may also create the potential hazards of extinction of the local languages, cultures and identity slowly.

There is no doubt that English has become the demand of the era of globalization and westernization world. In this context, the study attempts to explore whether EMI is a boon or bane in the process of teaching learning process in secondary level schools considering the scenario of widely spread out of EMI throughout the present-day world in general and in the context of Nepalese pedagogy in particular.

Statement of the Problem

With the increasing demand of English language for global integration, the choice of schooling children in English has been given a major priority in developing countries including Nepal. Nepal, one of the countries, that has not yet been able to sustain a single education policy with full efforts is now implementing EMI education in public schools (Shah, 2015).However, many research studies have shown that there is not only a purposeful achievement of the practices of EMI in education. In this regard, Taylor (as cited in Shah, 2015) argues that some countries such as Ghana, Rwanda, and Turkey have initially failed to achieve the objectives in the history of EMI education.

On the other hand, worldwide studies have revealed that there is global demand of English because of being a resourceful language and more alternatives for career development in the future. Similarly, the trend of increasing in practices of EMI undoubtedly enables the learners to acquire more knowledge because of its wide extension in each and every sector like in education, media, employment, library, business, production, diplomacy, the internet and the promotion and dissemination of culture and human rights in the scenario of present-day world make it more demanding one. Despite the fact that, employing EMI in non-native context like in Nepal is not an easy task because it is the land of multilingual ethnics, multicultural communalities, least developed with geographically diverse country where numerous challenges may have to face by teachers, students and institution itselfduring its practices. Moreover, the question may arise that whether EMI in Nepalese education system is appropriate in the name of imparting quality education. Or to what extent the EMI can effectively be implemented in non-speaking English context like in Nepal. And more importantly, it must be taken into consideration that what problems and consequences may have tobe enduredby new generations regarding linguistic and cultural changes in the near future? Moreover, are all EMI schools maintaining the basic requirement for conducting EMI? Furthermore, regarding previous research studies, there are only few ones were carried out centering on the problems and no single study is conducted on pitfalls of adopting EMI in the context of Nepal. That is why, it is very significant to consider and explore the effectiveness and effect of

employing EMI in the context of Nepalese education. For the exploration and discussion of the aforementioned problematic issues in the practice of EMI education in Nepal, this topic has been picked up as the matter of investigation.

Objectives of the Study

The specific objectives of the study were as follows:

i) To explore the challenges encountered by teachers in the classroom where EMI is implemented,
ii) To identify the pitfalls caused by EMI education, and
iii) To suggest some recommendations for conducting EMI classes purposefully.

Research Questions

The present study attempted to address the following questions:

i) What are the major challenges faced by teachers while conducting EMI classes?
ii) What are the potential hazards of employing EMI program in education?

Significance of the Study

In general, this study will provide necessary information regarding numerous challenges that have been facing by teachers in EMI classes as well as it makes aware on possible dangers that shall have to be tolerated as a result of adopting EMI in multilingual and non-English speaking contexts. More specifically, the study will be significant to the concerned school administration in order to develop an appropriate institutional program for making EMI classes more effective considering the challenges explored in this study. Similarly, the novice teachers will get considerable insights regarding methodology, teaching-learning activities, material development and use, technique etc. to overcome or minimize the practical challenges they face in the classroom. Moreover, policy makers might get the ideas for improving the present education policy by reviewing policy that has been in practice. More importantly, this

study will be a foundation to the course designer and curriculum developer in order to develop effective curriculum and practicable policy and to move forward addressing the explored issues, national and level-wise objectives of education. Lastly, this study will be a ladder for new research practitioner to step onto another similar study to explore more on the problematic issues which is left to be investigated.

Delimitations of the Study

By considering all economical aspects, the present study will only belimited toEMI Education and Mixed method research design. Similarly, Secondary level non-English teachers (i.e., the population) of Kathmandu valley and ten teachers from five different schools will be the sample of the present study. Moreover, Purposive non-random sampling procedure will be adopted for collecting necessary data with the help of questionnaire (primary source) and related literature review (secondary source) the tools.

Operational Definitions of the Key Terms

The followings were the key terms used in the study:

***English as a medium of instruction (EMI*).**In this study, EMI refers to the program or method followed by a particular institution on which teachers and students use English as a medium of instruction in teaching learning activity.

***Challenges*.**Here, challenges represent the problems, difficulties or barriers which result negative effect while conducting EMI program in institution or in real classroom setting.

***Pitfall*.** Pitfall, here, means an unexpected or potential danger in implementation of EMI education in multilingual context in Nepal.

Chapter II

Review of RelatedLiterature and Conceptual Framework

This chapter consists of review of theoretical literature, review of empirical research, implications of the review for the study and conceptual framework. The literature related to the study will be reviewed under two broad topics: theoretical and empirical are discussed in detail below:

Review of Related Theoretical Literature

Theoretical background plays significant role to carry out any studies. This topic includes the theoretical ideas on language, second language acquisition, role of the first language in second language learning, English as a lingua franca on globalizing world, home language as a medium of instruction, role or significance of medium of instruction, English as a medium of instruction, English language teaching (ELT) development in Nepal, medium of instruction in Nepal, policies and provisions related to medium of instruction in Nepal, opportunities from EMI class and challenges in implementing EMI program.

Major principles of instruction**.**In general, EMI is the teaching academic subjects through English in the academic institutions or schools of a country where English has existed as the second or foreign language. Similarly, instruction is the essential operation that drives curriculum, assessment and a whole education program. A good teacher has to follow the certain principle of instruction in EMI class to make his/her class more comprehensible, effective and purposeful. In this context, according to Rosenshine (2012), the major principles of instruction that all teachers should know are as listed below:

- Begin a lesson with a short review of previous learning,
- Present new materials in small steps with student practice after each step,
- Ask a large number of questions and check the responses of all students,
- Provide models, many examples,
- Guide student practice,
- Check for student understanding,

- Provide scaffolds for difficult tasks,
- Require and monitor independent practice,
- Engage students in weekly and monthly review.

He also suggests the teachers to provide sufficient instruction during guided practice so that the students prepare better for the practice (e.g., seatwork and homework).

English as a lingua franca in global linguistic order**.**English as a "lingua franca" can be described as the contact language used between people who do not share the same native language or cultural background. The world has been a global village along with the fast-growing development in technology and science. As a result, English has gained the status of global language. In recent years, the term English as a lingua franca (ELF) has emerged as a way of referring to communication in English between speakers with different first languages (Seidlhofer, 2011).

In the present day, a wider range of people use English as an additional language. In this respect, Graddol states that over 80 per cent of interaction takes place in English between non-native speakers (as cited in Wajayatunga, 2018). With the everyday changes in every aspects of the world, English has been a huge demand in each and every sector such as education system, health education, production, most commonly in social media and the like. According to Wajayatunga (2018), in some poorest countries in the world, the use of foreign language as medium of instruction has directly linked to educational exclusion and failure. In some countries, choosing English as the medium of instruction has led to high dropout rates. But in many other countries, it has been introduced using appropriate educational principles, proper teacher training leading to successful and sustainable outcomes as in Philippines.

By analyzing the review, it can be assumed that English will undoubtedly take the first position as a lingua franca for socio-economic development over the next half century in this interconnected and independent world because English can be found everywhere and many languages are in verge of extinction and many of them are dying.

Homelanguage as a medium of instruction (MI)**.**Basically, Medium of Instruction (MI) indicates a language used in teaching learning process that may or may not be the official language in a particular place or country. There are different views regarding the effectiveness of medium of instructions among various schools in different con texts. In this regard, Debrel&Oyman (as cited in Karvonen, 2017) argue that first language creates a foundation for all learning and that everything is better assimilated if delivered and processed in the mother tongue of the students. Similarly, UNESCO (as cited in Karki, 2018) argues that when students from diverse backgrounds are taught in a language which will not their home language and then they experience two major challenges: first, the challenge to learn the language and the next to learn academic content in that language (p. 207). It is further stated that using the home language as a medium of instruction not only supports and motivates the overall learning process and related communication but also more holistically enhances the cultural identity of the students. Likewise, Benson (as cited in Karki, 2018) argues that the parents of the students are mere likely to communicate with teachers and participate to their children's learning if the medium of instruction is the students' mother tongue.

Moreover, Lightbown and Murphy(as cited in Chalmers, 2019) state that the most valuable learning tool that children have is the language they already know and EMI programs can incorporate first language instruction too, integrating both languages with curriculum content.Furthermore, Chalmers(2019) assumes that the use of first language can improve results in English non-bilingual EMI programs which include using first language to explain the meanings of new words, to compare and contrast features of first language with English and to teach thinking skills. More importantly, he also suggests that the first language should be used to support learning in EMI programs.

By analyzing aforementioned arguments, it can be said that the native language of the learners is far better than other ones to both children and their parent for sustainable, purposeful and participatory learning if it is used as the medium of instruction.

Role and significance of medium of instruction (MI)**.**Medium of instruction plays pivotal role in imparting lessons to the learners. It is assumed that it becomes easier and effective for the students if their lessons are taught through their mother tongue or through common language. But in a country like Nepal with heterogeneous linguistic community, the educational institutions have posed to be burning problems. In this respect, Senapati, Patnaik, &Dash(2012) state that instruction through English (I.e., L2) at an early age provides opportunity to exercise linguistic and cognitive flexibility which facilitates the development of cognitive process. Similarly, in the case of technical content given in English using e-learning, the medium of instruction at school has a major role as the English medium students performed much better compared to regional language students (Venkatesan, Chandrasekaran, & Joseph, 2010).

By taking a close look on the above discussed reviews, one of the major things that I understood is that knowing more language is undoubtedly far better than knowing a single for expanding the horizons of knowledge from early childhood. In addition of that, respective medium of instruction might be appropriate in interdisciplinary subjects, i.e., the technical subjects may more dominated by English language.

English asa medium of instruction (EMI)**.**English as a medium of instruction refers to the language through which education is imparted to the children through English in the different levels of the educational system. Simpson (2017), EMI is a situation where learners are receiving English as an additional language at any state of the educational cycle.

English is one of the most widely spoken languages in the world that serves multiple purposes in a globalizing world. Its wide use extends from policies and economy to technology, science, media, and communication (Karvonen, 2017). Similarly, Crystal (2003) states that the mastery of English opens door to more information than the mastery of any other languages. However, the importance of English language learning and its usage as a medium of instruction divides opinions, i.e., some prefer using English as a medium of instruction as opposed to the mother tongue; others are suspicious of English language learning from an early age. He

further assumes that contrary to some misconceptions in regards to language learning, children are indeed capable of acquiring two or several languages at an early childhood, as multiple languages do not compete for mental space or confuse children.

By analyzing the reviews, the learner would learn better and it would be effective as it is taught through mother tongue if they facilitated through target language in an early age.

English language teaching (ELT) development in Nepal**.**The history of ELT dates back to the establishment of Durbar school in 1854 AD with a great contribution of JungaBahadurRana, a powerful Rana Prime-Minister as a result of his great influence by the use of English at the time when he was in Europe. Likewise, the first post-secondary educational institution in Nepal, Trichandra College, opened in 1918 AD also paved the way in order to practice EMI in its beginning days. According to Khati, (2016), Nepali was the mandatory medium of instruction and all other languages including English were discouraged in the period 1952-1990 AD. In this respect, Phyak states that from the language policy perspective, Panchayat was the darkest age as languages other than Nepali were banned in school area adopting the doctrine *ekadesha, ekabhasa, ekadharma* by the nation (as cited in Khati, 2016). Similarly, in 1990, after the restoration of democracy many private English medium schools started EMI from grade one and public schools followed the same pattern (Khati, 2016). By analyzing these reviews, the trend of EMI in Nepal has widely been practicing within this very short period of around thirty years. Hence, it can be assumed that the medium of instruction as Nepali will nowhere by the next thirty years of new generation that undoubtedly may cause language death spoken by both majority and minority groups.

Medium of instruction in Nepal**.**English is used as a medium of instruction in many developing countries where the native population groups have different mother tongue. Many public schools are adopting English as a medium of instruction in Nepal from a decade (Khati, 2016). Similarly, Nepal, one of the developing countries, that has not yet been able to sustain a single education policy with full efforts is now implementing EMI education in public schools (Shah, (2015). In this regard,

Ojha(2018) states that recently many governments, community schools in Nepal, which used to teach in Nepali medium, have switched to English medium instruction from the elementary grades with the justification by saying that there is a growing demand and pressure from parents and students for the change (pp. 189-190).

By taking a close look on the reviews, it can be claimed that English medium schools in Nepal are mushrooming everywhere without revisiting the present education policy and practice that must be implemented. In other words, EMI has been just a trend without considering prerequisite infrastructures, human resources, challenges, hazards to be borne in the days to come.

Policies and provisions related to MI in Nepal**.** Education Act (2028) noted that both Nepali and English languages shall be medium of instruction in schools and the same language should be the medium of education while teaching language subjects (pp. 3-4). By analyzing the act, one of the major things what I understood is that every school has the authority to select a language as a medium instruction as per their comforts and access to teach all subjects except English subject. Despite the fact that, the act seems not valuing the mother tongues spoken by other minority groups.

With the aims of enhancing quality in basic schooling by developing and adopting minimum enabling conditions, School Sector Reform Plan (SSRP, 2009-2015) tried out various mother tongue-based multilingual education (MT-MLE) programs in the early primary grades (1-3) and multilingual education has implemented in 7500 school introducing mother tongue as medium of instruction in order to ensure the equitable access to quality basic education for all children in 5-12 age groups. In reflection by studying the plan, it is realized that it has suggested instructing through mother tongue in grade one to three to bring students from minority group in the main stream of education and for the preservation of their cultural heritage and linguistic identity. However, the plan seems silence on the issues regarding EMI.

School Sector Development Plan (SSDP, 2016-2023) has noted that children will be assisted to acquire Nepali if it is not their mother tongue and English is to be added as a second or third language to prepare students to use international language

for their future social and economic advancement (p. 28). By analyzing the plan, it can be said that the major purpose of the is to provide alternative options to select most appropriate language as a medium of instruction emphasizing on developing linguistic, social, academic skills and economic advancement in the languages that they speak and have to learn.

By analyzing the above all policy issues, Education Act (EA, 2028 BS) and School Sector Development Plan (SSDP, 2016-23) have given equal emphasis on teaching through Nepali and English by selecting most appropriate language as a medium of instruction addressing the societal context of the students. However, both of these educational programs have not put forwarded any provision particularly about mother tongue based multilingual teaching approach. Furthermore, School Sector Reform Plan (SSRP, 2009-15) is explicitly in favor of implementing and promoting mother tongue based multilingual education formally from the early primary grades to secondary level with the purpose of preserving cultural heritage in order for ensuring the equitable access by addressing the right of children to acquire education through their mother tongue.

Roles and opportunities or benefits of EMI education**.**Many studies have shown that there is remarkable progress and contribution of implementing EMI in education in some contexts. It is found that a practice EMI has numerous remarkable upsides from the reviewed literatures which are discussed below:

***Linguistic advancement and communication skills*.**The previous studies have identified the advantages of practicing EMI particularly for improving English proficiency, English language skills, vocabulary etc., creating a wider chance of international communication, and positive influence on wider community (Seitzhanova, Plokhikh, Baiburiev&Tsaregorodtseva, 2017; Karvonen, 2017).

Career advancement.The effective implementation of EMI policy enables to prepare for the competitive labor market, achieving professional goals, helps to pass internationally recognized tests of English proficiency (e.g., TOEFL, IELTS), and career development by creating better job opportunities (Seitzhanova et al., 2017; Martinez, 2016; Karvonen, 2017).

Academic access.The practice of EMI program in education enables foreign students to enroll, helps university to get better rating, develops professional trainings for non-English speakers, can promote a kind of reflective practice, learning and pedagogical aspects, availability of English materials as well as the existence of better curricula (Seitzhanova et al., 2017; Martinez, 2016; Karvonen, 2017).

By analyzing these reviews, it is understood that EMI program is very essential for getting mastery over the communicative competence in English which leads to the bright future of the learners and has positive effect on education.

Challenges in implementing EMI program**.**By reviewing the several related literatures, the following are the challenges found all associating with the implementation of EMI program in non-native English-speaking countries:

Policy implementation.The major challenges of applying EMI due to statutory body are lack of integrated language provision and lack of support from the government (Barrios, Lopez-Gutierrez &Lechuga, 2016; Karvonen, 2017).

Institutional challenges.Institution is an established organization that is responsible for supervising and monitoring of all the teaching process or activities conducted. The institution-based challenges of applying EMI program are lack of training and linguistic and other necessary supports from the school administration (Martinez, 2016; Yildiz, Soruc& Griffiths, 2017).

Teacher challenges.Many researcher in non-native English speaking context have pointed out different kinds of challenges related to teachers such as the language experts with low content knowledge or context expert with anxiety about their English language skills, classroom management involving mixed groups, speaking pace, lack of proficiency and competence level both in the English and in the teaching in English, inadequate use of English or code switching, workloads and reluctance to teach on EMI for lack of incentives (Goodman, 2014; Vu & Burns, 2014; Karvonen, 2017; Martinez, 2016; Yildiz et al., 2017).

Student challenges.The students have various challenges associated with using ENI such as difficult to comprehend new vocabulary items, concepts, the test

questions, textbook (subject matter), to express ideas accurately, to take part in classroom discussion, lack of both language proficiency and competence level, their learning styles, and unintelligibility of some instructor (having mother tongue accent), and no holistic development of English language skills (Phuong & Nguyen, 2019; Goodman, 2014; Martinez, 2016; Yildiz et al., 2017; Ibrahim, Anka, &Yabu, 2017).

Other pedagogical challenges.There are several challenges which have been faced by all (institution, teacher and student) during EMI education process such as inadequate supplies of reference materials, teaching equipments, internet access, electricity causes further obstacles, difficulties in comprehensible instructional interaction between teacher and students and struggles to find effective teaching methods (Vu & Burns, 2014; Goodman, 2014)**.**

By analyzing these reviews, in spite of the many challenges for the institution, the teachers and the students either in ESL or EFL contexts, most of the public schools are rapidly shifting the medium of instruction into English particularly in order to adjust in the era of globalization and internationalization.

Pitfalls of employing EMI**.**Many research studies have revealed that there are not only challenges or disadvantages of EMI education during its practices but also creates awful and hazardous consequences in the future time. To support this argument, Martinez (2016) claims that English as a medium of instruction (EMI) is a threat to the language and cultures and that may affect on identity of the EMI practitioners. Similarly, EMI policy creates the risks of traditional language attrition (mother tongue) and cultural loss over time (Poyung and Hang-yue, 2014; Karvonen, 2017). Moreover, Ammon and Phillipson (as cited in Wilkinson, 2013) argue that the increasing number of EMI programs causes a loss of domain for the first language and the increasing encroachment of English in public and private life is perceived as an impoverishment of the linguistic diversity. In this regard,Dearden (2014) states that EMI is being rejected by some countries like Israel, Senegal, and Venezuela because of the wish to protect a home language or education system.

Review of Empirical Literature

There are many research studies carried out in previous days similar with this study. This section attempts to review the related research works particularly on teachers' perception, students' perception, parents' perception on EMI and practice and problem in EMI based education.

In the recent years most of the public schools in Nepal that used to teach in Nepali medium have switched EMI because of the growing demand of parents. In this regard, Rai (2019) conducted the study entitled "Teachers' Perceptions on English as a Medium of Instruction". The major objective of the study was to analyze how teachers perceive EMI in teaching content. The study followed the quantitative approach in general and survey research design in particular using questionnaire as a tool consisting of close and open-ended questions for data collections. The population of the study was basic and secondary level non-English teachers from public schools of Kathmandu valley. Similarly, the investigator took 50 teachers from EMI implemented public schools by using non-probability quota sampling procedures for collecting data. The major finding of the study was that the teachers were found having the positive views regarding the implementation of EMI. Similarly, it was also found that the teachers had been facing challenges for the effective implementation in the real classroom setting. Moreover, majority of the teachers (86%) responded that EMI should be implemented in schools because they accept English as a international language that helps to provide the quality education to the students. Furthermore, as this study was also centered on the practice of EMI in the real classroom, the majority of the teachers were found involving their students in interaction for implementing EMI effectively.

Teachers are a roadmap in education system. On the other hand, students play a crucial and active role in education as a learner. That is why, it is necessary to consider the perspectives of the teachers and the students towards particular system in education. In this regard, Shrestha (2018) carried out the research entitled "English as a Medium of Instruction in Public Schools: Practices and Perceptions of Teachers and Students". The major objectives of the study are to analyze the perceptions of teachers and students regarding the use of English as a medium of instruction and to explore

the classroom practices of using English as a medium of instruction at basic level and secondary level in public schools. The population of the study was all the basic level and secondary level teachers and students who have been teaching and learning through EMI in Sindhupalchok district. The sample size of the study included 30 teachers of five schools who were selected adopting non-random purposive sampling procedure. A questionnaire containing open-ended and close-ended, eight classroom observations and two focus-group discussion were used as the major tools for collecting data. The study revealed that most of the teachers and students are positive towards the implementation of EMI and also showed that English and Nepali are used as the medium of instruction at both levels. In addition, it was found that there is a gap between policy and practices of EMI.

Bhusal (2017) carried out the research on "Implementation of English as a Medium of Instruction: Non-English Teachers' Perspectives". The major objective of the study was to explore the existing situation and the perception of non-English teachers at community school towards EMI. The research was based on Survey research design. The population of the study was non-English teachers of Kathmandu districts at community schools. He collected data using questionnaire as a major tool from 33 non-English teachers. He selected the informants adopting purposive sampling procedure. The finding of the study shows that EMI has not been implementing EMI effectively due to the lack of trained teachers, guidelines, and reference materials. Similarly, the study also depicts that teachers have positive attitudes towards implementing EMI because of the fast-growing global importance of English language.

Similarly, Lamichhane (2017) conducted the research entitled "Practices and Challenges Implementing English Medium Instruction in Public Schools". The major objective of the study was to explore the current practices and problems in implementing EMI. The study is completely based on survey research design. The population of the study was all of the teachers teaching in public schools of Kathmandu district at primary level where EMI has been implemented. The sample of the study was 30 primary level teachers teaching in different English medium public schools at primary level in Kathmandu district. The necessary data were collected

through questionnaire consisting of both open and close-ended questions. The finding of the study reveals that English and Nepali languages are used as the medium of instruction. In addition, this study also depicts out that most of the teachers were found as untrained and learning based problems in students while implementing EMI.

By analyzing these reviews, it can be assumed that English has undoubtedly been most widely used in each and every sector such as in science, business, media, and education. Due to the great significance of English language, it has been widely using in academic institutions. However, adopting EMI in non-English speaking countries like Nepal has to fight against various problems.

The parents have a key role in making successful student providing education to them as parents are the first teachers. That is the reason why we have to address the attitudes and views regarding the ways to move forward in school. In this respect, Neupane (2017) conducted a study on "Parents' Perception on English as the Medium of Instruction in Public Schools of Nepal". The major objective of the study was to find out the parents' perception towards the use of EMI in community schools. The study was carried out by being based on Survey research design. All the parents from public schools of Nepal were the population of the study. The necessary data were collected using interview from 30 parents of public schools in Parbat district adopting non-random sampling method. The major finding of the study reveals that there are many difficulties to implement EMI at community schools due to the various problems such as pitiable educational background of parents, financial problems and so forth.

Similarly, Thapa (2017) carried out the study entitled "Secondary Level Students' Perceptions of Using English as a Medium of Instruction (EMI) in Public Schools. The major objective of the study was to find out secondary level students' perceptions of using EMI in public schools emphasizing on both opportunities and challenges. She used a set of questionnaires as a research tool for data collection consisting of open and close-ended questions. She selected 30 secondary level students as a sample from two schools in Tanahun district and collected necessary data from them. The findings of the study depict out that all the students were in favor of EMI saying that it is the best way to increase vocabulary. Similarly, they responded

that by using English frequently, it would enhance speaking skill, accuracy, and also provide opportunities for further study. Moreover, it was found that the students have to face many challenges particularly during the interaction in the classroom with teachers and other student.

In this respect, Dhakal (2016) carried out the study entitled " English as a Medium of Instruction (EMI) in Government Aided School: Teachers' Perception and the Use". The major objective of the study was to find out the teachers' perception on EMI in community schools. The necessary data were collected through direct observation and questionnaire consisting of both close and open-ended questions. The major finding of the study indicates that most of the teachers (80%) were positive towards EMI education. At the same time, the teachers seem to be untrained to teach subject for EMI education. Moreover, in the beginning phase, the teachers had to face difficulty while teaching though EMI.

By analyzing these aforementioned reviews, majority of the students are in favor of maximizing in use of English in classroom interaction providing feedback for the purpose of getting proficiency in English and pedagogical purpose in the future. Similarly, the parents seem to be positive towards the practice of EMI. However, the implementation of EMI education seems to be not effective as it is expected by teachers, parents and other stakeholders due to the lack of necessary prerequisites or basic requirements for implementing EMI based program in the context of Nepal.

Implications of the Review for the Study

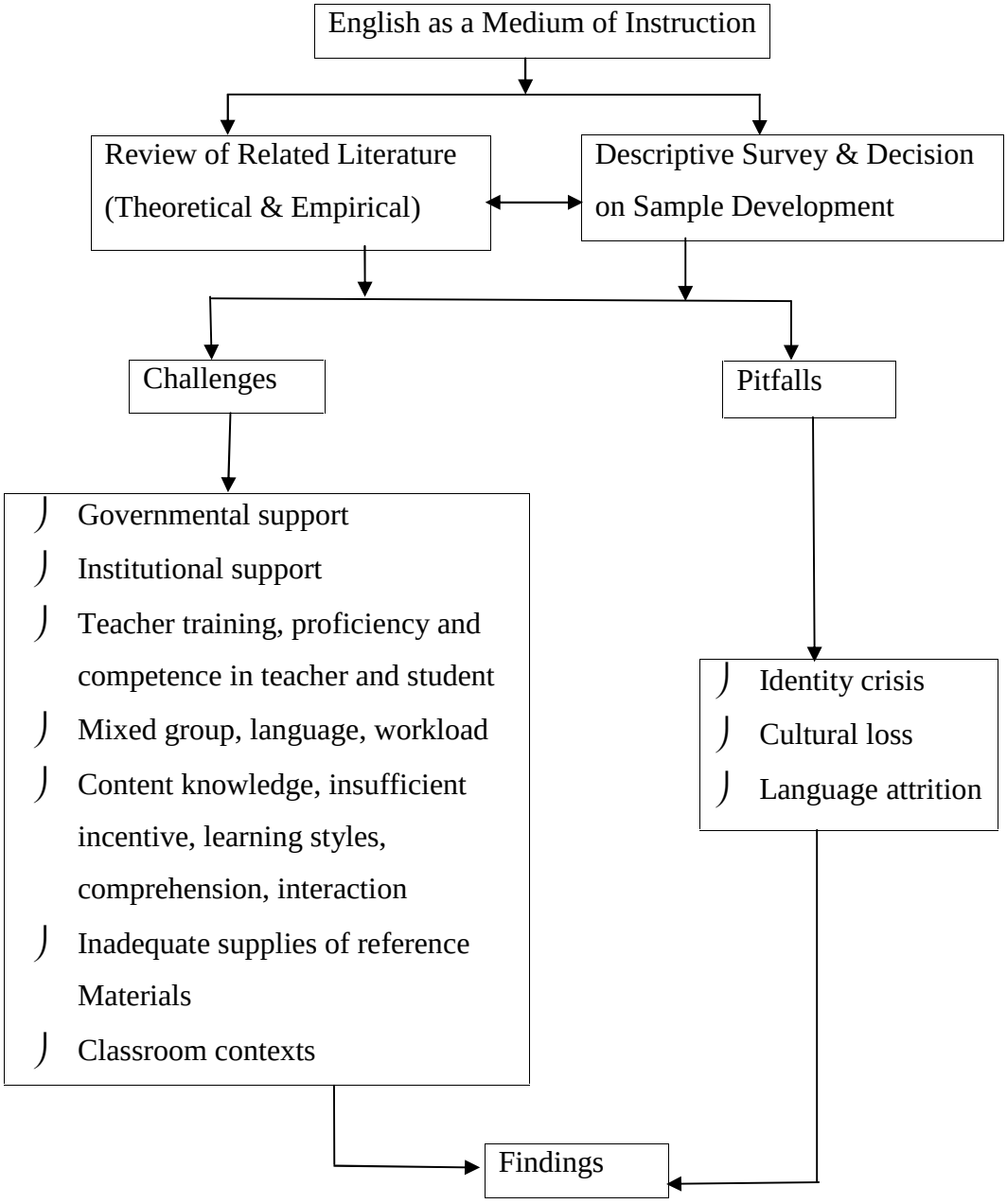
I reviewed theoretical-based topics or chapters of different books, policy and provision related documents and finding and discussion based different journal articles and research works for the accomplishment of this study. In general, the theoretical ideas gained through reviewed theoretical literature will be linked and will be compared with the result and new findings at the section analysis and interpretation of the data.

I understood the major principles of instruction from the work of Rosenshine (2012) which can be related with how far EMI can be effectively practiced in non-

English speaking context like in Nepal. It is comprehended the development of ELT and the trend of using EMI along with globalizing word from the works of Khati (2016), Seidlhofer (2011) and Wajayatunga (2018) which helps to discuss on effective practice and its outcomes of EMI program relating to its growing demand. Similarly, the documents, developed by Education Act (2028), School Sector Reform Plan (SSRP, 2009-2015) and School Sector Development Plan (SSDP, 2016-2023) provide the ideas on policies and provision related EMI that helps to discuss its practice in schools. Likewise, the study conducted bySeitzhanovaet al. (2017), Lamichhane (2017), andVu&Burns (2014), Phuong& Nguyen (2019), Goodman(2014), Martinez (2016), Yildiz et al. (2017), Ibrahim et al. (2017),Karvonen (2017) and Wilkinson (2013) helped me to get some ideas on the roles, opportunities, challenges and pitfalls of EMI. In addition, these literatures also helped me to sketch conceptual framework and to make questionnaires. By reviewing the works of Ojha (2018), Dhakal (2016),Rai (2019), Bhusal (2017), Shrestha (2018) and Neupane (2017), I knew the perceptions of the teachers', the parents' and students to EMI and difficulty faced by them. Moreover, the work of Creswell (2003) assisted for selecting the research design, method and procedure.

Conceptual Framework

Simply, conceptual framework refers to overall sketch of a project. Here, it means a researcher's map that is usually developed at the beginning of the study and evolves till the end. In other words, it represents the understanding of the theories by the researcher and his/her conceptualization of the relationship between different variables which mainly deals with who and what aspects that should be studied. The conceptual framework of the study is diagrammatically presented below:


English as a Medium of Instruction
Review of Related Literature (Theoretical & Empirical)
Descriptive Survey & Decision on Sample Development
Challenges
Pitfalls
Governmental support
Institutional support
Teacher training, proficiency and competence in teacher and student
Mixed group, language, workload
Content knowledge, insufficient incentive, learning styles, comprehension, interaction
Inadequate supplies of reference Materials
Classroom contexts
Identity crisis
Cultural loss
Language attrition
Findings

ChapterIII

Method andProcedures ofthe Study

This chapter describes the methodology adopted in the study including the design of the study, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation and ethical consideration.

Design and Method of the Study

Research is rigorous, detailed and systematic investigation on particular phenomenon or problem which needs scientific method and procedures to make it effective and purposeful. The study will be based on mixed approach in order to draw out practical and new findings. In this regard, Dornei (2007) defines mixed methods research as some sort of a combination of qualitative and quantitative methods within a single research project which is also termed as multitrait-multimethod research, methodological triangulation, and multi-methodological research. (p. 44). He further states that qualitative and quantitative principles can also be combined at the data analysis stage by 'quantifying' or 'qualitizing' the data (p. 45). In particular, Concurrent procedures will be adopted among three general strategies (i.e., concurrent, sequential, and embedded or transformative strategies) in order to discuss and identify the challenges and pitfalls of employing EMI in secondary level schools. In this context, Creswell (2003) states that in concurrent strategy; the investigator converges quantitative and qualitative data at the same time during study and integrates the information in order to provide a comprehensive analysis of the research problem.

There are so many research designs that have been adopting in accordance with the problematic issues to be investigated. More specifically, descriptive survey research design in nature will be chosen to discuss and identify the challenges and pitfalls of adopting EMI in secondary level schools. The term descriptive research is primarily concerned with finding out "What is". In this regard, according to Aggarwal (as cited in Salaria, 2012), descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description

and interpretation and this type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships. The method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably is termed as descriptive survey study (Salaria, 2012). Descriptive survey is concerned not only with the characteristics of individuals but with the characteristics of the whole sample thereof which provides information useful to the solutions of local issues (problems). Survey may be qualitative or quantitative in verbal or mathematical form of expression; such studies are factual and hence supply practical information (Salaria, 2012).

Population, Sample and Sampling Strategy

This study has included relatively a small number of populations, i.e., all public secondary level EMI teachers of Kathmandu Valley. In the present study, 35public secondary level teachers from seven different schools were selected as a sample as it is a miniature picture of the entire population. For selecting a representative sample, I used purposive non-random sampling procedure with the purpose of getting very rich information on concerned issue topic.

Data Collection Tools and Techniques

A set of questionnaire was used as the major tool for data collection from the respondents. The questionnaire hasconsisted 4 open and 25close-ended questions to obtain required information.

Sources of Data

The data in a research study is regarded as a raw material through which existing phenomenon is discussed and result is sketched out. The necessary data were collected from both primary (35 teachers) and secondary sources (related literature review) for the accomplishment of the study.

Data Collection Procedures

The primary data were collected through a set of questionnaires for getting firsthand information. For that purpose, first of all, I prepared a set of questionnaires (incorporating 4 open and 25 close ended questions) as per the guidance of my supervisor. Secondly, I visited the proposed all seven different schools and took a consent from the head teachers of respective institutions. Thirdly, I introduced myself with the prospective participants clarifying the objective of the study. Fourthly, I built a good rapport with them as far as possible for the purpose of acquiring rich and valid data. Similarly, I collected natural data with the help of questionnaire respectively. Eventually, I thanked all the respondents (EMI teachers) and school administration for their kind co-operation, sharing, and more importantly for their pivotal role in order to accomplish the study.

Data Analysis and Interpretation Procedures

The collected data were analyzed statistically (i.e., in the form of percentage and tables or diagrams), descriptively, and analytically to draw a new finding by editing, classifying into different topics in accordance with their major theme.

Ethical Considerations

An ethical consideration is considered as one of the significant topics in the study as it is a common values and principles in every aspects of human life. The privacy regarding the dignity and right of research participants and the reputation of respective institution, obtaining consent from prior to study are the major things to be taken in to consideration while conducting research study.

Firstly, I took permission from the school administration and the informants with the purpose avoiding any interruptions in the study. Similarly, I took consent with them to sign on the questionnaire for the purpose of obtaining natural data valuing each response. Moreover, I made a commitment for not using the collected data for other secondary purposes. Furthermore, the collected data were discussed and analyzed considering the right of privacy of the respondents by avoiding their real name.

Chapter IV

Analysis andInterpretations ofthe Data and Results

This chapter presents the analysis and interpretations of the data collected from primary sources. The data collected from questionnaire have been analyzed herein under the five broad headings: background of the respondents, major areas of challenges encountered by teachers while implementing EMI, major pitfalls of growing trend of implementing EMI in non-English speaking context, benefits of EMI in pedagogy and whether English is compulsory for quality education.

Background of the Respondents

This topic briefly deals with the mother tongue and the qualifications of the teachers (informants of the study) who have been teaching in EMI schools at secondary level. This topic further includes two sub-topics which are discussed below.

Mother tongue of the respondents**.**The mother tongue is a language that a person has been exposed from birth. It is also referred as native language, primary and first language of a particular person. Mother tongue has crucial role in teaching through a particular medium of instruction because a teacher can better understand the areas of problem arisen between his/her mother tongue and medium of instruction in teaching learning process. In this regard, the mother tongues of the respondents of the study are presented in the table below:

Table 1

Mother Tongue of the Respondents

S. N.	**Mother tongue**	**No. of respondents**	**Percentage (%)**
1	Nepali	27	77.14
2	Newari	5	14.28
3	Doteli	3	8.57
	Total	35	100

The secondary level EMI teachers were assigned to mention their mother tongue. The above table 1 shows that 77.14 % teachers of EMI teachers used Nepali as their mother tongue. Similarly, 14.28 % teachers used Newari as their first language. On the other hand, very few of them, 8.57 % reported that their native language as Doteli. Overall ratio of the table displays that majority of the teachers (77.14 %) from the community where Nepali has the status of dominant language and in contrast to that about 23.14 % teachers from Newari and Doteli community.

Qualification of the respondents**.**It is considered that qualified teachers have a good knowledge on the content to be taught in the classroom. As per my own experience, most of the schools are seeking for a qualified teacher who has earned credentials from an authoritative institution like Tribhuvan University. The information obtained from the responses of teachers is presented below in details:

Table 2

Qualifications of the Respondents

S.N.	**Qualification**	**No. of respondents**	**Percentage (%)**
1	M. Phil.	1	2.86
2	Master Degree	25	71.43
3	Bachelor Degree	7	20
4	Unrevealed	2	5.71
	Total	35	100

The respondents were carefully assigned to mention their qualifications to explore whether they were qualified to teach through EMI at secondary level schools. The above table 2 unveils that only 2.86 % of respondents has post-graduated earning M. Phil. Similarly, 71.43 % of them have earned their master degree. Moreover, 20 % of respondents have done bachelor degree and remaining 5.71 % of them showed neutral response. To sum up, the overall ratio of the above table 2 depicts out that nearly thirty three out of thirty-five respondents (94.29 %)seem to have required qualification earning M. Phil., master and bachelor degree and in contrast to that only 5.71 % of them seem to be reluctant to reveal their qualifications.

Major Areas of Challenges Encountered by Teachers While Implementing EMI

Many research studies have shown that majority of the people in the present era are in support of EMI because of the growing significance of English to survive and to have connection with the globalizing world. Despite the fact that, employing EMI in non-English speaking context having diversity in language and culture is quite challenging especially for the teachers, students, parents, institution and for the other concerned stakeholders and authorities. On the basis of data obtained from thirty-five secondary level EMI teachers of five different community and Guthi schools, the major areas of challenges of adopting EMI are analyzed and discussed statistically and thematically on the following tables, figures and points:

Written guidelines on how to teach through EMI**.**Like instructions, guidelines are the roadmap to do something systematically. It is considered that maintaining the written guidelines in the institution is far better to make teaching learning smooth and purposeful. The responses of using guidelines for the implementation of EMI are presented in the table below:

Table 3

Responses of Having Written Guidelines

S. N.	Responses	No. of respondents	Percentage (%)
1	No any guidelines	15	42.9
2	Some limited guidelines	15	42.9
3	Clear guidelines	5	14.2
	Total	35	100

For the exploration of the existence and practices of the written guidelines in their schools, the EMI teachers were asked to mark on the alternatives. The above table 3 sketches that 42.9 % of the teachers responded that there are not any written guidelines on how to teach through English medium. Similarly, 42.9 % marked that there are some limited guidelines and remaining 14.2 % reported that their institution has been following certain guidelines. To conclude, very few of schools are adopting

clear guidelines whereas majority of the schools (85.8 %) seem to have not any guidelines or applied just limited ones.

Class size**.**In accordance with my experience, class size in teaching and learning process determines the accessibility of the teachers to expose and provide input individually to the learners. Class size is one of the factors that effects to conduct the class smoothly. The data obtained from the respondents are tabulated below:

Table 4

Class size in EMI Schools

S. N.	**Class size**	**No. of respondents**	**Percentage (%)**
1	5-20	1	2.85
2	21-40	9	25.71
3	41-50	15	42.85
4	51-above	10	28.6
	Total	35	100

For the purpose of exploring whether the class size in the EMI schools of the study area are reasonable, the participants were asked to respond about the average number of students in their classroom. The table 4 displays that 42.85 % teachers responded that the average number of the students in their class I forty-one to fifty. Likewise, 28.6 % teachers have been taught in the classes consisting of fifty-one and above students. Moreover, 25.71 % and 2.85 % of them marked that their classes consist of twenty-one to forty and five to twenty students respectively. According to Education Rules (2059), "Normally, in every class of a community school in the valley and Terai, Hilly and Himalayan region, the number of students shall be 50, 45, and 40 respectively" (p. 147). Despite that, some of the teachers (28.6 %) seem to be facing the challenges regarding large class size.

English speaking environment**.**One of the most significant tasks of the teacher is to give learner to enough exposure. For this purpose, there should be English speaking zone in the school premises.

It was explored that whether the schools of the study are created and practiced English speaking environment there assigning questionnaire. The detail information obtained from the respondents is presented in the table below:

Table 5

English Speaking Zone

S. N.	Responses	No. of respondents	Percentage (%)
1	Yes	15	42.85
2	No	20	57.14
	Total	35	100

The above table 5 exposes that twenty out of thirty-five (57.14 %) teachers responded that English speaking environment is not created there. On the other hand, fifteen (42.85 %) of them marked that there is English speaking zone in their school compound. However, it was found that they were not implementing it effectively as its principle. I this way, the overall ratio of the table describes that the students in majority of schools (57.14 %) are not getting proper way of exposure in their schools.

Participation in EMI teacher training**.**Training is very crucial in the journey of teaching and learning process for transforming knowledge, attitude and skills from one to another. It was explored that to what extent the EMI teachers in community and Guthi schools are trained. The data collected from primary sources are presented in the following table:

Table 6

Participation in EMI Teacher Training

S. N.	Responses	No. of respondents	Percentage (%)
1	Once	4	11.42
2	Twice	8	22.85
3	More than thrice	11	31.42
4	Never participated	12	34.29
	Total	35	100

The EMI teachers were asked about the times of participating EMI teacher training. The above table 6 displays that 34.29 % teachers have never participated in EMI teacher training. Similarly, eleven respondents out of thirty-five (31.42 %) have participated in such training more than thrice which is very significant. Furthermore, 22.85 % and 11.42 % of respondents reported that they had taken part in teacher training twice and once respectively. To sum up, the data indicate that nearly half percentage of EMI teachers; twelve out of thirty-five are still remained untrained even in the Kathmandu vole, a so-called educationally most developed city in Nepal.

Medium of instruction in practice at EMI schools**.**EMI (English as a Medium of Instruction) is the use of English to teach academic subjects although English is not the learner's native language; rather as an additional language (Dearden, 2014; Simpson, 2017). For the purpose of exploring the practices of EMI, the respondents were asked to mark on the given questions. The data obtained from thirty-five teachers are presented in the table below:

Table 7

Medium of Instruction in Practice at EMI Schools

S. N.	Medium of Instruction	No. of respondents	Percentage (%)
1	English	16	45.71
2	Nepali	0	0
3	Both	19	54.28
4	Other	0	0
	Total	35	100

The above table 7 shows that 54.28 % teachers used both English and Nepali as the medium of instruction in their EMI classes. Likewise, 45.71 % of them reported that they have taught their students through English as a medium of instruction in the classroom. In contrast, none of the teachers responded that they have taught through Nepali and other medium of instruction. To come to the point, it seems that sixteen (45.71 %) teachers use to teach beyond the principle of EMI; following English-only approach.

Availability of ICT-based classroom**.**Worldwide research has shown that ICT (Information Communication Technology) can lead to an improved student learning

and better teaching method. In this context, the respondents were asked to respond on the questionnaire about the availability of the ICT-based classroom involving language lab and E-library classroom in their institutions. The replies are displayed in the table below:

Table 8

Availability and Use of ICT-Based Classroom

S.N.	Responses	No. of respondents	Percentage (%)
1	Yes	15	42.85
2	No	20	57.14
	Total	35	100

The above table 8 depicts out that 57.14 % of the teachers responded that there are not any kinds of ICT equipped classroom for teaching through EMI. In contrast, 42.85 % of them reported that there are certain ICT-based classrooms containing language laboratory, E-library and computers. By and large, nearly more than sixty EMI implemented schools in Kathmandu valley seem to be remote from the access of ICT-based classroom with enough required materials.

Teachers' confidence for conducting EMI**.**It is widely accepted that the teachers having confidence will only improve his/her value or who can facilitate students better and can handle the areas of challenges that may arise in any stages of teaching learning process. For the investigation of teachers' confidence for running EMI classes, they were asked to respond on the question. The data collected from the questionnaire are presented in the table below:

Table 9

Teachers' Confidence for Conducting EMI

S. N.	Responses	No. of respondents	Percentage (%)
1	Very confident	17	48.57
2	Somewhat confident	15	42.85
3	Not confident at all	3	8.57
	Total	35	100

The above table 9 unveils that seventeen out of thirty-five (48.57 %) teachers seem to be very confident for teaching in the EMI classes. On the other hand, fifteen (42.85 %) teachers seem to have lesser extent of confidence. Moreover, 8.57 % of them seem to have not any kinds of confidence in order to conduct EMI classes. In brief, nearly more than half of the teachers (51.42 %) are not confident ones who may lead their students to poor learning.

Use of teaching materials**.**It is globally accepted that teaching material as the source of motivation and response in learning and which drives learner to acquire purposeful and sustainable education. That is the reason why teachers are supposed to teach the pupils at every turn while teaching. For the exploration on the usage of teaching materials, the informants were asked to respond on the questions. The obtained information from the questionnaire is presented below in the table:

Table 10

Use of Teaching Materials

S.N.	**Responses**	**No. of responses**	**Percentage (%)**
1	Always	7	20
2	Sometimes	23	65.71
3	Rarely	4	11.42
4	Never	1	2.85
	Total	35	100

The teachers were asked whether they use teaching materials constantly in the EMI classroom. The above table 10 sketched on the basis of their responses reveals that twenty three out of thirty-five informants (65.71 %) use teaching materials for sometimes but on the contrary, very few of them (2.85 %) never use them. Similarly, seven of the teachers (20 %) use teaching material constantly and 11.42 % of the informants rarely use it. To wrap it all up, the data have sketched out that majority of the teachers (85.71 %) teach students using teaching materials (Always and sometimes) whereas some of the teachers (14.27 %) do not use them.

Involving students in interactional discussion. Students' involvement in teaching and learning process is generally considered as more advanced and fruitful method because such environment makes the learner more active, aware and collaborative. With the consideration of significance of discussion between teacher-student and student-student, the informants were asked to respond on the questionnaire on the basis of their practices in the real EMI classroom. The data collected from the questionnaire are portrayed below in the table:

Table 11

Involving Students in Interactional Discussion

S.N.	Responses	No. of the respondents	Percentage (%)
1	Never	3	8.75
2	Sometimes	13	37.14
3	Often	8	22.85
4	Always	11	31.42
	Total	35	100

The above table 11 depicts out that thirteen out of thirty-five teachers (37.14 %) seem to teach their students sometimes using interactive discussion in the teaching learning process but on the contrary, very few of them (8.57 %) never use discussion method while facilitating their students. Similarly, eleven of the respondents (31.42 %) always follow interaction or discussion method while teaching and 22.85 % of them occasionally/often use to teach through interactive discussion. In review, some of the teachers (31.42 %) hardly seem to adopt discussion method in teaching and learning even though majority of them (68.56 %) use to follow this method (i.e., always and sometimes).

Usual teaching materials**.**The teachers are supposed to facilitate the students using teaching materials considering its accessibility, availability, affordability, and appropriateness or its usefulness. That is why, the teachers should use more appropriate teaching materials in relation to the content to be taught in the real practice. For the investigation of the general/everyday uses of teaching materials, the

informants were asked to respond on the question. The obtained information from the all the respondents is presented below in the table:

Table 12

Usual Teaching Materials

S.N.	Responses	No. of the respondents	Percentage (%)
1	Projector	5	14.28
2	Textbook	13	37.14
3	Pictures	10	28.57
4	Videos	5	14.28
5	Others	2	5.71
	Total	35	100

The above table 12 displays that thirteen out of thirty-five respondents (37.14 %) seem to use only textbook as usual materials whereas very few of them (5.71 %) use other materials except aforementioned materials such as projector, textbook, pictures and videos. Similarly, ten of the teachers (28.57 %) commonly seem to have used pictures as teaching materials. Moreover, five of the teachers (5 %) have been using projector and videos equally as usual teaching materials. To put it all together, someof the teachers (37.14 %) of the informants have applied textbook frequently as the materials which is common problem in teaching process because textbooks are prepared for student-use rather than teacher-use. However, majority of the respondents seem to have used materials such as pictures, projectors, videos and other ones which are considered as fruitful and useful for the learners.

Heterogeneous class**.**As a miniature society, classroom is a beautiful garden where variety of the students comes to make their dream true. To explore the heterogeneity of the EMI classroom, the selected respondents were asked to respond on the question. The information collected on the basis of their responses is presented below in the table:

Table 13

Heterogeneous Class

S.N.	Responses	No. of the respondents	Percentage (%)
1	Learning ability	8	22.85
2	Nature	7	20
3	Linguistic background	9	25.71
4	Rate of learning	11	31.42
	Total	35	100

The above table 13 depicts that eleven out of thirty-five respondents (31.42 %) have the classrooms having variety of students in terms of rate of learning including fast, average and slower learner. Similarly, nine of the respondents (25.71 %) responded that they have been teaching in the heterogeneous classes having linguistically diverse students. Likewise, eight teachers (22.85 %) responded that they have the heterogeneous classes in terms of learning ability including intelligent, mediocre and poor students. Furthermore, seven of them (20 %) responded that they have been conducting EMI classes having variety of students regarding nature (introvert and extrovert). On the whole, most of the teachers (31.42 %) have been tackling the heterogeneity of the students for the implementation of the EMI education but on the contrary, very few of the teachers (20 %) have experienced the diverse classes regarding natures of the students.

Language skills in practice level**.**The four skills of language are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. In the context of language acquisition, the four language skills are most often acquired in the order of listening, speaking, reading and writing respectively. Hence, students are supposed to teach with equal emphasis on these skills. For the purpose of exploring the practice of these language skills, the respondents were asked to respond on the given questionnaire. The information obtained from all respondents is presented in the table below:

Table 14

Language Skills in Practice Level

S.N.	Responses	No. of respondents	Percentage (%)
1	Equally emphasized	22	62.85
2	Only reading and writing	8	22.85
3	Only speaking and writing	1	2.85
4	Only listening and writing	4	11.43
	Total	35	100

By analyzing above table 14, twenty two out of thirty-five (62.85 %) informants responded that there is equal practice of all the language skills as it is stated in curriculum but on the contrary, 2.85 % of them reported that only speaking and writing skills are emphasized in the real classroom situation. Similarly, eight of them (22.85 %) accepted that they use to facilitate their students emphasizing only on reading and writing. Moreover, remaining four of the informants (11.43 %) responded that they use to emphasis on listening and writing while teaching content. On the whole, it can be said that some of the teachers (37.13 %) seem to be unconcerned regarding equal practice of all four language skills in the classroom teaching and learning as it is allotted or allowed to instruct in curriculum (policy level).

Efforts for developing English language skills**.**Language (Medium of instruction) is considered to be accessible, coherent and intelligible between the interlocutor (teacher and students). For that purpose, a teacher needs to adopt own different strategies to develop English language skills. To explore whether the respondents follow such techniques, they were asked to report on the question. The data collected from all the informants are presented in the table below:

Table 15

Efforts for Developing English Language Skills

S.N.	Responses	No. of respondents	Percentage (%)
1	Yes	27	77.14
2	Somewhat	7	20
3	No	1	2.85
	Total	35	100

The above table 15 sketches that twenty seven out of thirty-five (77.14 %) of the teachers have adopted some kinds of strategies to standardize and develop English language skills in their own efforts but on the contrary very few of them (2.85 %) have not tried any kind of techniques. Moreover, seven of the teachers (20 %) have tried to develop their English language skills. In brief, some of the respondents (22.85 %) seem to reluctance for developing and standardizing English language competence and proficiency.

Comprehension of the content delivery**.**Learning is the acquisition of the knowledge, attitude, behavior and skills. Comprehension of the content delivered by the teachers is prerequisite to make learning more fruitful, purposeful and sustainable. To explore whether the students have been understood the content taught, the teachers were asked to respond on the interrogation. The obtained information from them is presented in the table below:

Table 16

Comprehension of the Content Delivery

S.N.	**Responses**	**No. of respondents**	**Percentage (%)**
1	Yes	29	82.85
2	No	6	17.14
	Total	35	100

By analyzing the above table, twenty nine out of thirty-five (82.85 %) of informants responded that their students understand the content delivered by them in EMI classes. Similarly, six of them (17.14 %) claimed that the discussion made on lessons in the classroom is not understood properly by the students. In short, it seems that some of the students are unable to grasp the ideas and concepts.

EMI program is challenging**.** Making decision on adopting a certain medium of instruction in particular institution is not an easy job in the context of multilingual country or community. For the exploration of the teachers' real-life experience, they were asked to respond on how they have been dealing with the EMI program. The obtained information is presented in the table below:

Table 17

EMI Program is Challenging

S.N.	Responses	No. of the respondents	Percentage (%)
1	Beneficial	18	51.42
2	Challenging	17	48.57
3	Harmful	0	0
4	Easy job	0	0
	Total	35	100

By analyzing the above table 17, eighteen out of thirty-five (51.42 %) of the informants responded that they have considered EMI program in education is beneficial. However, seventeen of them (48.57 %) perceived it as challenging job in multilingual context. Moreover, no one regarded this program as harmful and easy job to implement. On a final note, approximately half of the respondents seem to be equally agreed on EMI program is beneficial and challenging job to implement in the real classroom.

Shifting medium of instruction into English**.**Medium of instruction in education has pivotal role in transferring knowledge, information and skills one to another; it should be more comprehensible to the learner. All the respondents were asked to respond whether they are in favor or disfavor of shifting medium of instruction to English. The obtained information in response is presented in the table below:

Table 18

Shifting medium of instruction into English

S.N.	Responses	No. of respondents	Percentage (%)
1	Yes	29	82.85
2	No	6	17.14
	Total	35	100

The above table 18 shows that twenty nine out of thirty-five (82.85 %) informants are in favor of shifting medium of instruction in to English. In contrast, six

of them (17.14 %) responded that they are disfavor of adopting English as a medium of instruction. In the end, it can be said that some of the respondents seem to be against of shifting medium of instruction into English from Nepali.

Diversity in student**.**Classroom is regarded as the miniature society which may include different natures, cultures, languages, interests and ability of students. In this regard, two of the respondents shared the similar experience reporting students from various knowledge levels, geographical background and from different family standards where those students mostly belong to lower-level family class has caused challenges to maintain their standard. Similarly, a teacher reported that students are also from heterogonous linguistic and societal background who even cannot understand English well. Likewise, a teacher reported, "*It is very difficult in making students understand as all of them are not from the same background. Students prefer Nepali language as it was easy for them to convey their matter in Nepali*." Moreover, according to a teacher, poor background of the students in English is one of the challenges in EMI. Furthermore, respondents mentioned that it is very difficult to address the students of all backgrounds, ethnicities and religions.

Lack of necessary materials**.**Teaching materials are like the oils for vehicle which triggers teaching and learning smoothly. In this respect, three of the teachers responded that the required materials are sometimes insufficient for conducting EMI. Similarly, a respondent reported that all the students in our country do not have equal access to modern facilities. Likewise, two of the responds mentioned that the necessary materials like projector, audio-visual and other resources are not available as per the needs to implement EMI and is not easy to manage. Moreover, one of the teachers reported that there is not sufficient support from colleges to conduct EMI.

Traditional mindsets and lack of cooperation among teachers**.**Teachers are the key to make teaching and learning effective and purposeful. One of the informants reported, "*In my context, traditional mindsets of the teachers cannot easily change for following modern techniques for EMI. Collegiality among the teachers is indispensable but that is not satisfactory*." Similarly, a teacher reported that there is lack of cooperation from the other staffs as without their support EMI classes could

not run smoothly rather small grammatical mistakes are criticized. Moreover, a respondent reported that teachers are not also interested in implementing EMI.

Poor students in English**.**One of the respondents mentioned, "*English is the third language for most students and it is less practiced or no uses in daily life. The students are afraid of doing mistakes and that causes hesitation in students*." Similarly, a teacher listed that one of the experienced challenges for using EMI is hesitation to learn in students. Similarly, a teacher reported that sometimes students may get discouraged and cannot express whatever they know in writing and speaking because of lack of proficient students in EMI classes.

Interference of primary language**.**Primary language is referred as home language which is acquired unconsciously in early ages of life. In this regard, four of the teachers reported the same experience that there is mother tongue or first language interference to use of English especially in speaking and writing. Likewise, another teacher reported that students feel comfortable to speak their mother than English. He also added that we normally use Nepali language in daily life, so it is difficult to improve and to teach students through English.

Lack of competent teachers**.**One of the major responsibilities of the teacher is to make clear ideas on the content but at the same time, a second language learner has to face difficulties while making clarification in English. In this regard, one of the teachers reported that sometimes there may be problems for clarification of abstract ideas and difficulties in vocabulary in most of the situation. Similarly, a teacher responded that making students understand the meaning is one of the problems in implementing EMI. Likewise, a respondent reported that student have not good base and just understand the content hardly in EMI classes. Moreover, a teacher responded that teachers are often in confusion whether to give more priority on language or content.

Lack of motivation and support from concerned bodies**.**One of the teachers reported that there is not any support from concerned bodies and colleges for maintaining EMI environment and necessary resources for conducting EMI. He also

added that there not any motivation to the teachers and students by the school administration even after implementation of EMI.

Major Pitfalls of Growing Trend of Implementing EMI in Non-English-Speaking Context

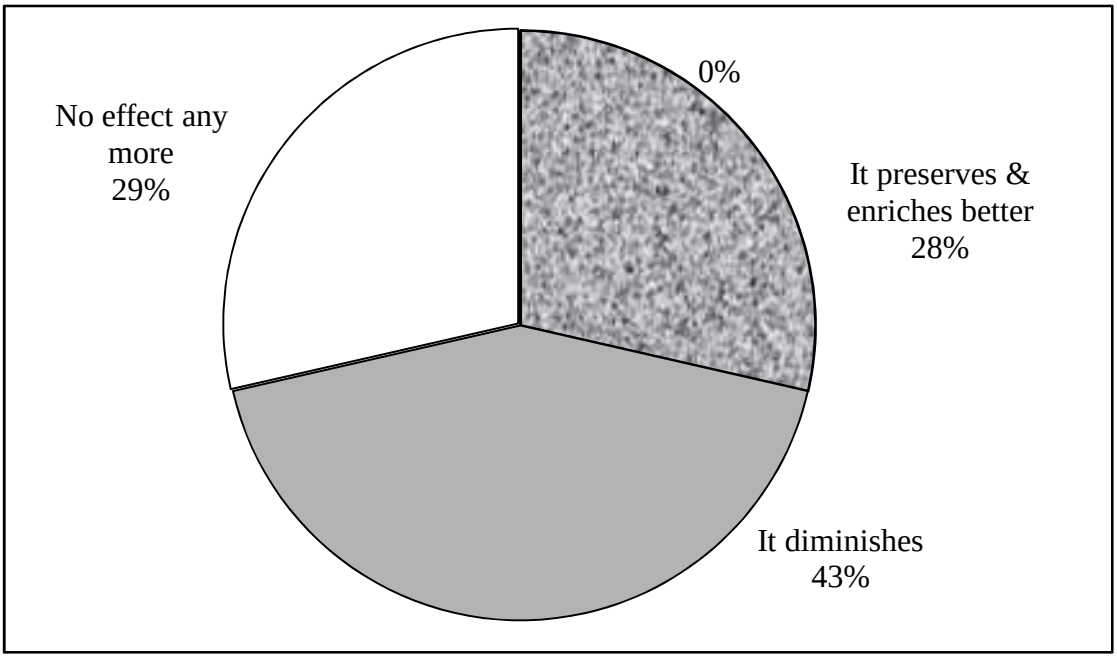
Some studies revealed that it has led to negative impact on student learning, accessibility to education and on linguistic diversity and social justice. In this respect, Albakri (2017) argues that the implementation of EMI has a disempowering effect on students with low English language proficiency and has a negative psychological impact on them and a strict EMI policy does not allow students to enhance their local language (Arabic) competence which is relevant for future employment but also leads to loss of their indigenous language. The sub-topic deals with the collected data centering upon potential pitfalls of employing EMI on the basis of responses obtained from both close-ended and open-ended questions.

Impacts of EMI on indigenous and local knowledge**.**Here, indigenous and local knowledge represents the knowledge such as social etiquette, norms, values and beliefs that we acquired by interacting with surrounding people, culture, religion, landscape and the like. The respective informants were asked to report on the impacts of EMI education on local knowledge.

On the basis of responses obtained from thirty-five teachers, 43 % of them responded that EMI education diminishes the local or indigenous knowledge which is considered as socially and culturally a heritage and source of knowledge. On the other hand, it explicitly seems that 29 % of them agreed on EMI program in community schools have not any effects at all on such knowledge and 28 % of the respondents marked on EMI preserves and enriches indigenous or local knowledge better.

Figure 1

Impact of EMI on Local or Indigenous Knowledge

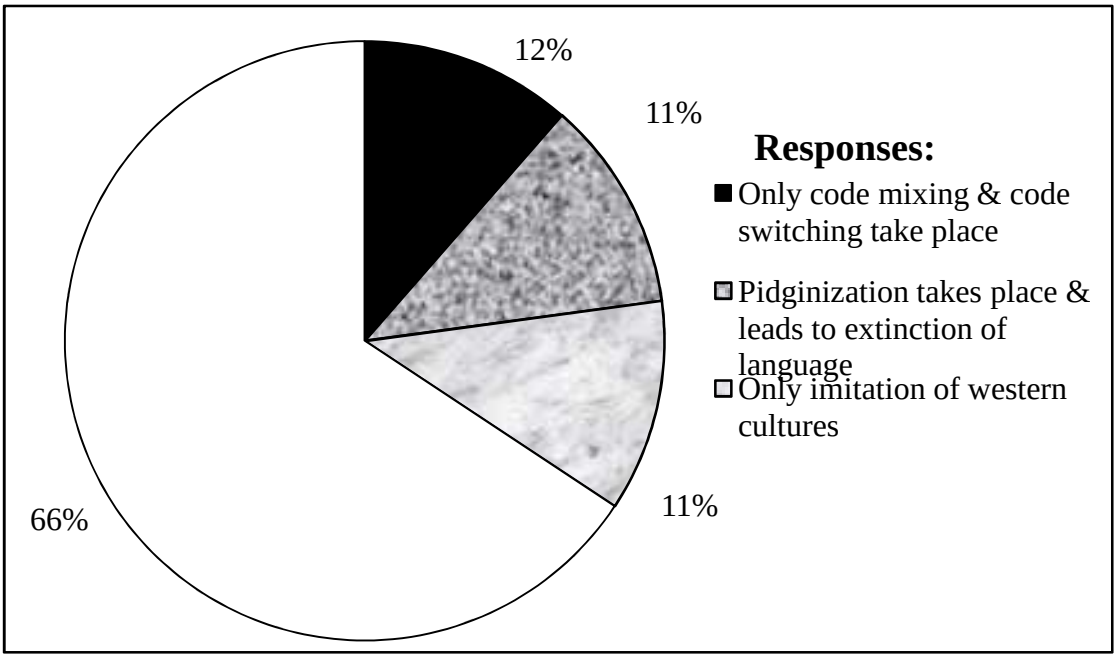


Consequences of growing trend of adopting EMI**.**In community schools, the trend of shifting medium of instruction into English is growing day by day (Ojha, 2018). In this respect, the respondents were asked to report on the consequences of today's growing demand of implementing EMI in the near future as per their experiences.

In the seven schools researched, 66% of respondents (teachers) reported that one of the major negative outgrowths of shifting medium of instruction by community schools into English is slowly but surely the loss of local cultures in the near future. Likewise, 11% of them reported that pidginization takes place and gradually leads to extinction and death of language as the aftereffects of growing trend of EMI in government schools. Furthermore, 12 % of them marked on the only the code mixing and the code-switching take place and remaining 11 % of the teachers replied on the only imitation of Western cultures as the result of adopting EMI in non-English speaking contexts. To wrap it all up, the most harmful and unfavorable consequences of EMI is the gradual extinction and loss of cultures in the end replacing by Westernization.

Figure 2

Consequences of Growing Demand of EMI in the Near Future



Gradual death of local languages**.**The practice of shifting medium of instruction into English in community and Guthi schools will cause the danger of extinction of local languages. Adopting EMI without considering its unfavorable effects is a foolish job. In this respect, two of the respondents reported that reported that increasing practice of EMI will cause adoption of foreign cultures and consequently the students may feel difficulty in learning their own language. Likewise, two respondents reported that due to craze of using of English in education may dominate and kill the local languages in the future. One of the informants clearly reported that adopting EMI means the gradual extinction of native language. He further mentioned that Nepali language will be at risk in the end and learners will not be familiar with their own mother tongue, if other subjects are taught in English.

Generation gap and substitution of local language, religion and culture by western ones**.**Three of the teachers reported that if we blindly follow EMI as grant, this mightcause negative results such as students may forget their mother tongue and culture, might cause cultural and communicative gap between older and younger generation that might create disorder in the society. By combining the similar

argument of two of teachers, it can be summarized as EMI may directly affect our cultural platform where students could have more inclination towards western world and will replace the local language, religion, culture and traditions by western ones.

Linguistic imperialism and risk of national identity**.**One of the respondents reported that the linguistic domination will occur due to the adoption of EMI in education. Similarly, a teacher mentioned that other languages will be shadowed by English language which ultimately leads to the linguistic imperialism. In addition of that, two of the respondents reported that our originality and identity can be deviated and own culture, tradition, religion and languages may reach in endangered. As a result, our nationality could be in danger. Moreover, a respondent replied that the child may be deprived of learning the originality of the indigenous or national practices, costumes, values, respect and norms on their own. Furthermore, two of the respondents reported that the practice of EMI with its full principle in multilingual context may create a kind of emotional attachment to the students because they are tied under the single possession of medium of instruction.

Increasing the rate of emigration**.**A teacher reported that learners can go to the foreign country and never return back to their country because of more opportunities of high-paid job and sophisticated lifestyles.

Benefits of EMI in Pedagogy

As the international language, English language has become the language of choice in daily communication and more popular in the field of education. In this context, many studies have revealed that English has been widely used as the medium of instruction in many countries including Nepal and many more. The respondents were asked to report the benefits that are achieved by their institution, individual teachers and students by adopting EMI in pedagogy. On the basis of data obtained from the respondents of the study, there are many benefits of implementing EMI which are discussed thematically below:

Improving English language skills.One of the major benefits of shifting medium of instruction into English in Community and Guthi schools is the

development of English language skills. In this regard,elevenof the informants reported that EMI is very essential to lay a strong foundation for improving English for improving English language skills. Likewise, other two of them added that both students and teachers will get good command over English language and develop competency and proficiency in English in comparison to other Nepali medium schools.

***Communication*.**Four of the respondents mentioned that the teachers as well as the students will achieve fluency over English language. EMI helps students to develop their speaking ability in large mass. Five of the other reported that EMI in education will help the students to communicate with the foreign people of the world. Moreover, three of the teachers reported that student will develop vocabulary power and communication skills gradually where EMI is implemented. Moreover, teaching through English will develop the learners' communication skills with correct phonemes and sounds.

***Building confidence*.** Two of the teachers reported that teachers will develop confidence for content delivery. Likewise, three of the respondents mentioned that adopting EMI in pedagogy has helped students to communicate with each other confidently in English.

***Career development*.** Two of the respondents reported that EMI can create more opportunities in the future time. Likewise, another reported that to some extent, EMI will assist to adjust in the foreign countries.

***Scaffolding for higher studies and standard examinations*.** Three of the teachers mentioned that EMI in education system makes easy for higher studies in abroad where English is common. Similarly, two of the informants reported that the students can take part and get success in English competitive and standard exams like TOEFL, IELTS, GRE, GMAT etc.

***Motivating factor*.** Individual teacher will be encouraged and motivated to speak English. Likewise, other respondents reported that Emi helps the students to grasp the knowledge beyond the content taught in the classroom.

***Developing ability of comprehension and expression*.**Three of the respondents reported that students will be able to have better understanding what is heard, read and EMI assists them to express their ideas in speech and in writing as well.

***Reputation*.** The institution, teacher and students will earn high prestige in the society. Similarly, two of them added that institution will be ranked in considerable position if it is run in EMI.

***Understanding foreign culture and spreading local culture*.** Teachers and students can spread indigenous knowledge outside the country that makes our country and culture recognized by the foreigners. It is reported that Emi is a way to know the foreign cultures. Moreover, three of the teachers mentioned that the teachers and students will be easily adjusted in English environment or in any countries. .

***EMI assists to operate ICT devices*.** A person who is good in English knows how to use the ICT tools better because English has been used there. Two of the respondents reported that students can easily operate ICT devices like computers and helps to understand English related contents as per instruction of the teachers. Similarly, another teacher added that they can conduct their daily educational and instructional activities conveniently.

***International competition*.** One of the teachers reported that the students can be made more competent for international market by adopting EMI in education.

***EMI makes a person and institution dynamic*.**One of the teachers mentioned that EMI is essential to understand the present world. Similarly, **t**wo of the informants reported that the students and all other involved personnel will be able be familiar with the changes and adopt modem reality by implementing EMI.

Whether English Is Compulsory for Quality Education

There is no debate that the concerned stakeholders' students, teachers, administration, management committee, curriculum developer and policy makers hope for higher learning achievement and quality education. All of the respondents

(thirty-five) were asked to report on the practice of English in the present-day world emphasizing on whether English is unavoidable language for imparting quality education. By analyzing the all responses from the teachers, they are discussed below in two different views:

English is compulsory**.** Being an international language, the demand of English in education is growing. Some of the respondents seem to be agreed on English is compulsory for quality education because it is used in every sector such as media, technology, internet etc. In this regard, one of the respondents reported "*Honestly speaking, English in education has been a cry of this era. The students having good base in English at school level will surely help in making students competent in this era of globalization. We know that it is literally accepted as a common mode of communication. Moreover, English has been compulsory in order to understand the media and the internet. English, therefore, is compulsory for quality education*." Likewise, another informant mentioned "*Yes, teaching through English should be made compulsory because this is the age of globalization and we should produce skilled manpower that can compete not only in a particular nation. And as we all know that English is an international language for medium of communication. In this regard, English should be made compulsory for quality education and it will produce satisfactory learning outcomes*."Moreover, another teacher reported that the first attempt has been always the problematic. The education in English is necessary because students never learn until they practice it in real behavior. Besides that, two of the respondents mentioned similar views that it is compulsory to provide education through English because students can learn more beyond the given in the content and English is everywhere in this globalizing and technological world.

Many research studies have displayed that English has the status of prestigious and dominant language over the hundred years because English has been used extensively in the production, media, education, politics, religion etc which represents a kind of linguistic hegemony. In this context, one of the teachers responded "*We all know that English is a hegemonic language. There is a proverb 'what cannot be cured must be endured' and so does the English. It clearly says that we are hegemonically compelled to follow English medium instruction. Likewise, English is resourceful*

language as it has vast array of knowledge and economic potentialities. Of course, English education is compulsory to guarantee quality education. As there is sufficient exposure to knowledge, it is only alternative to follow." Similarly, another respondent reported that definitely English language is compulsory for providing quality education because it has been the language of the modern era and at the same time; its dominance is the first challenge that need to overcome by producing best pupils in order to compete against the world.

Being a proficient and competent in English is a door to reach the pinnacle of success on higher education and career advancement by grasping more alternatives. In this regard, one of the teachers replied that providing education through English certainly fulfills the demands of current situation providing resource in the market and it also prepares the gateway for further education as well as opportunities of jobs to the global market. Moreover, one of the teachers reported that English is compulsory for education because it is an international language and more importantly, it is necessary for further study in abroad.

English is alternative**.** On the other hand, English in education is not merely an ultimate to produce potential and skilled labor pool rather it would be alternative or it would base on passion. In this regard, one of the respondents said, *"No, it's not necessary to provide education through English because the education to the students just by force will not lead to any bright futures until they don't understand what they are teaching. If they are able to understand the medium well, it will help them in future as well. Hence, it is good and better idea but not the best one."*Similarly, one of the teachers reported, "*Of course English is international language and should be emphasized. However, language is just one of the means of delivering messages or content. Whatever language we use, the main thing to be considered is the learning outcome of our children. So, we can use any language which is beneficial and effective*." Likewise, another respondent reported, "*English language is only the means of communication. We cannot say that knowing English means having quality education. To have quality education, the learners should have interest to know the fact or the matter and content*." Moreover, one of the teachers reported, "*To fulfill the objectives of medium is not important or compulsory rather they can learn in which*

they understand easily. To teach language, it is compulsory and same in the case of teaching math and science that need some technical terms in English medium."Furthermore, one of the teachers reported, "*Medium of instruction does not play a significant role for quality education rather it requires good methodology and techniques to use in teaching and learning*." In addition of these, one of the teachers also mentioned that medium of instruction may depend on the subjects; English medium would be more effective in the subjects like English, math and science.

The quality education is guided by methodologies, background of the students, competence and performance of the teachers, required materials and learning environment. In this respect, similar views were mentioned on the questions by three informants. They reported that English is not compulsory for quality education rather students should get the proper opportunities to learn and the explicit concept on the content throughwhichever they will be facilitated as the medium of instruction. Similarly, next respondent reported that qualified teachers and enough teaching materials should be made available and applied before implementing English as a medium of instruction. Moreover, one informant responded that achievement is great deal than language. Therefore, comprehension is most important thing, not a medium of instruction through which you teach because using mother or Nepali makes it easier a lot to teach and to learn in the classroom. Furthermore, one of the teachers reported that only English medium does not produce satisfactory outcomes because of these reasons; poor linguistic background of the students, poor performance of the teachers and unavailability of required resources in the classroom.

Results

On the basis of analysis and interpretation of data obtained from the respondents, the following major results have been drawn:

Major challenges encountered by teachers while employing EMI

i. Finally, it is found that there are not resourceful or well-equipped classrooms for running EMI education. Majority of the informants (57.14 %) responded that there are not enough ICT based classrooms for teaching through EMI.

ii. It is found that the students do not get enough exposure to implement EMI effectively. Majority of the respondents (57.14 %) reported that English speaking environment is not created there in their school premises.

iii. It is found that most of the teachers (54.28%) have used both English and Nepali as the medium of instruction even in the EMI classroom.

iv. It is found that most of the schools are disorganized. Most of the respondents (42.9 %) reported that there are not any written guidelines on how to teach through English medium.

v. It is discovered that the EMI teachers usually use textbook as teaching materials in teaching and learning activity. Most of the respondents (37.14 %) reported that they have used only textbook as usual materials while conducting EMI classes.

vi. Most of the teachers (34.29 %) have never been participated in any kind of EMI teacher trainings which shows that there is lack of training to the teachers for effective implementation of EMI practices.

vii. Most of the respondents (31.42 %) reported that their classes contain heterogeneous students in terms of rate of learning (fast, average and slower learner).

viii. It is discovered that some of the teachers have been teaching in large class size. Some of the teachers (28.6 %) have taught in the classes consisting above fifty students.

ix. It is found that some of the respondents (17.14 %) reported that their students do not understand the content delivered by the teachers and they seem to be disfavor of shifting medium of instruction in to English from Nepali.

x. Some of the informants (8.57 %) responded that they have not any confidence at all for teaching students through EMI.

xi. It is discovered that the challenges of employing EMI by secondary teachers in public schools are diversity in background of the students, lack of necessary teaching materials, traditional mindsets and lack of co-operation among teachers, poor students in English, interference of primary language, lack of competent teachers and lack of motivation and support from concerned bodies (policy and practice level).

Major pitfalls of growing trend of implementing EMI in Non-English-speaking context

i. It is found that EMI in education system in non-English speaking context would cause harmful effect. Majority of the informants (66 %) reported that one of the negative effects of shifting medium of instruction by community schools in to English is slowly but surely the loss of local cultures in the near future.
ii. It is also discovered that the practices of EMI in multi-cultural community will reduce the source of local knowledge. Majority of the respondents (43 %) reported that EMI education diminishes the local or indigenous knowledge.
iii. Moreover, the pitfalls of expanding demand of employing EMI in public schools are gradual death of local language, religion, culture and tradition by Western ones, linguistic imperialism, risk of national identity and increasing the rate of emigration.

Benefits of EMI in pedagogy**.**The major benefits of conducting EMI in education are improving English language skills, developing communication skills, building confidence, career advancement, scaffolding for higher studies and standard examinations, motivating factor in learning, developing ability of comprehension and expression, prestige in society, understanding foreign culture and spreading local culture throughout the world, easy for operating ICT devices, to meet the international practices and EMI makes a person and institution dynamic.

Chapter V

Conclusion and Recommendations

This is the final and the most significant chapter of the study. The chapter consists of the conclusion and the recommendations.

Conclusion

This study investigated on how EMI has pedagogically been a significant asset at the micro level and what challenges and long-term effects (pitfalls) it made on the overall teaching and learning achievements in the secondary level public schools in Kathmandu valley. The major purposes of the study were to explore the challenges encountered by teachers in the classroom where EMI is implemented and to identify the pitfalls caused by EMI education. Being an international language, English is the primary language of several countries but it is also widely used as a second or foreign language in a number of multilingual countries. English has been common mode of communication in the world and it has been using as the foreign language in the context of Nepal since right after the journey of the then Prime-Minister, JungaBahadurRana to Europe in 1854 AD. Nowadays, the EMI phenomenon in pedagogy has expanded widely in dramatic way due to the growing demand and uses of English in the era of globalization and technology.

The findings from both quantitative and qualitative data analysis conclude some significant effects of employing EMI such as developing English language and communication skill in teacher and students, an easy door to complete higher studies and appear international standard examinations, enhancing comprehension and expressing ability of the content given in English, better understanding foreign culture and extension of local culture throughout the world. However, in many countries, the educational infrastructure does not support quality EMI provision: there is a shortage of linguistically qualified teachers, there appear to be few organizational guidelines which might lead to effective EMI teaching and learning and there is a little or no teacher preparation, Dearden (2014). The findings of the study also have shown that the teachers have also experienced drastic pedagogical challenges of implementing

EMI due to their low English competence, insufficient required ICT based classrooms (57.14 %), lack of adequate exposure (57.14 %), use of code-mixing or translation (54.28 %), no use of any written guidelines on how to teach adopting EMI (42.9 %), only use of textbook as a usual teaching material, lack of trained teachers, heterogeneous students and large class size. In the line of ideas by Simpson (2017), EMI is neither simple nor straightforward, rather it is quite a complex, confusing and challenging phenomenon. My findings also suggest that the EMI program can produce a human capital to adjust and compete with the international challenges. Despite the fact that, it has been shown in this study that implementing EMI is more challenging for teachers in multilingual and non-English speaking context like in Nepal. In addition, the data analysis revealed that the pitfalls of adopting EMI approach in the near future shall be unfavorable; the gradual loss of local cultures and language (66 %), counters the originality of indigenous knowledge (43 %), gradual death of local religion, and tradition by Western ones, linguistic imperialism, risk of national identity and increasing the rate of emigration.

Vu & Burns (2014) state “Despite its recognition of a number of implementational problems and constraints, EMI has been widely introduced into various non-native English-speaking countries” (p.1). The trend of EMI in secondary schools is on the extension in the context of Nepalese education with the belief that English is only key to open the door of opportunities in the years to come. However, the initiation and implementation of EMI program is not optimal and seems to be not organized or without no specific guidance, principle and maintenance of required infrastructures and reference materials. According to Wajayatunga (2018), “Teaching in English medium in non-English speaking country can always be challenging due to the competence level of the students and proficient of the teachers, lack of support of management team to EMI teachers and lack of teaching materials in comparison to the first language” (p. 195). In conclusion, in spite of its many significant roles in order to compete with the globalizing world, the shifting the medium of instruction from Nepali to English would significantly and negatively impact on pedagogy, local or indigenous knowledge, language and culture in a number of ways instantly or over time.

Recommendations

A collaborative effort is required from all bodies and stakeholders to remove the aforementioned challenges and pitfalls of adopting EMI in non-English speaking context and to teach students effectively for better outcomes. On the basis of aforementioned major findings, the recommendations of the study are presented below in three different levels:

Policy related**.** The policy related recommendations are listed below:

i. Government of Nepal should make teacher training as a basic requirement for the entry in teacher service. More importantly, such training should organize carefully and make a monitoring compulsory to ensure whether it is implementing in real classroom or not.
ii. Ministry of Education, Science and Technology should put in extra budget to supplement the necessary ICT gadgets to teach through EMI.
iii. Teaching English as a compulsory subject as per the principle of Content and Language Integrated Teaching approach is enough for developing English skills and competence rather than shifting medium of instruction in to English. That is why; policy makers should develop the policy of allowing only Nepali as the medium of instruction except teaching other language subjects (like English, Sanskrit, etc.), computer, mathematics, science and other technical subjects for the purpose of preserving and promoting local language, cultures etc.
iv. Government of Nepal should develop the policy of giving reward and punishment to competent and poor or unqualified teachers so that they could motivate themselves in order to involve in teaching with full efforts. More importantly, this should be monitored timely in order to ensure whether it is implementing.

Practice related**.** The practice related recommendations are listed below:

i. The non-native teachers should invest self effort to improve their English competence that helps in teaching students.

ii. In regards to the modern teaching methodologies, it is highly recommended to invest in ICT materials as much as possible. For that purpose, the EMI schools should manage ICT based materials containing language laboratories and multimedia facilities in collaboration with Ministry of Education, Science and Technology so that both teacher and students could improve their English language skills and comprehension ability.

iii. Schools should conduct EMI teacher training considering all basic requirements needed for adopting EMI program.

iv. The EMI schools should create English speaking environment to get enough exposure by the students in the school premises.

v. The teachers should use a single language as far as possible except the determined medium of instruction.

vi. The EMI adopted schools should develop written guidelines on how to teach through English and it should be implemented.

vii. The EMI teacher should use variety of teaching materials as per the demand of content to be taught. Teachers should have good knowledge for developing the teaching materials and effective use of it.

viii. The teacher should teach students dividing in to different group on the basis of their similarity in nature, ability and background so that a teacher could enjoy the varieties of the students

ix. In accordance with the Education Rule (2059), the normal number of students in every class of community school in the Valley and Terai region shall be 50. That is why; the EMI schools should maintain the class size in optimal numbers dividing into different sections consisting of less than 50.

x. For the purpose of boosting student achievement high, the teachers should adopt alternative means to make their teaching comprehensible to the students.

xi. The schools should ascertain the infrastructures required for conducting EMIS before its implementation.

Further research related**.** The followings are the further research related recommendations listed on the basis of aforementioned findings:

i. It is recommended that further studies should be conducted on a large scale with a variety of research instruments to gain rich, reliable and valid data and deeper insights on EMI.

ii. Further studies should emphasize on implementation, significance, role and achievement of EMI for imparting quality education.

iii. Further studies could investigate the difficulty and needs of students' learning where EMI is implemented in an EFL (English as the Foreign Language) context.

iv. Another useful line of further studies could emphasize on the perception, practices and necessities of EMI teachers.

v. Further studies could also conduct interviews and observe the real classes where EMI is adopted in order to gather more in-depth data from both teachers and students.

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Appendix

Dear Sir/Madam

This questionnaire, a major tool is prepared to accomplish the study entitled as the**English as a Medium of Instruction at Secondary Level Education: Challenges and Pitfalls.** The study will be concluded under the supervision of Professor Dr. TaraDattaBhatta at the department of English education, Tribhuvan University, KIrtipur. The study attempts to discuss and identify the challenges and pitfalls of adopting EMI in non-English speaking schools. A kind cooperation, significant and fair responses based on your real life experiences undoubtedly assist in order to make this study more valid and purposeful. That's why; do feel free to put your fair words.

Thank you!

Bala Ram Kulung
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PART-I

Please mention your personal details below:

Name:

Mother tongue:

Institution:

Qualification:

Open ended questions:

Please tick (√) the best options in accordance with your real life experiences. You are free to tick more than one if it is necessary.

Q.1) Which level would be the most appropriate for implementing EMI?

a. Preliminary child education
b. Basic level
c. Secondary level
d. Higher school level

Q.2) Has your school adopted any written guidelines on how to teach through English?

a. Some limited guidelines
b. Clear guidelines
c. No any guidelines

Q.3) Are there enough qualified teachers to implement EMI in your school?

a. Yes
b. No

Q.4) What is the average number of students in your classes?

a. 5-20
b. 21-40
c. 41-60
d. 61-100

Q.5) Are there necessary EMI related teaching-learning materials (Syllabus, textbook, library, audio tapes, etc) available in your school?

a. Yes
b. No

Q.6)Are there enough ICT-based classrooms in your institution?

a. Yes
b. No

Q. 7) Is English speaking environment (i.e., English speaking zone) created there in your school?

a. Yes
b. No

Q. 8) How many times did you take part in any kinds of EMI teacher trainings?

a. Once
b. Twice
c. Thrice
d. More than thrice
e. Never participated

Q. 9) Do you teach preparing lesson plan (or in accordance with the skills you learned from EMI based training)?

a. Yes
b. No

Q. 10) As a teacher in EMI class, I usually teach through…

a. Nepali
b. English
c. Both
d. Other (please specify):……

Q.11) How often do you use teaching materials in EMI cases?

a. Always
b. Sometimes
c. Rarely
d. Never

Q.12) What materials you generally use for teaching through EMI? (Please choose all that you apply)

a. Projector
b. Textbook
c. Pictures
d. Videos
e. Others……..

Q.13) Which strategies do you employ while teaching through EMI in the classroom?(Please choose all that you apply or add more)

a. Break complex activities down into segments
b. Encourage but don't force in participation
c. Wait for responsef. ……..
d. Think-Pair-Share
e. Individual focus

Q**.14) How would you rate your confidence for conducting EMI?**

a. Not confident at all
b. Somewhat confident
d. Very confident

Q.15) How often do your students involve in interactional discussion during teaching through EMI?

a. Never
b. Sometimes
c. Often
d. Always

Q.16) My classes generally contain heterogeneous students in terms of... (Please choose all that you encountered)

a. Learning ability (Intelligent, mediocre, poor)
b. Nature (Extrovert, introvert)
c. Linguistic background (Monolingual, bilingual, multilingual)
d. Rate of learning (Fast, average and slower learner)

Q.17) In case of heterogeneous class, wht strategy do you apply to teach them by addressing inclusive concept in education? Please do mention below.

a. Teaching in group
b. Facilitating individually
c. Pair teaching
d. Student engagement
e. Separate teaching
f. ……

Q.18) What's your experience on language skills in curriculum (Policy level) or in the EMI classroom (Practice level)….

a. Equally emphasized
b. Only reading and writing
c. Only speaking and writing
d. Only listening and writing
e…….....

Q. 19) Do you try to standardize and develop English skills on your own efforts?

a. Yes
b. Somewhat
c. No

Q.20) Do your students understand the content that you delivered using EMI?

a. Yes
b. No

Q.21) Adopting EMI program is…

a. Beneficial
b. Challenging
c. Harmful
d. Easy job

Q. 22) What difference did you find in learning achievement of EMI students in comparison to previous ones when Nepali was employed as a medium of instruction?

a. Vast difference (Satisfactory)
b. Little difference (It's OK)
c. No difference (Worthless)
d. Reversed (Risky system)

Q.23) In your experience, what is the impact of EMI on indigenous or local knowledge (social etiquette, norms, values, beliefs etc that we acquired by interacting with surrounding people, landscape, culture and the like)?

a. It preserves and enriches better
b. It diminishes or harms
c. No effect any more

Q.24) What would be the consequences of today's growing trend of implementing EMI in the near future according to your experience? (Please choose all that you believe in or you can also add more points)

a. Only the code mixing and the code switching take place
b. Pidginization takes place and leads to extinction or death of languages
c. Only imitation of Western cultures
d. Slowly but surely the loss of local cultures
e. ……

Q.25) Are you in support of shifting medium of instruction in to English from Nepali?

a. Yes
b. No

PART-II

Open-ended Questions:

Q.1) Whether teaching through English in your opinion is **compulsory for quality education**? Does it produce satisfactory learning outcomes? Please give your logic.

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Q.2) What kinds of **benefits** thatcould be achieved by yourinstitution, individual teachers and students by adopting EMI in pedagogy? Please list out them below.

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Q.3) What are the major areas of **challenges** that you tackled while implementing EMI based on your real life teaching experiences? Please do mention below.

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Q.4) Whatmight be the **consequences and major Pitfalls** (potential dangers) of growing demand and adopting EMI in the context of Nepal?And how does it happen?

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Thank you very much.