

**TEACHERS' EXPERIENCES ON THE IMPLEMENTATION OF EMI IN
BAGLUNG DISTRICT**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment of the Master of Education in English**

**Submitted by
Sumit Chand**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023**

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Declaration

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

Date: 6th April, 2023

.....
Sumit Chand

Dedicated

to

My family and teachers whose blessings are with me forever.

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This study is an output of the continuous encouragement of my respected thesis supervisor, teachers, dear friends, seniors, and participants, who provided me untiring support and proper guidance during this process. I, therefore, would like to thank to each individual for their regular inspiration.

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Abstract

This research study entitled **Teachers' Experiences on the Implementation of EMI in Baglung District** was conducted to explore the experience of basic level's EMI teachers (except Nepali and English) and to find out the challenges faced by them. For the purpose, I used qualitative approach especially adopted descriptive design to carry out this research. The population of the research were all basic level EMI teachers of Baglung district. Four basic level EMI teachers were selected as a sample for the study by using non-random purposive sampling procedure. I used in-depth interview to elicit their stories. The data were analyzed by using thematic approach. The analysis and interpretation of data found that local parents are excited about EMI implementation, it is more effective in multilingual classrooms. Likewise, it is taken as base for developing career and fit on the global market, teachers are not getting sufficient training rated to it. But, some of them do not have sufficient English proficiency. The controversial policies of government, lack of support from major stakeholders are pushing teachers to encounter problems in classroom management. The relation of teacher and students were fading because of the lack of proper communications.

This thesis consists of five chapters. The first chapter deals with the introduction of the study which consists of 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. Similarly, the second chapter is the review of related theoretical literature, review of empirical literature and their implications for the study. It also includes the conceptual framework. Likewise, the third chapter deals with the methods, design of the study: population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. In the same way, the fourth chapter includes the analysis and interpretation of the data. Finally, the fifth chapter incorporates the findings, conclusions and some policy, practice, further research related recommendations, references and appendices based on the study.

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Chapter I

Introduction

The present study is entitled “Teachers' Experiences on the Implementation of EMI in Baglung District”. This introduction part consists of background of the study, statement of the problem, objectives of study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms.

Background of the Study

In this whole world, different languages are spoken and used by people from different countries but especially English language is perceived as a global language. Nowadays, it is also called lingua franca, a contact language because of its contribution for the people to connect from different linguistic backgrounds. In this regard, Crystal (2003, p.3) argues, " A language achieves a genuinely global status when it develops a special role that is recognized in every country." In different countries of different continents, English language is playing different roles for the people to perform their different tasks in different sectors including education, science and technology, business and trade, tourism and many more. English is considered as the international language of the world today though it has lesser number of native speakers than the Chinese language.

To define English as a medium of instruction, Simpson (2017) states that EMI refers to a situation where learners for whom English as an additional language are receiving some or all of their education in English i.e. at any stage of the educational cycle. In other words, the process of delivering and receiving the contents or subjects in English language by the teacher and learners in the context where the first language is not the English language is EMI. Simpson (2017) further argues that the use of English at all levels of education system to teach and learn different subjects including mathematics, science, social studies in the context where the majority of learners and teachers use English language as an additional language. English is also regarded as a bridge for transmission of civilization and culture from one part of the world to another part of the world. The signboards play cards, advertisements and the names of the medicines are written in English. In this way, most of the significant resources in any country and of any discipline are found to be written or published in

English language. EMI has been defined by various scholars as it is a current issue in these current days. The statement of Deardon (2015) rightly says that use of the English language has been used to teach academic subjects in countries or Jurisdictions where the first language (L1) of the majority of the people are not English.

EMI refers to the process of teaching through English language. School is a mini society that is directly affected by socio cultural aspects. When national curriculum framework (NCF, 2006) gave the permission to use mother tongue or other languages as medium of instruction public schools also started to practice different languages besides Nepali as the medium of instruction. Many public schools are implementing EMI these days; using EMI in the context of Nepal is most challenging job itself because English is learnt as the foreign language. It does not take place in the official use also (Shrestha, 2018). Native speakers of English are far away and authentic materials are rarely found. EMI has substantial implications for staff recruitment and mobility often academics and raises the fundamental questions of a new professional order in education, where the role of language will occupy confer stage (Wong, J.& Waring, H. Z.,2010). *Conversation Analysis and Second Language Pedagogy. A Guide for ES/EL Teachers.* New York: Routledge2010). The trend of sending children to English medium schools on rural and urban areas are now making their instruction in English. When, Coleman (2011) commonly observed in the educational context of many developing countries in Asia and Africa, teaching and learning of English has often been linked to economic prosperity, development, and access to rich body of knowledge available in English. But the government may have a certain trend and system in choosing medium of instruction. It may be based upon the need, interest and context of stakeholders.

However, the shifting of medium of instruction from Nepali to English language has become necessity for the community schools of Nepal for their survival among the institutional schools. The medium of instruction is becoming a burning issue in the field of education in these days, especially in the public schools of Nepal. So it is necessary to find out the experience of teachers and practices of EMI in community schools of Nepal.

Statement of the Problem

Teaching is taken as a way of exploring and transferring the ideas and knowledge to the learners. Education system of Nepal consists of basic level, secondary level, bachelor level and University level. Basic level consists of class 1 to class 8, secondary level education consists of class 9 to class 10, higher secondary education consists of class 11 to class 12. Similarly, bachelor level of education has three or four years plan and masters level education system has two year plan. Nowadays, English subject is taught in Nepali education system from primary level to bachelor level as a compulsory subject. Almost all of the private schools are using English language as a medium of instruction policy. Similarly, some of government schools are implementing EMI and some others are not using EMI policy in their instructional activities.

Regarding the medium of instruction, I have an experience of being taught English subject through Nepali language in my early schooling. I sometimes go through some hardships regarding speaking, reading, listening and writing English language. These sorts of problems are directly related to teaching learning activities in school. So, this kind of my experience also led me to conduct this research.

In this research explored the changing role of the ELT practitioner in EMI context and integral role of language instructors in ensuring educational outcomes in EMI.

In this descriptive research, this research is relevance in order to find out the perception of public school's teachers of Baglung district where EMI has been implemented. This study analyzed the classroom practices through the use of EMI. So, this present study tried to findout the gap between experience of teacher and classroom practices of EMI in community school of Baglung district. Most of the previously conducted researches presented the perception about EMI in another district rather than Baglung district.

Objectives of the Study

This study had the following objectives:

- i) To explore the teachers' experiences of EMI implementation in community schools of Baglung district.
- ii) To find out the challenges faced by teachers in the implementation of EMI.
- iii) To draw some pedagogical implications.

Research Questions

The research study addressed the given questions:

- i) What are the experiences of teacher's in the adaptation of EMI?
- ii) What sorts of challenges do the teachers face in the use of EMI?

Significance of the Study

The findings and conclusions from this study would help the administrators and authorities of community schools who want to implement EMI in community schools. Similarly, this study would find out how EMI is practiced in real classes. And the teachers, parents as well as the students would get benefit by receiving better understanding about the role of EMI. This study would also very important for the agents who are directly and indirectly involving in the field of English language teaching and English as a medium of instructions. Related agents can be teachers, students or learners, curriculum and syllabus designers, textbook writers and so on.

This study is significant because it aimed to find out the merits and demerits of using English as a medium of instruction in community schools of Baglung district. It also aims to find out changes in teaching learning situation, progress of students and attitudes of teachers towards it, this study would be useful to all the people who are in the field of language teaching and learning, the School Management Committee, headmasters, teachers and learners would be benefited from this study since they would know the effects of English language as a medium of instruction.

Similarly, this study would be helpful to the parents who are sending their children to EMI implemented community schools to be aware about the EMI programme and also about the challenges to achieve the expected progress of their children. They are also responsible to make the programme success cooperating their children as well as school administration.

Delimitations of the Study

This study had following limitations:

- i) In this study, I included only four teachers and their classes by observation.
- ii) Likewise, the population of this study limited only basic level teachers and it based on 4 basic level teachers of Baglung district.
- iii) This study delimited to the data collected through interview. Moreover, it delimited to the importance and efficacy of medium of instruction in teaching in community school.

Operational Definitions of the Key Terms

The following key words have been defined in this section:

Medium of Instruction: In my study EMI refers to the instructing the learners through the use of English language where English is taught as a subject.

Community schools: In my study, public schools are those schools that get grant by government or local government.

Perception: In this study, perception refers to beliefs opinion, a kind of understanding of teachers and students toward the use of EMI in public school of Baglung district.

Teachers: The employee of Nepal government who teach their related subjects in their classes of public schools in Baglung district.

ELT: Teaching English language in the classroom of public school in Baglung district.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter consists of review of all the related theoretical and empirical literatures, their implications on the study and conceptual framework of study.

Review of Related Theoretical Literature

This is the sub-heading under chapter two which discusses about theoretical knowledge on English as the medium of instruction and other related aspects to it. Under this heading I have discussed about different titles including English as a medium of instruction, EMI and its growing trend, English as a medium of instruction in Nepal, Importance of English as a medium of instruction, challenges to English as a medium of instruction and EMI and teaching learning process.

English Language and Medium of Instruction. Today the English language is widely spoken in all parts of the world. English has actually become a global language. In Nepal, English is serving as a bridge language and bringing people closer. Everywhere the institutes or schools that are teaching the English language, are attracting a big crowd. There are course for various age groups and with different suitable time slots. People of all age groups are busy learning English for their placement in business and other kind of work in life. People are spending a lot of money to acquire proficiency in spoken English. People rate English speaking people comparatively more educated and civilized. Actually, language is our primary source of communication. It is the method through which we share our ideas and thoughts with other.

The language researcher (Graddol, 2004, p.47) predicts that the global spread of English will lead to serious economic and political disadvantages in future in the UK unless plans are put in place immediately to remedy the situation. Graddol concludes that monolingual English graduates face a bleak economic future as qualified multilingual young people from other countries are providing to have a competitive advantage over their British counterparts in global companies and organizations.

EMI refers to a situation where learners for whom English is an additional language are receiving some or all of their education in English that is at any stage of the education, is controversial and EMI practice, especially at lower secondary and secondary level, is contested. Strong demand of EMI as a means of promoting fluency in English conflates two distinct areas of practice: EMI and English as subject. The confusion of language learning with language and learning has created difficulties for school children and can pose a barrier to inclusive and equitable quality education. There is little or no evidence to support the widely held view that EMI is a better to attain fluency in English than via quality.

Moreover, it is teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and therefore to develop their control of it (British Council, 2008). The medium of instruction in academic suggestion varies according to policy, practices and contextual needs of learners. National curriculum Framework (NCF) (2005) argues medium of instruction as 'it may or may not be the official language of the country or territory where the first language of students is different from the official language. In addition, Tollefson & Tsui (2003) believe that MOI policies must be understood in connection with socio, economic, and political forces that shape education generally. In Nepal mother tongue as the medium of instruction can bring better result in the education because learners do not feel linguistic dominance in their own mother tongue. Thus, the language of instruction is a crucial factor that determining the quality of education.

Use of English as Medium of Instruction. Language is a means of social interaction, and interaction is a means by which social relations are constructed and maintained. The development of new technology has enable people to maintain relationships with the people of distance, who have diverse national, linguistic and cultural backgrounds. New technology has made the world a global village. In order to have successful communication among the people with diverse nationalities, linguistic and cultural backgrounds, they need to learn a common language. In this context, Ke (2015) argues that a common world language is to be aspired for human beings to prevent miscommunication among people who otherwise speak different languages. Global language is expected for comprehensive communication and prevents possible miscommunication. In this connection, Friedline (2019) states that

English language provides a system in which people of diverse linguistic backgrounds can coexist peacefully in a harmonious environment with more or less equal opportunities to share their power in their own languages. English language provides rights, justice, equality and freedom to the entire languages that exist in the society and using it as a medium of instruction provides a comprehensive exposure of knowledge and communication.

English medium refers to the way of activities of teaching in English. Because of the global spread of English, several countries are starting English as a medium of instruction. Education in English is spreading around the world, not only as a foreign language subject, but increasingly as a language of learning. Nowadays, both local and international schools implement English medium teaching across the curriculum. Aryal (2013 as cited in Sah, 2015) mentions that it is a common perception among Nepalese people that children will have better future prospects if they have English medium in schooling. English language is one of the languages that can lead one to be sold in the global market in this global context.

In recent days, English has taken a new dimension in the higher education of Nepal. Private schools and universities have begun offering several courses in English whereas state-owned schools and colleges deliver education in Nepali medium. The trend of sending children to English medium schools and colleges has begun as English mainly today in Nepal. Because of it, students who read in community schools are decreased and students in private English medium schools are increased so, we can see some of the community schools are nowadays started their instruction in English medium. The government has not made hard and fast rule about it. But some of the schools are closed because of the lack of students. Though community schools are run but they have very few amounts of students mainly from the low economic background. Mostly this happens in urban area. In the private schools and colleges today, Nepali is taught as only a subject.

Language Planning, Policy and Practice of EMI in Nepal. Language policy and planning is a pressing contemporary concern in multi-lingual, multi-ethnic Nepal. The country is in the process of rebuilding after a ten-year civil war(1996-2006) and writing a new constitution, which will devolve power to local levels in a federal system (Von Einsiedel, Malone & Pradhan 2012). This could have significant

effects on language planning, especially if Maoist party demands for ethnically based states are met (Rimal, 2009). At the time of this paper's publication, constitution drafting was at a standstill. Despite this stasis at the national policy level, language policy continues to be a matter of public debate, especially in the realm of education (e.g. Rai, 2012). During the summer of 2012, language policy debate briefly flared into violence, with student unions vandalizing property of private, for-profit colleges that had foreign, especially English-language, names (Himalayan News Service, 2012).

The recent past of Nepal's language policy and planning (LPP) has been chaotic and, at times, challenging to follow. A several plans and policies have been introduced in different times in the history of Nepalese Education regarding languages as Nepal has diversity with language. The Nepal Education Commission (NEC) 1992 recommended NMI up to higher education level Adhikari, (2016). In this regard, this policy gave focus on Nepali language as a medium of instruction than English language at that time. MOE (1971) suggested that both the English and Nepali Languages are used as the MOI. The policy at this time, have given focus on both language regarding the use of medium of instruction.

NCF (2006) has a Provision that mother tongue will be the medium of elementary education. However, in the first stage of elementary education, the medium of instruction will generally be in mother tongue. In the case of non-Nepali citizen, there will be a special provision of choosing any other language as subject instead of Nepali. The medium of teaching of any language subject will be in the same language. It has made the policy of language for instruction more flexible. Every citizen of Nepal has right to speak their own language and to get education as the medium of instruction in their mother tongue (Constitution of Nepal, 2015). Similarly, the government of Nepal, Ministry of Education and Education Department made the policy on School Sector Reform Plan (2009-2015) to launch the program of multi-lingual education in 7500 schools. Regarding the use of language as a medium of instruction, School Sector Development Plan (2016) mentions that there is the provision of using trilingual language as a medium of instruction. Apart from the several benefits of using English as a medium of instruction, there might be possible problems and challenges in terms of teacher quality, students and teachers' language

ability, EMI supporting programs, administrative support, suitable policy and practice and so on. The use of the English language as a medium of instruction in schools can create many opportunities as well because of global demand. English medium private school, Nepali medium community school and English medium community schools are operated in Nepal. In the recent days, public schools which have adopted EMI in school are attracting more students. As the local communities are raising the voice in support of using English language in school as a medium of instruction, schools are adopting English language as a medium of instruction concerning the functional demand of it. In Nepal, people are attached with EMI where some other are opposition of EMI, therefore the main concern about the long lasting impact of English language on other national languages. So, according to the demand of parents and global market economy community schools are also starting EMI.

Nowadays, formation of Nepali education system is divided into three sections including basic level, secondary level and university level education. Basic level education consists of grade 1 to grade 8 and secondary level education consists of 9-10 and university level education consists above than 12 class. In the past, public schools education system was instructed by Nepali language but nowadays it is instructed in two languages including Nepali and English. Nowadays, English subject is taught from grade one as a compulsory subject. In private schools, students are instructed with English language from their first day of schooling. In this context, Gyawali and Khadka (2016, p.17) mentioned that, "In the schools run by private sectors, English is introduced from nursery level and all the subjects except Nepali are taught in English." From primary level to university level (bachelor) English is taught as a compulsory subject. Others subjects also from school level to university level are taught in English language nowadays.

EMI in Community Schools. Since the Rana regime the scope of English is gradually continuing and come into existence. Before the regime of Rana, general Nepalese citizen could not get access to English education in Nepal. In Nepal, it has got popularity and its uses have been expanded fields. Recently, it has taught in various subjects from grade one to bachelor level in schools, private schools and colleges. The majority of the parents like to send their children to English speaking schools, those students who did not have change to go to English speaking schools,

those students who did not have chance to go to English speaking schools prefer joining language institutes to increase their level of English proficiency. Not only high school graduates but also college graduates prefer improving their level of English to pursue either higher study in abroad or to start a job in foreign setting. The English language is a foreign language for Nepalese learners. In this way, we can say that learning English requires conscious and deliberate effort from the part of the learners. Language is widely used as a means of communication through. The English Language is learnt in order to communicate with large number of people. English is globally used in all over the world. So, it has been compulsorily taught from Grade one to Bachelor's level in the government - aided schools and campuses of Nepal. It has been taught and learnt as a foreign language mainly in government-aided schools, English is taught and learnt as a subject and other subjects taught in Nepali medium.

Ojha (2018) argued that most of the community schools of Nepal are forcefully shifting the medium of instruction from Nepali to school on the demand of parents. Likewise, Dearden (2015, p.1)) expressed that there is a fast moving worldwide shift from English being the taught as a foreign language (EFL) to English being medium of instruction (EMI) for academic subjects such as science, mathematics, geography and medicine. EMI is increasingly being used in Universities, secondary schools and even basic schools.

In these present days, people can remain illiterate if they are not familiar with English language because most of the books, articles, journals and magazines are found in English language. Although, it is the strong need of teaching English language in Nepal even though there are several problems regarding teaching English language in term of administrative support, language lag, peer cooperation, heterogeneous classroom, size of the classroom, number of the students inside the classroom, teaching techniques and strategies and soon. So, the teachers, students, stakeholders, government, curriculum developers, textbook designers, policy maker are to be conscious about overcoming the problems mentioned above. They all are to be aware of exploring and implementing more advanced policy and strategies to improve and develop the English language teaching practice in Nepal.

Challenges of English as a Medium of Instruction. In Nepal, English is taught and learned as a foreign language from basic school level to higher university level. It is adopted as both compulsory and option-I subjects in the educational institutions of our country Nepal. As a foreign language, it is thought to be different subjects because the students' achievement in English seems to be low in level of study, when it is compared to other subjects. In other words, teachers are able to achieve the prescribed objectives of that English course efficiency. This means the teachers realize some problems in teaching and learning English in our context. They encounter to face such problems as their challenges in teaching it as a foreign language in Nepal. In our country, English teachers cannot teach English subject effectively because of unfavorable situations inside the classroom. They encounter with many challenges there such challenges are created either by the teachers themselves or by their students or the environment which does not support to teach English effectively in Nepalese context.

Similarly, Goodman (2015, pp.10-18) has presented following challenges to EMI including teachers' level of English for teaching in English, resources level of English for teaching in English, resources for teaching in English, classroom management, speaking space and opportunities for teachers and students.

The foreign language such as English as a medium of instruction in school is directly linked to educational marginalization and failure in some of the world's poorest country Marsh (2006). Nepal is a developing nation where English is spoken as a second language. The use of English as a medium of teaching in Nepalese academic institution is on the rise. It is difficult to practice EMI in Nepal because of the diversity of languages. In the educational system, using the EMI technique can have both beneficial and negative consequences. When it comes to EMI, a developing country like Nepal may face a variety of issues and hurdles.

Likewise, Simpson (2017, pp.8-9) has presented four challenges to English as a medium of instruction. They are: EMI policy and practice gap, the L2 proficiency gap: learners and teachers limited English, lack of transition to EMI and early switch to EMI.

The challenges of teachers in teaching English as a medium of instruction can have some commonalities and differences from place to place. In the context of Nepal, (Giri, 2014) stated that due to the poor English language proficiency and lack of adequate resources teachers are not performing well in their profession. Similarly, poor institutional planning and socio-cultural economic problems are the major challenges for teaching English as a medium of instruction. On the other hand They can be summarized as inactiveness of developing teacher profession, the scarcity of equipment's and facilities, teachers' relationship with each other where they do not share and discuss the common challenges faced by them in difficulties with students, difficulties in educational supervision and difficulties in school text books and curriculum.

The school administration should be cooperative to students, teachers and parents and try to solve of minimize the problems from the local sector. The government and it is agencies should be responsible to manage the facilities and invest sufficient funds in educational sectors. Refresher trainings for the teachers should be organized occasionally so that the teachers can get a chance to develop their knowledge and skills on modern methodologies and technologies that are essential for teaching English meaning fully. The experts who involve in the development of curriculum; syllabus and course books should consider the need of the students in local contexts.

Review of Empirical Literature

Several research studies have been conducted on the use of English language in the field of education. Among them fewer researches studied have been carried out in this field in the context of our country Nepal. The research studied related to this study are reviewed below:

Khanal (2004) conducted M.Ed. thesis entitled "A study on the use of Nepali language in English classroom". She states that the English teachers frequently use Nepali to explain something, to give instruction and to suggest the students. The teachers of rural areas use more Nepali than the teachers teaching in urban areas. She concluded that moderate and judicious use of the learners mother tongue facilitates the learning and teaching of the target language but if we use mother tongue

excessively in the English classroom, it hinders or creates obstacle in learning target language.

Thapa (2012) in his M.Ed. Thesis entitled “Teacher’s perceptions towards using English as a medium of instruction in community schools” has concluded that English is the accurate medium of instruction. He further states that the government should start the English medium in all community schools but there should be appropriate training for teachers. He concluded that mostly those teachers who took their degree with majoring English in university level feel easy to teach in English but other teachers feel difficulty to teach in English but other teachers feel difficulty to teach their subjects in English.

Khatri (2016) wrote an article based on his EMI classroom observation on, “EMI in Nepal: A passport to a competitive world or a commodity to sell? :A case study”. His main objective was to find out the primary motive of shifting the MOI in Solukhumbhu. In his research, he observed many EMI classes in Solukhumbhu district during 2014/2015. He found the primary motives of shifting into EMI were, increasing students, participation, enhancing quality of education and improving performance of the schools. He also found that public schools adopted EMI so that they could acquire more quotas for new teachers from the government. More strikingly, he found the teachers taking for granted that teaching in English helps students find job and participate in global community and believing that students’ progress in the English language contributes to more access to information and knowledge.

Gaire (2017) conducted research on “A case study on Expectations and challenges faced by public schools for the Implementations of English Medium Instruction” to identify the expectations of stakeholders of the schools from EMI before the implementation and also to find out the challenges faced by teachers, parents, and SMC to continue the EMI program. Similarly, she attempted to explore the reason that faced them to quit the EMI program. The research was based on case study research design. She used non-random sampling strategy to select a sample. Data were collected from a community school of Baglang district that implements EMI for five years (2067-2071 B.S.) and quitted from the year of 2072. In her study she found that the school wanted to implement EMI to stop the flow of students

towards the private schools, to bridge the academic gap between the children of rich or non or non-Dalit and poor family, to improve English language proficiency of the learners and to make learner competent in English language as private school's students and for teachers personal and professional development. She also found that it was really challenging to implement EMI in that school because the school thought the text book of private publication which was expensive and parents were not ready to cooperate financially and there was a lack of qualified trained teacher to teach in EMI as well. Moreover, she found that EMI was implemented without making any change in usual condition which was the main reason to quit EMI in that school. In addition she suggested that the well preparation and planning should be done before shifting EMI in the school and should expect those things which can be fulfilled.

Thapa (2017) conducted the survey research entitled "Secondary level students perception of using English as a Medium of Instruction (EMI) in public schools". The primary goal of this study was to learn about the secondary level students' opinion of utilizing EMI in public schools in terms of potential and obstacle. She collected data using a set of questionnaires as the primary study technique. The data gathering tool included both open-ended and closed ended questions. She gathered data from 30 secondary school pupils in two Tanahu district schools where EMI was applied. She used simple statistical tools to assess the acquired data descriptively. She discovered that all of the respondents were in support of EMI claiming that it is the best approach to build vocabulary by using English regularly, that it will improve speaking skills, and that they are satisfied with it. EMI as it helps accuracy in English language use and thought that it offers great opportunities for further study. She also has found that there are some challenges associate with EMI, most of the respondents viewed that there are challenges regarding difficulty of using EMI in classroom interaction with teachers and others students. Likewise, Lamichhane (2017) conducted a research on "Practices and Challenges in Implementing English Medium Instruction in Public Schools". The main objective of this study was to find out the current practices of EMI and challenges in implementing EMI in public schools. Regarding methodology, she used survey design to undertake her study. The population of her study was 30 public English language teachers of primary government schools of Kathmandu district

where EMI has been implemented. She used purposive non-random sampling for her sampling strategy. Similarly, she used questionnaire as her research tool to collect the data. Both primary and secondary sources of data were used in this research. The finding of this study showed that English and Nepali language are used as the medium of instruction at primary level and most of the teachers face training and students' related problems while implementing EMI.

Vidal and Jarvis (2018) conducted the research study entitled "Effects of English-medium instruction on Spanish students Proficiency and lexical diversity in English". The main objective of this study was to investigate the effect of three years of teaching through the medium of English on students' level of proficiency, essay quality and lexical diversity. The researchers examined the essays by 195 undergraduate University in Spain. The researchers used the oxford placement Test, the CERF writing scale and three measures of lexical diversity for measuring the students. The major finding of this study was EMI showed significance important in the learners second language proficiency and a significant but subtle increase in essay quality rating but no significant increase in lexical diversity scores.

Sharma (2019) investigated a research on "Implementation of English as a Medium of Instruction in Public Schools" to analyze the implementation practices of EMI in public schools in terms of benefits and challenges. This study was based on interpretative research design. The population for the study included four teachers from four different schools of Kathmandu where EMI is implemented. She used in-depth 24 interview and classroom observation to collect the data for her research. Likewise, the sample of the study was selected through purposive non-random sampling procedures. It was found that most of the teachers in public schools are from Nepali medium background which becomes a major problem for implementation of EMI in public schools. Similarly, it shows teachers feel difficulty to implement EMI in public schools because they are not getting EMI related materials, trainings, seminars, orientations.

Regmi (2022) carried out a survey research on "Teachers perception on implementing policy of English as a medium of instruction in community schools" and lighten about the major exploring the opportunities and challenges of those teachers who were teaching other subject in secondary level of community schools.

To collect the data forty teachers from different schools were selected as a sample population. Main tool to collect data was questionnaire. Conclusion of this study shows that, on the basis of this research, not all but most of the respondents are supporting implementation of EMI policy in their schools as well as in the classroom activities but few numbers of participants have not supported this idea because of different lacking including supporting hands, policies and materials. It means, they are pinpointing the problems of materials, training, resources, textbooks, plans and policies.

Various earlier research works were reviewed and found to be relevant to the current study. These studies were conducted with various objectives, methodologies and study questions, as well as in various situations. Various thoughts about the usefulness of English, Teaching English as a medium, developing skills and strategies to practice English as an instruction in the community school are discovered after reviewing them. Teaching through English is more conducive to learn and progress for the youngsters. The above example of giving or conducting research demonstrates how a government aided school attempted to address issues that arose during the course of teaching and learning. So, after analyzing all of those research papers, I become more familiar with the research process and methodology, both of which are truly useful.

Implications of the Review of the Study

In my study, I reviewed different literatures related to the areas of my study. Literature review has vital implications in the course of work from selections of the topic, methodology and findings, among all the reviewed literature; some were based on quantitative and qualitative research. It means some research based on survey, research design, mix method design and ethnographic case study. During my literature review, I looked at a variety of theoretical and Empirical research project. After reading numerous EMI literatures, I learned more about instruction and English as a medium of instructions, in terms of its meaning, implementation, benefits, policy, and practice. The study I conducted throughout my literature review give me a lot of ideas for performing research on my chosen topics that will be more helpful to me.

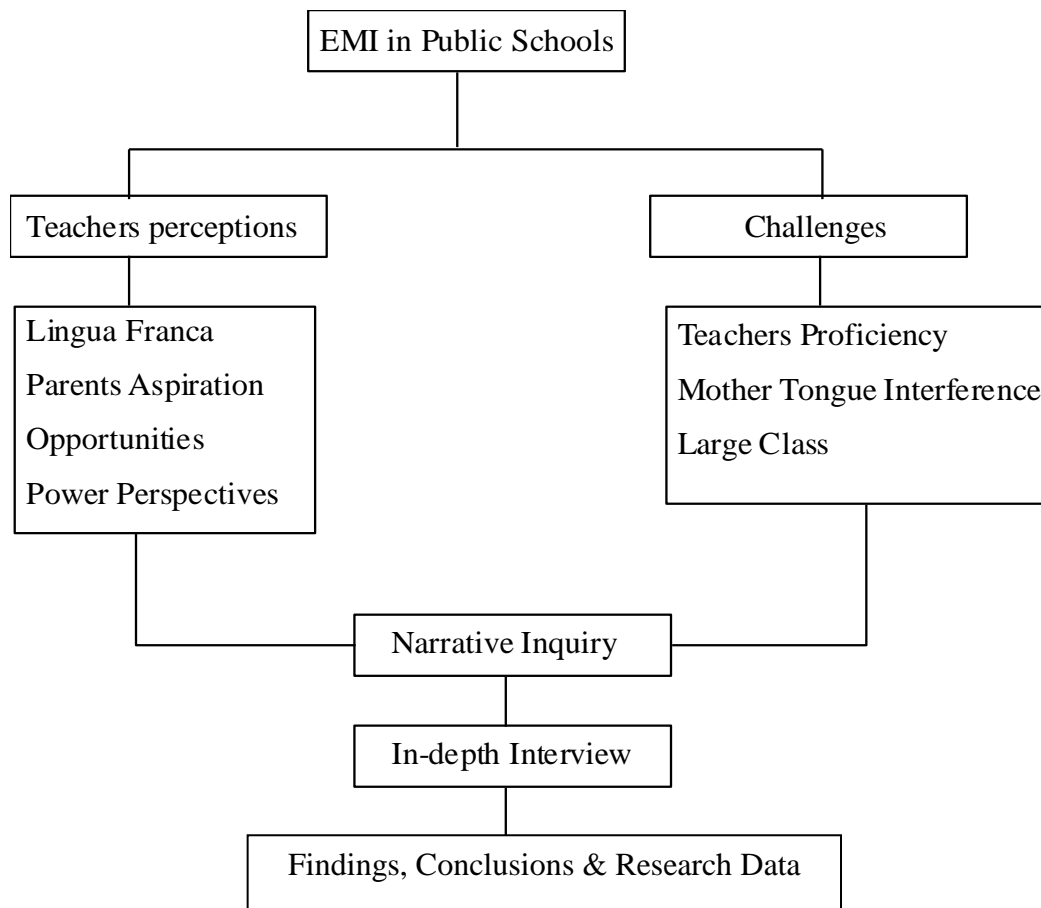
Similarly, the research carried out by Simpson (2017) supported me to get more information about EMI and its implementation. I have also reviewed some unpublished theses which were submitted to central department of English education. Similarly, from the research of Dearden (2014) I have got some valuable ideas and information's about the definitions of EMI, which help to make conceptual framework and preparing research tools. Likewise, from the research conducted by Thapa (2017) "secondary level students' perceptions of using English as a medium of instruction (EMI) in public schools." assists me to brainstorm and construct the questioner for the interview.

Through this study, I got the some of the knowledge regarding the perception of head teachers, teachers, parents, stakeholder about EMI on public schools which was very supported to me for writing background and statement of the problem in my study. For my study I have also reviewed the research paper of Costales (2017) on "Assessing students perception regarding English medium instruction in higher education". This research article helps me by imparting information regarding higher level students' perception toward English as a medium of Instruction. Likewise, Khati(2016) English as a medium of Instruction: my experience from a Nepali hinterland "give me the information about the private English schools started EMI and public schools follow the pattern in Nepal. In the same way, the research study carried out by Gaire (2017), "A case study on Expectation and challenges faced by public schools for the implementation of EMI. It supported me to find out the way of carrying out the research on my selected topic to get more information and knowledge about EMI. Similarly, the constitution of Nepal (2072) helped me to gain the information about plan and policies as well as the existed issues regarding EMI in community school in Nepal. In the same way, Vidal & Jarvis (2018) "Effects of English medium instruction on Spanish students proficiency and lexical diversity in English, gave me the information about effectiveness of EMI in learning.

All these studies have help me during this research work and these mainly help me review and link Nepalese context as well as it supported me for the selecting the appropriate research design data procedures analysis and interpretation and conclusion of study.

Conceptual Framework

A conceptual framework is an analytical tool which represents of understanding of the theories by the researches. It also represents the researcher's own conceptualization of the relationships between several variables. The conceptual framework of my study will be presented below:



Chapter III

Method and Procedures of the Study

This chapter consists of methodological procedures used for carrying out the research. This chapter has included population, sample and sample strategy, sampling procedures, research tool, data collection procedures, data analysis and interpretation procedures and ethical considerations.

In this study, I used following methods and procedures to complete the research:

Design and Method of the Study

The systematic completion of this study, I adopted descriptive research and it is one of the design comes under qualitative research in my research. In this research I collected data through in-depth interview, adopting cross sectional and collected data analyzed according to my research objectives. There are many research designs which are used to find out the truth to a problematic question. Descriptive is often ignored in teacher education but it inspired me to accomplish my study, so the design of this study has based on descriptive design. To make my research specific, I have adopted the descriptive as my research design with following the suggestion provided by the experts in the field of descriptive to investigate the participants, teachers' lives closely. When I was questioning with them about their professional and personal lives, I assumed that descriptions have the "documenting and analyzing what actually goes on in the classroom rather than simply measuring the end point of learning", as a suggested by Nunan (1989, p.6). I have walked further about the documenting and analyzing and shared the stories to create the measure. According to (McCombes, 2022) "descriptive research design can use a wide variety of research methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them". "Descriptive" is a term that refers describing or classifying in an objective and non-judgmental way. To a certain degree, it acts as a lens through which an experience can be examined. Descriptive research begins after collecting a personal experience in the form of a told story or after a researcher observes the situations. It is related with the present under which research is done on a clearly defined problem

and clarifies the ‘What is it?’. It does not only collect the facts related to the problems, but also tries to find a correlation between the various variables related to the problem and also makes prediction. It helps to find out the answer of what, when, where and how questions regarding the problem, rather than the why.

Thus, descriptive is a research design which is used to understand how individual teacher makes meaning of their teaching environment, socio-cultural context in my research. The experience they encountered during their student life and being an ELT practitioner and engaging in teacher communities are vital to construct their identity. By observing data are not the ultimate products, but rather the on-going act of description, where people develop and recreate their identities, by watching the ideas supplied by those refreshed authors. It is via the interview teachers reflect on their experiences and make sense of their professional and personal life and everyone has an experience to tell about their life. In this way, descriptive research captures a common, daily form of data that people are familiar with sharing experience had an impact on me and my research.

I conducted this research to find out the perception of teachers which is qualitative in nature. I choose descriptive as a research design to accomplish this research because it is totally used as a qualitative in my research and I believe that descriptive is the best and powerful design to accomplish the qualitative research. Likewise, my research got best data when I asked the question in a non-rigid environment because I believed that I should collect their guts without any artificial mixture to make my research original and natural.

Population, Sample and Sampling Strategy

The population of this study were four teachers teaching in community schools of Baglung district. According to Best and Kahn (2010) the group selected for the purpose of research is called population. In the terms a sample is a group of people, objects, items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole.

The populations of a study were all basic level teachers teaching in Baglung district where EMI has been implemented but this is the small-scale study, it is

difficult to collect data from each and every respondent. So, I selected four teachers teaching any academic subjects except Nepali subject from the same district, who have been selected applying purposive non-random sampling strategy. These participants selected through the classroom observation and semi-structure interview were conducted.

Research Tools

There were different tools to collect data from the selected population. The data plays very crucial role to reach to the solution that comes from the analysis and interpretation in order to collect the data required for this study. I used in-depth interview or informal talking under descriptive design as a research tool. For data collection purpose, I designed some questions including open-ended interview. All the designed questions aimed to collect data about “Teachers Experience on the implementation of EMI”.

Sources of Data

Both primary and secondary sources of data had used for the collection of required information.

Primary Sources of Data. In this study, primary sources of data were four teachers teaching non English and Nepali subjects at basic level’s stories and live experiences that were collected via in-depth interview. For a primary data, I searched the schools within Baglung district where EMI was implemented after finding various schools I chose the convenient schools for me. I selected the respondents after observing their one class.

Secondary Sources of Data. In order to accomplish the study, various books, journals, thesis and articles were used as a secondary source to collect more information.

Data Collection Procedures

To collect the data for my study, I followed the data collection procedures systemically.

First of all, I met selected participants with the recommendation letter from department of English education and then I explained to them about my purpose of meeting with them. Then, I conducted questionnaire for all selected teachers to collect information about perception on implementing English as a medium of instruction in public school. Similarly, I supplied questionnaire and collect data from the teachers considering objectives of the study. Finally, I was very responsible for the data provided by all selected participants.

Data Analysis and Interpretation

To fulfil the objectives of my study, I read the interview transcriptions and skipped the irrelevant information. After that, I gather common information under one theme and categorised all the data into different themes considering my research objectives. Hence, I followed qualitative data analysis process such as quoting, coding, categorizing and developing themes on the basis of objectives and research questions.

Ethical Considerations

While collecting data and after the completion of the study, the ethical considerations has kept in mind which was essential in my research work. I made my search for academic purpose. Thus, the findings and data were not misused. Before taking an interview, I took informed consent from my respondents. I clarified my purpose and built the rapport with them. In the same way, I ensured them that their names, address and responses would be kept confidential. The data were protected and there was no rise of experimentation and data manipulation. To conceal the identity of the participant, I used their pseudonyms, as Dipak, Tara, Itari and Geeta in my research.

Chapter IV

Result and Discussion

This chapter includes the analysis and interpretation of the collected data from interview. The main concern of this study was to find out the experience and challenges faced by basic level's non English language and Nepali language teachers of Baglung district. The analysis and interpretation of data is based on objectives and items incorporated to achieve the objectives. The detailed analysis and interpretation of the data and summary of the findings have been presented below.

Analysis of Data and Interpretation of Results

The collected data from basic level teachers' stories and live experience were analysed in this section. The responses from the participants have been further interpreted by using thematic approach. I have used thematic approach to determine what stories were told and what stories were revealed about each teachers and what types of problems are they facing and what are their experience about it. After collecting individual stories or viewpoints using in-depth interview tool, I rewrote the narration in my own language. Then after, I categorized the themes in different sections based on the similar responses. Finally, the data were analysed thematically. Following major themes have been derived from the accumulated data through in-depth interview, informal talk with the participants.

Background of the Participants

Teacher 'Dipak': He is from Burtibang, Baglung and he is teaching social studies from last sixteen years at basic level. He is 39 years old.

Teacher 'Tara': She is from Bobang, Baglung and she is teaching mathematics from last fifteen years at basic level. She is 36 years old.

Teacher 'Itari' : He is from Kuthapla, Baglung and he is teaching health and population from last twelve years. He is 35 years old.

Teacher 'Gita': She is from Jhiwakhola, Baglung and she is teaching Occupation, Business and Technical Education from last sixteen years. She is 35 years old.

Experiences of Teachers on EMI. To fulfil my research's first objective that aimed to find out the teachers' experiences on EMI in community schools of Baglung district. And the results are as followings:

EMI to Become a Global Citizen. In this theme I have tried to explore how the EMI helps the students to become a global citizen. Global citizen refers to a person who has wider understanding about the world. When, students get the education in English medium their English proficiency might increase and they donot feel any hesitation to communicate and speak in English. It makes them to become a global citizen. English language has played a role of lingua franca and it helps the people to express their intention to others and work on a international context (Cavanagh, 2020). In this regard Itari said:

Now we are living on the 21st century where we can find so many things on the Google and most of the contents are available in English language so we need to learn English language. Last month I was looking for some information from the Google but I cannot grasp them one hundred percent because of the difficult words. I thought that if I had read in English medium I would understand.

Likewise Gita added:

My husband lives in Dubai working as a manager in shopping mall. He called me to visit Dubai before six month. I went there and communicate Arabians in English and I realized the true importance of English at that time. And if we understand the English we can communicate the people from all over the world and also can understand the international media and news. He/she also can attend the international conference and workshops.

Based on above mentioned saying it can be concluded that people are aware of the significance of English language and they value the English language and have a positive attitudes towards it. If the people have good command over the English language they can adjust in any corner of the world. They can understand the international media like BBC, CNN, CCTTV, Discovery, Animal Planet. When people become able to communicate in English and their knowledge of horizons

would also expand because they get chance to observe and experience so many different things.

EMI to Improve English Language. Under this theme I have intended to find out the English Medium Instruction as a tool for improve English language. It is believe that when students are taught into an English medium their English language skills are automatically improved rather than in any other language. Some teachers believed that simply by teaching academic content through English, their students' English would improve (Yuksel et.al, 2021). It has great positive effect on students' and parents' psychology. It is believed that when we become to use any language as an instruction the learner voluntarily learn the language because they do not get any other option of that particular language. They might not entertain at the beginning but after some time they become habituated. In this regard Dipak argued:

When our school adopted the EMI, we all the teachers felt so hard because we were supposed to use full English language in our classroom and students also felt really difficult to understand the content. We also felt that we were not capable to teach them, but after two/three months our English language level has improved and also became habituated

Likewise, Tara added:

Students' English language level has improved after implementing the EMI. Our level has also increased. Before the implementation of EMI students hardly uttered in English but after they began to speak in English. For example before they just utter the word sir homework, I complete sir, question number 5 is very hard sir but after they begin to say ' I have completed the homework sir please check my homework, I am getting confusion on question number 5 so would you please teach us again. Their English language skills have improved. Students felt hesitate and frighten to speak in English before but they talk in English now.

Based on above mentioned quotation it can be concluded that EMI directly plays a positive role to enhance the level of English language for both teacher and students however it cannot be happen in short period of time. Students and teachers need to effort little bit hard at the beginning but after the few months their English

language level would increase slowly. When, students get plenty of exposure their speaking and listening skills would improve. And, when, they get the task i.e. homework, class work, assignments done in English that increase the writing and reading skills of English language. Their English language level has raised because of the perfect practice of English. Likewise, after the implementation of EMI students are having high level of confidence after getting success to communicate in English. Hence, EMI is helping to improve the English language and spreading the positive impact to learn the English language.

EMI for Career Development. Within this theme I have attempted to dig out the EMI is being taken as a tool of developing the career of the teachers. Generally, the term ‘career’ refers the series of jobs that a person has in a particular area of work, usually involving more responsibility as time passes (Oxford, 8th edition). EMI is improving English proficiency, and the knock-on beneficial effects this has on people’s future/current careers (Huang & Curle ,2021). The world is becoming narrow because of the advanced internet and technologies. Approximately 25.9% contents of internet are available in English language (Statista, 2022) which secures the first position. Most of the multinational companies like Nestle, Unilever, BMW, Honda, Toyota, LG hire the candidates who have good performances in English. Likewise, if we read the vacancy published by INGO and NGO, the notice is written in English and preferred the candidates who have high level of English language skills. When the students are instructed on English medium they could have many choices to develop career. In this regard Tara expressed:

I believe that when students are taught using the English medium, they might not deprive from the different opportunities where the proficiency in English language is a must. Students are also commenting that if they could be capable to communicate, read and write in English. They would get the varieties of jobs and opportunities while the world is advancing on the technologies.

Likewise Itari responded:

I have clearly observed that those students who were instructed on EM have gone USA, Australia, Canada and UK for further studies after completing their high school rather than who were not instructed on EM. They have also

got jobs on Ngo after completing some university degree. As we know that, we use only English medium to teach science stream. Furthermore, it also helps teachers to develop their career. For example I believe in myself to get a new teaching job on intuitional school if I have to leave this job in future.

Based on above mentioned sayings it can be clearly said that EMI plays crucial helps for both leaner and instructor for their career development. It makes them global product and enable to shape them according to the demand of global market because when they understand the English, they can get information about various opportunities and contemporary context happened in the world. It also boosts up the confidence of teachers even after their retirement or losing their current teaching jobs. When the students are instructed on English medium they might not get the difficulties because of the language while studying at +2 and university level. EMI is adopted in CTEVT's three years diploma programmes and science stream. In this context, we can observe the problems faced by the students even they are good at content but not having proper proficiency in English. After completion on high school with good score student could join various courses offered in English at university and enhance their career later. If they do not have good proficiency in English they might have forced to shrink on limited career. If the people have good English they can also update themselves on ICTs.

Increasing Trend of EMI in Community School. Under this section it is tried to investigate that the trend of EMI is increasing day by day. In these days many community schools in Nepal, are shifting their medium of instruction from Nepali to English Medium from the very first day of schooling of the children (Republica, 2016). EMI is getting more popularity because of the globalizations and demand In this regard Itari said:

Our school is the second school in the district to implement the EMI, after that neighbour school of us has implemented and in these five years of duration most of the schools of this district have implemented the EMI. Now, I think that there are only few schools who have not implemented the EMI in their school. Some schools have implemented up to high school (grade 10) and some have up to basic level (grade 5) but they have implemented.

Likewise, Dipak expressed:

I am seeing that all the community schools are adopting EMI in their school some are adopting up to secondary school and some are adopting up to basic level only because of the effect of globalization. Once our school head teacher said that he wanted to search the content on internet but he could not because he did not know the English terminology of that particular sentence after that incident he has decided to implement EMI because he wanted that his students should not face these types of sentences in their upcoming life.

Furthermore, Tara said

Our school has adopted EMI to block the flow of students who were moving to neighbour school from our school and we got success to stop them after implementing the EMI.

Based on above mentioned quotations it can be said that some community schools of Baglung district have adopted and some are adopting the EMI. It has a great influence on the community school. Schools are adopting because their neighbour schools are adopting to quit the flow of the students from their school to their neighbour school which is instructing in EMI. On the other hand, some honest administrators have known the significance of the EMI from their own life experiences and incidents. They have witnessed the effect of EMI that is why they are adopting EMI in their school. Hence, it has increasing trend day by day. If some schools have implemented up to grade 3 they will implement to grade 4 and if they have implemented to grade 7 they will implement to grade 8.

Local Parents' Support to Implement EMI. In this theme I have attempted to find out the how local parents are supporting the implementation of EMI. The term parents refer to the mother/father of children/child. They are known as one of the pillar of the education. They play very crucial role to embrace or eradicate the educational policies, rule, regulations, terms and conditions of the school. If they want to practice new policies, the school must adopt that particular policy. On the case of EMI adoption parents equated English medium education with quality education (Karki, 2018). Parents truly support the EMI implementation linking it with the

quality education. If the community schools do not adopt EMI, they will admit their children to that school where EMI was implemented.

In this regard Gita expressed:

School Management Committee's meeting was going on and the head of SMC committee and Parent Teachers Association's head talked about the implementation of EMI in our school. I was also participated on that meeting as a teacher representative. That meeting decided to implement the EMI in our school but we don't have proper manpower and PTA decided to pay some fees to the school to recruit the teachers who are capable to teach in EMI and for the teaching materials too.

Likewise, Itari added

When our school informed the parents that they are going to implement the EMI in the school, they began to say that their children would get the qualitative education that is given in the institutional schools. They were also ready to pay some fee if the school is facing difficulties to run EMI properly.

Based on above mentioned sayings it can be claimed that parents of community schools are demanding and supporting the EMI. They believe that if the education is given using English medium, it will be qualitative otherwise not. They become happy and appreciate the EMI even ready to pay the fees on that context. They are ready to purchase the materials which are required to instruct the students in English medium. Parents are supporting the EMI at any cost because they think that providing education in English medium is synonym of quality education. They begin the comparison between community and institutional school when school adopts EMI otherwise, parents do not compare the community school with the institutional school even community schools have shown good result in national level examination. Thus, the parents are ready to implement the EMI at their schools at any cost and help the school from various perspectives such as collecting funds for the school to recruit the teacher from school's internal resources and to buy the materials such as: smart board, charts which are required to instruct in the EMI.

Difficult to implement EMI without any Plan. Within this section I have aimed to explore the condition of EMI in the community school of Baglung district and the perception of it. Simply the term ‘plan’ refers to a detailed proposal for doing or achieving something. It is a backbone of a programme. It has significance to overcome the particular mission or task. While talking about EMI, it is impossible to expect the good results without having proper plan before implementing it. Planning is the systematic process of establishing a need and then working out the best way to meet the need, within a strategic framework that enables person to identify priorities and determines his/her operational principles (Shapiro, 2001).

In this regard Dipak expressed:

Our school has decided to implement the EMI before ten years. It was just miracle that our school head teacher told that we were going to implement the Emi from then new academic session. We were quite at that time, when the new session had begun, EMI was implemented from grade 1 while teaching for grade 1 it was it was not quite easy even not having complex vocabularies on the course book and when it has spread and reached to grade 4 and 5, the situation of teacher was panic too.

Furthermore, Tara said:

When our school s implemented from then new academic session we did not get any type of EMI related trainings and workshops. We were just got one day orientation from our local level’s government. We taught whole academic session without any types of facilitation programme. But when the final result has published we were shocked because of students’ low educational achievement in class 1. The students of class 1 used to secure ‘A’ and ‘A+’ grades before implementation of EMI and they were getting just ‘C’ and ‘C+’ grades after implementation of EMI.

Based on before mentioned sayings it can be said that EMI would be failed if it is implemented without any proper plan. As we know that nothing would go smoothly if it was not organized without any systematic plan. And we cannot imagine the good outcomes from EMI if it is implemented without any proper plan. Teacher may enter in the classroom and also run the teaching learning activities but they might

not perform well and in a satisfactory manner. When, the teachers embrace the EMI without any planning and gaining zero training it would fail and badly affects the educational achievement of the students. In general sense, it can be implemented at schools and teachers also teach the students but most of the teachers would fail and might not deliver the knowledge in comprehensive way. English is not our native language that is why we need different types of teaching aids to make our classroom understandable and interesting. In the EMI teachers are hardly supposed to speak in their native tongue. When they have to teach subjects having more technical term such as science and health education, teaching materials are essential. Teachers need to be updated and familiar with the terminologies of English. They must prepare and have the daily lesson plan. Without daily lesson plan teachers might go out of the context or on that content where he/she has active vocabulary. For example if the teacher is supposed to teach about living and non living things in class 5, he must have to describe about both equally but s/he may describe more about living thing and ignore the non living things because of having active vocabulary on lining things and passive vocabulary in non living things.

Effective in Multilingual Classrooms. Within this theme I have made an effort to dig out the effectiveness of EMI in multilingual classrooms. Multilingual classrooms refer the mix up of the students in one class having different linguistic background. It can also be taken as a heterogeneous classroom. English Medium of Instruction is more effective on multilingual classrooms because students from diverse linguistic background are seeking lingua franca for communication. At that moment there would be two options for the teachers: use the Nepali language for instruction or use of English language as a medium of instruction. The learners need to pay attentions for Nepali language as equal as they pay for the English because both languages are second language for them. On that scenario EMI can be a effective and long lasting option for the teachers because English language has more scope than the Nepali language. Many non-native English-speaking countries where different language communities' people reside are heading towards EMI in order to develop communicative competence in English and fulfil the increasing demand for English language development (Khatri & Regmi, 2022). In this regard Dipak expressed:

In our school we have mainly three linguistic background's students. They are Magar, Gurung and Nepali. In my class there are almost more than 30% students speak Magar language, approximately 35% speak Gurung language and rest of them speak Nepali language. I have experience that if I speak in Nepali only those Magar and Gurung students think that I love only Nepali language speaking students and I cannot speak other language. But after the implementation of EMI I do not need to use Nepali language and I think that all the students are feeling ownership.

Likewise Itari added:

I feel little bit easy to teach after implementation of EMI because before the implementation of it I have to speak in three language to maintain the ownership of students.

Based on above mentioned saying it can be claimed that EMI is helpful to maintain the good relationship between students and teachers especially in that context where students come from different linguistic backgrounds. When the classroom becomes heterogeneous because of the linguistic backgrounds of the students, it is very tough to select the language of instruction for the teacher and in some cases teacher may not speak three or four language. If teacher selects dominant language in the classroom for communication and instruction, the minority students will not feel ownership that is why it is better to embrace the new language for instructions which has more scope and significance than their mother tongue. In this context, EMI is the best option to implement because students are also aware on importance of English language and it has also better career opportunity for the students. Hence, it is easy and effective to implement on multilingual classroom.

Challenges Faced by Teachers in the Implementation of EMI

To fulfil my research's second objective that aimed to find out challenges faced by teachers in the implementation of EMI. And the results are as followings:

Schools' Lack of EMI Related Technology and ICTs. Within this section I attempted to dig out the availability of EMI related technology and ICTs in the community school of Baglung district. Generally technology refers the application of scientific knowledge for practical purposes in various sectors. It has a great significant

role to make the people's live easier and comfortable. In this twenty first century comfortable and easy human life cannot be imagined with separating the technology from our daily life. While, focusing about the English Medium of Instructions in those countries where English has a place of foreign language it is hard to implement without the assistance of technology and gadgets. Technology assists the teachers to teach in classroom who are using English as a Medium of Instructions and it also makes the classroom interesting and effective (Pun and et.al. 2022). But the effective EMI classroom cannot be imagined without technology. In this regard Itari expressed:

When our school implemented the EMI, I feel the lack of materials especially audio visual materials which help me to describe the content without using the mother tongue. For example if I have to teach about names of fruits in class 2. I have to tell the name of fruits in English at first then in Nepali too. It was just like simply using grammar translation method on teaching if the schools don't have the smart board and proper internet connection. In the case of our school we have internet connection but it does not work properly and also don't have smart board and latest gadgets and instruments. That's why I use grammar translation method sometime.

Likewise Dipak expressed:

I have faced so many problems while teaching because of the lack of technology and internet connection. I use Nepali form of those difficult words of English if I don't find the pictures and materials. I feel that it is very difficult to teach using EMI if we don't have proper technology and gadgets. I have seen smart board which is really helpful to teach using EMI. It is far to talk about the smart board in our school even we don't have proper computers in our school.

Based on above mentioned sayings it can be said that when the teachers get the plenty of gadgets and proper internet connection then they can bring good result and implement the EMI effectively. It means they should not be deprived from the use of technology. School administration should facilitate and provide then assistance on using and embracing the technology. When, they begin to use technology in their classroom the real EMI has been implemented otherwise teachers have to use

grammar translation method for teaching. It facilitates teacher and ease them to teach fully using EMI in classroom. Hence, the proper implementation of the EMI in the school cannot be imagined without having proper ICT tools and technology installment.

Not Proper Plans and Policies to Implement EMI. In this theme I have tried to investigate the condition and implementation of plans and policies to implement the EMI properly. EMI was used in Nepal after Jung Bahdur Rana's Europe visit and it has got the symbol prestigious language. It was begun to use in institutional schools of Nepal. And when the National Curriculum Framework, (2007) formally declared both Nepali and English language as medium of instruction in the school education (Ministry of Education [MoE], 2007). Then, MOE also implemented the Education Act (Government of Nepal, 2010) legitimizing both the Nepali and English languages as the medium of instruction in the public schools and it also loosely stresses on using mother tongues as the medium of instruction at the primary level. Thus, since 2010, many public schools have been shifting towards EMI and adopting it from the very beginning classes albeit the 'lack of educational infrastructure, linguistically qualified teachers, teacher education programs, and professional development (in-service) courses' (Sah& Li, 2018) While there is growing craze for adopting EMI policy as synonymous with quality education in many contexts, it has minimal support with strong theoretical and empirical underpinnings. In this regard Tara expressed:

I feel that our government and stakeholder have not planned properly before implementing the EMI because national curriculum framework (2007) talks about the mother tongue education for small kids and it also highlights about the EMI.

In his regard Dipak said

I am teaching to this school from last 16 years used to teach students using Nepali medium before EMI implementation I taught in Nepali Medium more than 7 years and I was habituated to teach in Nepali. I felt really tough to teach using English medium because I have not got proper training related to the EMI. I also have not got any chances to operate the ICT tools for EMI.

After viewing before mentioned sayings we can conclude that EMI has been implemented in the schools without any proper planning and the policy itself is controversial. Responsible authority for curriculum development has developed the curriculum in different indigenous language. On the other hand, government has also implemented the EMI in schools. It seems that Nepal government has implemented the EMI in rush without any proper homework for it. Teachers are getting trouble to use EMI in their classroom. They neither get any proper facilitation from government nor from the school administration. Government is not providing proper ICT tools to the community schools. It also seems that EMI is implemented in community schools just only to block the flow of students to institutional schools. Neither it is tied on the systematic rule nor Teacher Service Commission (TSC) has made specific rules to recruit the candidates who have better proficiency in English. Nepal government has provided only few ICT tools for community schools which are not sufficient to run EMI on smooth way.

Low Teacher Students' Cooperation. Under this section I have made an effort to explore the situation of teacher students' relation after the implementation of EMI. Teachers and students are two basic pillars of education system. Better educational achievement can be imagined when both pillars have strong collaboration and cooperation. When teachers try to implement and adopt the new methodologies in classroom, they only get success when students obey them. On the other hand, good feedback, motivation and counselling is needed for students to guide them on right track and make their future secure. That is why the relation of teacher and students are inseparable for the holistic and full phased development of education. Teacher collaboration has positive effects on teachers and their students (Ronfeldt and et.al. 2015). But use of EMI in classroom has decreased the student teacher collaboration. In this regard Tara said:

Students frequently used to talk and ask the questions with me in and outside of classroom before the implementation of the EMI. I thought that students used to think me as a friend of them more than teacher. We had a good proximity. I also used to share so many things in the classroom because there was not a language barrier. But after the implementation of EMI, students has stopped to close with me and they also don't share the things like before. I

think that the language is the barrier. They used to participate in extracurricular activities but the ratio is decreased now.

Likewise, Dipak expressed:

I have witnessed that students of basic level (grade 1 to 5) do not dare to make the conversation with me because of the lack of vocabulary. They also hesitate to ask the questions about the content matter and they do not show their frankness with the teacher. In my opinion it is happened because of the EMI. Before the implementation of EMI students were frank and they frequently ask the question to us and classrooms were become more interactive and interesting. I never used to feel bore in my classroom. But the situation has changed in these days because the classrooms rarely become interactive.

Based on above mentioned sayings it can be concluded that students hesitate to communicate with teacher after the implementation of EMI. They used to communicate with teachers and they remained more active in the classroom and they feel more comfortable with the teachers. They also used to participate highly in the extracurricular activities and easily express their feelings with the teacher which directly and indirectly help to develop and form the good nature and character. On the other hand, students remain as passive listeners and copy the things that have been written on whiteboard and recite the definitions and contents rather than understanding them clearly when they face the EMI in classrooms. They rarely question to the teachers about the content because they hesitate to communicate in the English because they practise English only in school. Hence, student teacher cooperation and collaboration has decreased because of the English Medium instruction especially in basic level (grade 1 to 5).

Facilities and Training for Teachers. Based on above mentioned theme I have tried to find out the facilities and training that are given to the community schools' teachers about EMI after the implementation of EMI. Generally training refers the process of learning the skills that a person needs to do a job and facilities mean services, equipment that are provided for a particular purpose (Hornby, 1995). Training helps the teacher to be updated with new information, technology and trends of global market and facilities attract a person to dare a new thing in his/her life. They

have always positive and direct relationship with the teachers. EMI was totally new concepts for the teachers at the beginning and trainings are required to implement the EMI successfully. On the other hand, provision of reward and extra facility also can attract and make positive concept about EMI to the teachers. To adapt to their new teaching scenarios and to improve their students' learning experience, academics need support not only in English but also in developing their pedagogical competences which is possible by innovative trainings. EMI teacher training courses are generally scarce and they rarely address interactional and multimodal competences (Morell and et.al. 2020). In this regard Tara said:

When our school has implemented the EMI, I have just got training with this long period of time. I have prepared for myself and teach to the students but sometime I think that we are doing these types of extra labour to teach the students and make classroom effective if we get extra allowances that will positively attracts us to do more extra labour.

Likewise Itari expressed:

I am here in this school from almost two decades and EMI was implemented before nine years in this school. In this duration I hardly get training for one time. Otherwise I neither get proper training nor extra facilities and allowances from the school. It is far about the extra facilities even school has not provided individual dictionary. The administrator only says we must adopt EMI to block the flow of students to institutional schools.

Based on above mentioned sayings it can be concluded that training and extra facilities are required to implement the EMI successfully in community schools. Training helps them to reshape their knowledge with innovative ideas and updates with the contemporary global market. And the extra facilities lubricate the teacher to attempt and experiment the new methods of teaching and build positive concept for technological assistance. But they are not getting sufficient training which is needed to run the EMI successfully. They are getting textbooks only as a form of materials from the side of the administrations and the stakeholder who is responsible for teacher training (education department of municipality and rural municipalities) hardly organize the training about EMI and they also do not provide extra facility to teachers

to build their evergreen positive concept for EMI. As a result teachers neither get proper training nor get lucrative facilities and it directly affects on the students' performance. Hence, teacher training and extra facility are the crucial challenges for the EMI implementation.

Classroom Management. Within this theme I have made an effort to investigate the situation of classroom management in the community school of Baglung district after EMI implementation. Classroom management refers the actions teachers take to establish and sustain an environment that fosters students' academic achievement as well as their social, emotional, and moral growth. In other words, the goal of classroom management is not order for order's sake, but order for the sake of learning (Oxford Bibliography, 2021). Good classroom management is required for the fruitful outcomes of the students but after the implementation of EMI it becomes more challengeable. In this regard Dipak expressed:

When we implement the EMI in our school I am feeling that it is becoming little bit tough to manage the classroom because at the first, students do not understand the content clearly because we also don't have sufficient teaching materials as a result they become to do side talk and become puzzled in the classroom.

Likewise, Tara said:

I feel that classroom management is little bit tough part of teaching but it is necessary for good learning outcomes. I feel that when students don't understand the content while teaching, classroom management part is automatically become hard.

Based on above mentioned quotations it can be said that after implementation of the EMI, teachers are facing problems for classroom management. It was seen that students do not obey the teacher and also show less respect when they do not understand the content. They do side talk, which is very challenging part of classroom management. They listen to the teacher even without understanding the content fully and do not dare to ask the cross questions. When students become passive listener in the classroom the teaching learning is taken as in red zone (Lewis et.al, 2008). Hence, classroom management is one of the challenges of English Medium Instructions.

Teacher's Level of English to Teach in English. Under this section I have attempted to dig out the English language level of the EMI teachers to accomplish their class. After the implementation of EMI high level of English is required to master over the content and make the classroom more interesting and enjoyable. In this regards Itari expressed:

I am feeling tough to teach in EMI because there are several new words of English and I need to consult dictionary to know the meaning of those difficult words. I know that only I don't have these types of problems but my mates are also facing these problems because we have taught in Nepalese medium before the implementation of EMI. And we were not supposed to take part on special English proficiency test before recruiting the teaching profession.

Based on above mentioned quotation it can be concluded that the English proficiency is required to EMI teachers for effective implementation of EMI. However, some of the teachers who used to teach using Nepalese medium of instruction have lack of the required English language proficiency as a result neither they can give good performance in the class nor they can leave the teaching profession because they have invested their fertile age on teaching. They all have also passed the examination which was held by Teacher Service Commission (TSC) to be qualified as a permanent teacher. And they did not take part in separate English proficiency test as a result their English proficiency may not be sufficient which is required to teach adopting the EMI smoothly.

Chapter IV

Findings, Conclusion and Recommendations

This chapter presents the findings derived from the analysis and interpretations of the data and interpretations of the results. The findings of the study helped me to draw the conclusions. Moreover, some points of recommendations have been made from findings. It includes the conclusion of the study along with some points of recommendations to be applicable at different levels.

Findings:

- **EMI to Become Global Citizen:** Under this theme it was found that EMI is heartily accepted by the parents, students and teachers because it helps students to be a global citizen indirectly because English is lingua franca.
- **EMI to Improve English Language:** Based on this idea this research has explored that in the context of not being native speakers of English, the people are informed about the significance of the English language, that is why they are taking EMI as the best way of English language improvement of students.
- **EMI to Develop career:** According to this theme the finding is teachers are perceiving EMI as a tool of career development because it has great positive impact on career and they have witnessed those people have good career and getting handsome salary who have good English.
- **Increasing trends of EMI in Community Schools:** Within this theme it is found that community schools of the Baglung district are adopting EMI day by day to block the flow students to institutional schools from the community school because the parents and students have believed that English medium education means quality education.
- **Local parents of Baglung district fully support the EMI and have positive attitudes about it.** They are ready to pay some fees to recruit the English proficient teacher in school's internal fund and provide funds to purchase the technological instruments which are required for successful implementation of the EMI.

- **Difficult to implement EMI without any Plan:** Concerning this theme the finding is that because of the controversial policy of Nepal government, lack of sufficient teaching learning materials and improper plan are hindering for the proper implementations of EMI. EMI teachers are facing various problems because of the lack of proper support from stakeholders in Baglung district. It is very difficult to implement without having proper planning.
- **Effective in Multilingual Classroom:** Going from this theme the finding is that EMI seems more effective in multilingual classroom where teacher's mother tongue is different from students and the students also have different mother tongue in classroom. Where English language can play the role of lingua franca.
- **Not proper Plans and Policies to Implement EMI:** Based on this theme the finding is that there is lack of proper plan and policies to implement the EMI successfully and bring the good outcomes from it. Neither local level government have made special plan and policies for it nor does Teacher Service commission recruit the teacher focusing for EMI.
- **Facilities and Trainings to Teacher:** Regarding this theme EMI teachers are not getting proper training about it which demotivates them for its successful implementation. On the other hand no special facilities are provided for the sake of EMI. As a result, they do not fell to implement new methods and techniques in the classroom.
- **Low Teacher Students' Cooperation:** Concerning this theme it is caught that the relationship between teacher and students are not intimate like before the implementation of EMI. It is indirectly blocking students to interact and communicate with teachers fully as a result there is low cooperation between the teachers and the students.
- **Classroom Management:** Under this theme it is found that classroom management is another big challenge of EMI in Baglung district because when the students do not understand the teacher fully because of the language that they do not understand, they remain silent in classroom and begin to do side talk and eat in the classroom.

- Teacher's Level of English to Teach in English: With referencing this theme it is explored that lack of English proficient teacher is next big challenge of the EMI in Baglung district. There is not sufficient teacher who have good level of English.

Conclusion

The present study has critically explored the experience of and challenges that were faced by EMI teachers of Baglung district and drawn the some pedagogical implication to reduce the teacher's bitter experience. English is an international medium of the communication which is being used as a foreign language in Nepal. There are various problems with the EMI because of the level of English proficiency of EMI teachers, lack of EMI related advanced materials and lack of explicit plan and policies. Hence, the EMI is controversial in the context of Baglung district.

Moreover, this research has revealed that the parents are truly happy to implement the EMI and they are even ready to pay some fee to raise the fund for the school. Likewise, schools are also ready to implement the EMI to block the flow of students to the institutional school. Furthermore it is effective in multilingual classroom. However, it has many challenges because of the dilemma types of policies of government. The teachers are not getting proper training related to EMI and there are not any extra facilities which might pull the teachers to practice it from their heart because they were habituated to teach using Nepalese medium before the emergence of it. Likewise, EMI is indirectly fading the cooperation, collaboration and proximity between teachers and students. As a result, teachers are facing problems in classroom management and students are also not motivating to participate in extracurricular activities.

To sum up, it is time to rethink about the EMI, its policy and its implementation modality to make it more learners oriented and effective.

Recommendations

On the basis of the findings and conclusions, some recommendations have been made to be applicable in:

Policy Related: This study includes the following be applicable to the policy makers.

This study shows the controversial policy of government about EMI implementation because CDC is publishing the curriculum on mother tongue and on the other hand, also implementing the EMI. Likewise, the study revealed that there is lack of the teaching materials to implement the EMI, so the proper technological equipments and teaching materials should be installed in the school through adopting the new policy. Likewise, school administration and school management committee should form a rule and regulations to provide extra pulling factors to implement the EMI from their heart. And the Curriculum Development Centre should also ratify the explicit criteria to implement the EMI and mother tongue.

Practice Related. Only constructing policies and plans might not help to implement program effectively. For this, we have to practice that perfectly in the real field as well. Therefore, the major implications of the study at basic level are: EMI should not implement forcefully to block the flow of students but technological ICT tools should be provided to the schools. Furthermore, School Management Committee and Parent Teacher's Association and other responsible authority should provide sufficient materials to the schools. Similarly, EMI seems more effective on multilingual class so it should more focus on multilingual classes. The study revealed that the EMI teachers are facing various practice level problems so, it should be addressed by stakeholders.

Further Research Related. EMI is the newly adopted issue in the field of ELT. So, it can be area of interest to many researchers, teachers, teacher educators and ELT practitioners. This study was limited to explore the experience of basic level teachers of Baglung district and the challenges faced by them while adopting it but there might be other various experiences and challenges of EMI in different district. While constructing thesis, I came across many ideas and topics to be investigated in this area. However, this study was limited to Baglung district. It would assist to explore the experience and challenges of EMI in other districts. Similarly, the researcher can explore the gap between the policies and practices of EMI. And I believe, this research might facilitate for them who have desire to conduct research EMI.

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Appendices 'A'

Participant's Information Statement

Teacher's Experiences on the Implementation of EMI in Baglung District

1) What is the study about?

You are requested to take part in a research entitled **Teacher's Experiences on the Implementation of EMI in Baglung District** which aims to explore the experience of EMI teachers of Baglung district and challenges according to them. I would like to request you to participate in this study because I am interested to explore the experience of basic level's EMI teachers of Baglung district and find out the challenges of EMI according to them.

This participant information statement tells you about the research study.

Knowing what is involved will help you decide if you want to take part in the research. Please read the sheet carefully and ask question about anything that you get confused or want to know more about the study. Participants in this research are voluntary. So it is up to you whether you wish to take part or not.

By giving your consent to take part in the study you are telling me that you:

- Understand what you have read.
- Agree to take part in the research study as outlined below.
- Agree to the use your personal information as described.
- You will be given a copy of this Participant Information Statement to keep.

2) Who is carrying out the study?

The study is being carried by **Mr. Sumit Chand** as the basis for the degree of Master of Education at the University campus of Kirtipur, Kathmandu. This study will take place under the supervision of **Resham Acharya**, Department of English Education, University Campus, Kirtipur, Kathmandu.

3) What will the study involve for me?

This study involves completing a set of in-depth interview questionnaire. This set of in-depth interview questionnaire contains a set of the open ended items. These questions are based on my research study.

4) How much of my time will the study take?

It will take about an hour to complete the interview for this research study.

5) Who can take part in the study?

Those teachers who are teaching at basic level using EMI (except English language teacher) in Baglung district.

6) Do I have to be in the study? Can I withdraw from the study once I've started?

Participation in this study is completely voluntary. Your participation in the study will not harm in your career, future or in your personal life. It will help to find out the challenges and experience of EMI teachers in Baglung district. You are free to withdraw from the study. Participating in interview is an indication of your consent to participate in the study.

7) Are there any risks or costs associated with being in the study?

Besides from your time investing to response open in-depth interview questionnaire, there will not be any risks or costs as about the associated with taking part in this study.

8) Are there any benefits associated with being in the study?

This study might be an opportunity for you to share your experience with experts of English language teaching and the problem might be resolved.

9) What will happen to information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participant's information statement. Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. The finding of the study may be published, but you will not individually identifiable in these publications.

10) Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

11) What if I would like to have further information about the study?

If you would like to know more at any stage during the study, please feel free to contact **Sumit Chand** chandsumit45@gmail.com.

12) Will I be told the results of the study?

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education T.U., Kirtipur, Kathmandu.

13) What if I have a complaint or any concerns about the study?

The ethical aspects of this study have been approved by the Tribhuvan University, Department of English Education T.U., Kirtipur, Kathmandu. As part of this process, I have agreed to carry out the study according to the Ethical consideration.

Appendix 'B'
Consent Form

Dear informant,

My name is **Sumit Chand**. I am a researcher from Tribhuvan University, Department of English Education, Kirtipur Kathmandu.

I am conducting my research entitled **Teacher's Experiences on the Implementation of EMI in Baglung District** under the supervision **Mr. Resham Acharya**, Teaching Assistant, Faculty, Department of English Education, T.U. Kirtipur, Kathmandu. I am interested to use in-depth interview tool with EMI teachers I will conduct the study with those who are willing to participate in unstructured open in-depth interview. The purpose of my research is to explore the experience faced by EMI teachers of Baglung district and challenges of EMI according to them. The interview will take around an hour. The shared information during these sessions will be kept confidential. Every effort will be made to maintain the anonymity of the participants. The institution where you work will not be identified by name; details that might make it easy to identify will be changed. In addition, I will use pseudonyms to refer to all the participants, and characteristics that could be used to identify you will be altered. Your participation in this project is completely voluntary, and you are free to discontinue or refuse participation at any time.

Name:

Signature:

Mail Address:

Date:

Appendix 'C'
Questionnaire for Basic Level Teachers

Dear respondents,

This in-depth interview questionnaire has been prepared to complete a research work entitled **Teacher's Experiences on the Implementation of EMI in Baglung District**. It consists open ended items. Please read each instruction carefully and response. The results of this interview inquiry will be used only for research purposes, so please give honest answers. I value your response and thank you in advance for your time and honesty.

I am conducting my research entitled **Teacher's Experiences on the Implementation of EMI in Baglung District** under the supervision **Mr. Resham Acharya**, Teaching Assistant, Faculty, Department of English Education, T.U. Kirtipur, Kathmandu. I am interested to use in-depth interview tool with EMI teachers I will conduct the study with those who are willing to participate in unstructured open in-depth interview. The purpose of my research is to explore the experience faced by EMI teachers of Baglung district and challenges of EMI according to them. The interview will take around an hour. The shared information during these sessions will be kept confidential. Every effort will be made to maintain the anonymity of the participants. The institution where you work will not be identified by name; details that might make it easy to identify will be changed. In addition, I will use pseudonyms to refer to all the participants, and characteristics that could be used to identify you will be altered. Your participation in this project is completely voluntary, and you are free to discontinue or refuse participation at any time.

Researcher

Sumit Chand

Department of English Education

T.U., Kirtipur, Kathmandu

Email: chandsumit45@gmail.com

Appendix

Interview Questions

- 1) How long have you been teaching?

I have been teaching here from 15 years.

- 2) What is your perception regarding the use English as a medium of instruction?

In my view the medium of instruction should be in English rather than other subject because it has great significant on human's life. Students' English language level has improved after implementing the EMI. I believe that when students are taught using the English medium, they might not deprive from the different opportunities where the proficiency in English language is must. Students are also commenting that if they could be capable to communicate, read and write in English. They would get the varieties of jobs and opportunities while the world is advancing on the technologies.

- 3) What is your understanding about EMI at a basic level?

In my view it is good to teach students from basic level in the school. Because they don't need to do hard mental labour to learn English in their later life. But while implementing EMI school should provide sufficient materials to complete teaching learning activities.

- 4) Do you think EMI is related with quality education? If yes would you please tell me more about it. In your opinion is EMI really good way to bring quality for the students?

I don't think only implementing the EMI in the school will bring the quality in the education. I believe that language can be learn on later life but the quality education is the most.

- 5) What changes have you got though EMI to develop English language proficiency?

Students' English language level has improved after implementing the EMI. Our level has also increased. Before the implementation of EMI students hardly uttered in English but after they began to speak in English. For example before they just utter the word sir homework, I complete sir, question number 5 is very hard sir but after they begin to say ' I have completed the homework sir please check my homework, I am getting confusion on question number 5 so would you please teach us again. Their English language skills have improved. Students felt hesitate and frighten to speak in English before but they talk in English now.

- 6) Have you ever got training related with EMI? If yes share your experience.

When our school has implemented the EMI, I have just got training with this long period of time. I have prepared for myself and teach to the students but sometime I think that we are doing these types of extra labour to teach the students and make classroom effective if we get extra allowances that will positively attracts us to do more extra labour.

- 7) What kind of problems do you face related to the teachers competence and language classroom?

I am little bit mature teacher in this school. Generally I face the problems related in the textbook and ted to the content because there are various new words and sometime I need to consult the dictionary for those words and I also feel that I have insufficient vocabulary to deliver my guts.

- 8) Which language do you use most while teaching?

I use English most of the time but sometime I also use Nepali language in my classroom if I don't get the material to make understand the content to the students.

- 9) Are you satisfied with the achievement you have got through EMI? Share your experience.

Well, there is not a exact point to know the satisfaction however I am satisfied with achievements that have been got through EMI because I have learnt different English words and my English language level is also increased.

- 10) What sorts of materials do you use most while teaching?

I use hand made pictures, flannel board and other paper works to teach in the classroom and I find it is very interesting but I rarely use ICT tools because we don't have sufficient ICT tools in our school?

- 11) Do you find the local parent's support in EMI implementation?

Yes, I find that local parents are very much excited and happy to implement the EMI when they knew that our school is going to implement the EMI they even got ready to pay monthly tuition fee to the community schools.

- 12) Do you get sufficient materials to teach in the classroom?

I have faced so many problems while teaching because of the lack of technology and internet connection. I use Nepali form of those difficult words of English if I don't find the pictures and materials. I feel that it is very difficult to teach using EMI if we don't have proper technology and gadgets. I have seen smart board which is really helpful to teach using EMI. It is far to talk about the smart board in our school even we don't have proper computers in our school.

- 13) Do you think there is proper planning and policies for EMI?

I feel that our government and stakeholder have not planned properly before implementing the EMI because national curriculum framework (2007) talks about the mother tongue education for small kids and it also highlights about the EMI.

14) Could you mind to share your experience before and after implementation of EMI?

I feel that classroom management is little bit tough part of teaching but it is necessary for good learning outcomes. I feel that when students don't understand the content while teaching, classroom management part is automatically become hard. But, before the implementation of EMI there was easy to control the classroom.

15) What is your experience about the students teacher proximity?

Students frequently used to talk and ask the questions with me in and outside of classroom before the implementation of the EMI. I thought that students used to think me as a friend of them more than teacher. We had a good proximity. I also used to share so many things in the classroom because there was not a language barrier. But after the implementation of EMI, students has stopped to close with me and they also don't share the things like before. I think that the language is the barrier. They used to participate in extracurricular activities but the ratio is decreased now.