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Chet Bahadur Dhanuk

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Influencing Factors in the Implementation of English as a Medium of Instruction in Community Schools

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

**Submitted by
Chet Bahadur Dhanuk**

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

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Recommendation for Acceptance

This is to certify that **Mr. Chet Bahadur Dhanuk** has prepared the thesis entitled **Influencing Factors in the Implementation of English as a Medium of Instruction in Community Schools** under my guidance and supervision.

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Dedication

*Dedicated to my parents who devoted their entire life
to make me what I am today.*

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Abstract

This study entitled **Influencing Factors in the Implementation of English as a Medium of Instruction in Community Schools** was carried out to explore the influencing factors of implementation of English as a medium of instruction in secondary level of Sindhupalchok district and ways to minimize those influencing factors. In this very research, I used qualitative research method and under qualitative research method, I adopted phenomenology as the design to carry out this research work. The population of the research included all the secondary level non-English language teachers of community schools from Sindhupalchok district. In addition, four non-English language teachers were selected as the sample for the study by using non-random purposive sampling. I conducted open-ended in-depth interview and classroom observation to elicit the required data. Moreover, the data were analyzed by using thematic approach. As I analyzed and interpreted the data, it was found that most influencing factors of implementation of of EMI were like: emotional attachment of national language as a mother tongue, diversity in classroom, teacher preference of medium, lack of sufficient teaching materials, weak linguistic proficiency of teachers, insufficient teacher trainings and workshop, old curriculums and textbooks and lack of qualified teachers occurred during the implementation of English as a medium of instruction in secondary level of community schools in Sindhupalchok district. It was also found that the measures such as creating helpful environment with teachers, ICT and its use, translation into Nepali and mother tongue, self-management of educational materials, providing opportunities for the training, updating of the curriculum focusing on localization and, helping and suggestioning to students and parents as ways of minimizing those influencing factors in the implementation of English as a medium of instruction in secondary level of Sindhupalchok district.

This thesis consists of five chapters. The first chapter is an introductory chapter that includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key words. The second chapter is review of related literature and conceptual framework which includes review of theoretical literature, review of empirical literature, implications of reviewed literature and developing conceptual

framework. Chapter three deals with the methods and procedure of study which includes design and method of the study, population and sample of the study, sampling procedure, area of the study, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical considerations. Similarly, chapter four is analysis and interpretation of result which includes influencing factors of implementation of EMI in secondary levels in Sindhupalchok district and ways to minimize those influencing factors. Moreover, the last fifth chapter deals with findings, conclusions and recommendations. The references and findings have been included in the last part of the thesis.

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Chapter I

Introduction

This chapter consists of the background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, and delimitation of the study and operational definition of the key terms.

Background of the Study

EMI is a global phenomenon, spreading throughout the academic sectors. This is a fact that the globalization has made the use of English indispensable. English has been playing the role of global lingua franca to facilitate the process of communication between the people from diverse linguistic backgrounds. It is a global language, and it functions as an international lingua franca and EMI helps students connect countryside with the global world and offers those boundless. It is widely discussed and practiced in many educational institutions of the world. In Nepal, a number of community schools providing regulating education in both medium focusing on EMI. English is viewed as an essential lever for success in the globalizing economies, and thus carries the mantle of the 'language power' (Marsh, 2006).

Moreover, English is the language of global importance of library, diplomacy, business, education and employment and the promotion of human rights as a result of the use of English, the world has become smaller and simpler than a larger cosmos. This means, English is bridging different sectors such as library, business, education and employment and promotion of the human rights so, it can be also said English as a contact language. "EMI simply describes the practice of teaching an academic subject through English which is not the first language of the majority population" and it is sometimes used as synonymous with CLIL (Content and Language Integrated Learning Dearden (2014). In the same point of view, Channa (2014) define EMI as the teaching of a subject using the medium of the English language, but where there are no explicit language learning aims and where English is not the national language. From these two definitions, it can be concluded that EMI is the way of teaching different subjects using English language in order to compete with international

students and increase the market force for target language so; it is a way of gaining and delivering knowledge through English language because it is international language. In the same way, teachers considered EMI as a way to improve communication, to exchange ideas and create relations between countries, even a way of facilitating world peace as well as a key to success and a way to open doors for their home students Dearden (2014 p.16).

Channa, (2014) stated, "English is indeed very important. It has huge importance and plays a key role in our lives you would notice that almost all the tests and/or exams and interview for getting jobs, whether they are private or community is in English. People are now realizing that if they will not learn English and know about it, they will never be able to get jobs or qualify the tests and exams". This fact shows how far the English language is important in different working and institutional fields. It indicates that, EMI is burning issue practicing in almost all the developing countries. There are still gaps in implementing English as medium of instruction as whether the EMI is facilitating or hindering teaching and learning? What to be adopted/continued EMI or MTI in institutions? Who is responsible teacher or students? What are the responsible factors that are creating hindrance in teaching and learning? More importantly, in Nepal there is lack of clear educational policy and teacher are in confusion about EMI policy and practice.

Statement of the Problem

This study analyzes the influencing factors of implementation of EMI in community schools with the help of different perception of teachers and students of different community schools. The perceptions about EMI practice in community school have been shown differently in a clear way. Effectiveness of teaching and motivation towards EMI practice are taken as the key to successful learning, which enhances the learning Globalization has made the use of English indispensable to those who wish to exercise a global citizenship as well as to those nations that wish to adhere to global markets and/or obtain international visibility. English has been playing the role of global lingua franca to facilitate the process of communication between the people from diverse linguistic background. He also summarizes, EMI is the use of English language in the classroom teaching and learning by both the teacher and students. It refers to the use of English language in the delivery of contents and

practice of exercises and tasks during classroom teaching and learning by the teachers and learners. Khatri (2019 p.49). The world is a storehouse of languages where linguistic diversity parallels and reinforces social, cultural, geopolitical, and other kinds of diversity among people within and across communities. Marsh (2006 p. 30) states that “the adoption of English as a medium of learning is responsible for school wastage in various continents” and that learning through English has led to “confusion, despair, and high dropout rates”. Khatri (2019), finds very few teachers find EMI classroom pleasant and exciting in several content related subjects.

On the other hand, most teachers who have been teaching in Nepali medium of instruction for decades in the past reported that they find number of influencing factors in EMI implementation. They feel their schools adopting EMI has posed a burden in their profession. This tendency might hinder teaching learning activities. In this regard, they firmly believe that English opens the door to build global networks, ties and relations. EMI has brought significant progress in increasing the learning achievements of students in some cases. As Dearden(2014), findings indicated in her study, in many countries there her groups found a generation gap. Younger teachers were more likely to speak English, while it was thought that older, more experienced subject teachers were struggling to teach through EMI. Heidi(2017) states although predominantly the biggest influencing factors in using English as a medium of instruction relate to the lack of adequate language skills of both the teacher and the students and the communication gap this causes, there are also problems regarding the availability of support that teachers and students are getting. While reviewing several papers, i found less research on the influencing factors in the implementation of EMI in the context of Nepal. Mainly, most of the literatures of Heidi Karvonen, Saousan AlBakri, Anu Niva, Liaquat Ali Channa Ashok raj khatri, and Krishna kumar khatri have shown different problem with EMI as teacher’s lack of proficiency both in the English language and in teaching in English, lack of parental involvement, loss of the mother tongue or culture, a lack of EMI teachers, a lack of resources, a lack of clear guidelines for teaching, the changing role of the teachers and lack of support from the government there is gap between national education policy and EMI practice in community schools in the context of Nepal. This study firmly focused on influencing factors in the implementation of EMI in community school including the perception of teachers.

I carried out this research because personally i considered this study is relevant, effective and suitable in the present Nepalese context regarding EMI influencing factors of implementation. While reviewing articles regarding the EMI have paid much interest in general study like, EMI policy, parents, students and teacher perception on EMI, but less interest on influencing factors in the implementation of EMI in community schools especially. I found gap regarding the EMI policy and practice, teachers' confusion regarding EMI and misconception regarding its results. Similarly, there is vast gap between learner of English medium and Nepali medium and their achievement too. The reason behind this may be the gap between practice and policy. Are the EMI practice motivating students in better learning? Are English teachers able to address the student's problems regarding English reading and speaking in a effective way? Do teachers frequently keep supporting the students in their practice? This is because I decided to explore the EMI influencing factors in community schools and come up with striking conclusions.

Rationale of the Study

This study has intended to investigate the usefulness of English as a medium of instruction in community schools and it helps to compare between the policy and practice of EMI in community institution all around the nation. It helps to know the status of EMI in different countries. It helps to combine the knowledge of language with life oriented skills. It helps to become familiar with classroom actual practice of English as a medium of instruction in community school in Nepal. It provides me and other clear guidelines for further reasonable research. This study helps me to make my study more interesting. It motivates me engaging in researchable activities regarding EMI practice around Nepal. It helps to know about attitudes of teachers about use of EMI and MTI. Similarly, it helps to identify the best use to medium of instruction. It specially helps to find out influencing factors in EMI implementation and challenge the EMI practitioners reconsider about MTI.

This study shows that it is a debatable issue among the academics of the Nepali education system among subject teachers put their views in favor and against it. Those who support it believes that EMI is the demand of the world to take our teachers and learners in the global market since EMI enhances exposure to a huge resource of knowledge, by which teachers and learners can be update and expose with

methodological shift, updated knowledge, science and technology and world interconnectedness. Those who opposed it claiming that comprehension can be better in the mother tongue than in English since our students do not have an exposure of English language at home. This study force related agencies that have to be addressed by framing appropriate policies, curricula and textbooks to be implemented at community school level. This study helps those teachers who are unable to deal with multilingual contexts due to lack of proper training, workshops and knowledge in the current and updated methodologies which requires appropriate refresher and updated courses for them so that they can maintain a linguistic and cultural harmony. Despite that this study contributes to an understanding of teachers' perspectives towards influencing factors in the implementation of EMI in community schools classes in school education of Nepal.

Objective of the Study

The main objectives of this research were as follows:

- I. To explore the influencing factors which are responsible for the effective implementation of EMI in community schools.
- II. To identify how those influencing factors are being minimized in secondary level.
- III. To suggest some pedagogical implication to teachers.

Research Questions

This research had the following research questions;

- I. What are the influencing factors responsible for effective implementation of EMI?
- II. How are those influencing factors being minimized in course of implementation of EMI in community schools?

Delimitation of the Study

This study had following delimitations;

-) This study was limited to influencing factors of implementation of EMI in community schools.
-) This study was limited to secondary level teachers of Sindhupalchok district.
-) This study followed only purposive non-random sampling technique to select sample from population.
-) This study was limited to the one math, one science, one health teacher and a social teacher from two different community schools of Sindhupalchok district.
-) The data were collected through in-depth interview including number of probing questions.

Operational Definition of the Key Terms

Classroom- a room in a community school where group of student are taught through English medium.

Community school -It refers to the schools financially supported by the government of Nepal.

EMI- Using English as a medium of instruction while teaching the subjects' contents.

English language- In my research English language refer to a global language which is mostly used as a medium of instruction in school teaching learning activities.

MOI- The term medium of instruction refers to the language used by teachers to teach their students in classroom

Mother tongue- Language which students learn from home.

Practice- Teaching learning activities done by secondary level teacher in community schools in Nepal.

Chapter II

Review of Related Literature

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

Review of Related Theoretical Literature

Theoretical literature is a concept, beliefs and system about the topic. This section includes the following theoretical reviews on EMI.

English language is also used widely in the world for different purposes such as in product promotions, television programs, newspapers, education, law, and so on. In this context, Modiano (2001) states that English language cannot be avoided and he claims, “English is now a prerequisite for participation in a vast number of activities. The global village is being constructed in the English language, as are the information highways” (p. 341). English language has become a means of global communication. Similarly, Pennycook (2010) calls English language as a gatekeeper that gives access to different advancements achieved by different sectors: business, education, science and technology to the people of different linguistic and cultural backgrounds. Though English is learnt with norms of native culture along with English language, still countries like India, Africa, Malaysia, etc. have come up with their own English norms through their own varieties such as Indian English, West African English, or Malaysian English. This shows that English has become English’s. However, Honey (1997) supports that only standard form of English is prestigious and people should learn and follow only standard form of English to enter the world academia.

Crystal (2003) affirms, “English fosters cultural opportunity and promotes a climate of international intelligibility” (p. 32). English as the lingua franca of the world has been used in several shares of education in different forms and perspectives. English is described as a destructive, pluralistic and imperialistic language. The extensive spread of English language and excessive use of it have brought crucial issues in the multilingual contexts. English as a language of hope,

progress and knowledge, lingua franca cannot be ignored. The use of English for global communication and its extensive use in education have given major priority to use English as a Medium of Instruction (EMI) in developing countries including Nepal. EMI is a model of teaching in which non-English subjects are taught through the medium of English. The use of EMI is linked to the demand of English for economic progress and global communication (Phillipson, 2017; Sah & Li, 2018). With the increasing demand of English from both parents and students, EMI has become a well adopted and preferred phenomenon in community schools of Nepal. However, EMI has become a debatable issue due to the lack of adequate education policy of the government. In this context Sah (2015) states that EMI has been receiving great attention from the language policy researchers due to the lack of government to sustain a single educational policy with effects. Khati (2016) finds that community schools in Nepal are shifting the medium of instruction to English to attract a large number of students and EMI has been implemented without any logical guidelines. The policy, curricula and the teachers' efficiency are always in question for effective implementation of EMI.

English as a medium of instruction. In a globalized world, communication with other people, who are the member of other foreign cultures, is an inevitable act for everyone because people need to each other in order to do business, communicate, and travel and lots of other things that require common communication. So, people of this world are connected each other due to those common needs. At this point, a necessity of common language usage is being arisen. When communicating with fellow citizens, the language that is used is the mother tongue of that particular nation. However, when it comes to communication with people who speak another language and belong to another culture and country, a common language use is necessary. In order to do so, each individual who is willing to communicate with foreigners should have a certain amount of knowledge of the language they need to use. This is an ability that can only be gained by acquiring a foreign language which may not be easy as it is heard due to the fact that each language education style can be different from one another. Some nations can do this very effectively, but some cannot. According to Dinçer (2010), speaking of capability of teaching a foreign language, Turkey, unfortunately, is one of the unsuccessful ones. When it is considered within Turkish cultural context, some of Nepalese students may not have the qualifications that are

required to learn a second language because of their incompetency in their native language. The clearest reason of this is related to students' reading habits. In order to develop comprehension level of students in any language, reading habits should be gained, however, there is a fact that Nepalese students cannot show success in tests that measure language comprehension level. If a student community have not reach a certain level of skills like analyzing a text in their language, their second language acquisition will most likely face problems that make difficult to learn a second language. So, here is the problem: what is wanted from the undergraduate English and Instruction Language students is to create unique ideas without preparing them the substructure which is to have native language abilities such as expressing their opinions clearly in that language. Such sorts of issues can be seen in the context of Nepal.

Classroom practice, language policy and provision of EMI. According to government there is a provision that community schools can use the English as a medium textbook but it must be based on curriculum development. Education act (2028) reports that medium of instruction for education will be English, Nepali or both but in the same section further there is written that up to the basic level education can be given in local language. It is only mentioned in education act but in reality there is no proper implementation of it. In the same way, School Sector Development Plan (SSDP,2016-32) reports that children will be facilitated to acquire Nepali if it is not their mother tongue and English is to be added as a second and third language to prepare students to use international language for their better future (p.28).It shows there is the policy of using mother tongue in basic level where as English or Nepali or both language can be used as a medium of instruction in secondary level.

The influencing factors of implementation of English as a medium of instruction at secondary level education of Nepal have become matters of discussion among the stakeholders. The teachers' and parents' responses reveal both positive and negative aspects of using English as a medium of instruction in the multilingual classrooms. Some of them take English as a medium of instruction is better and suitable in Nepal for facing the influencing factors of world communication. It is the language to know world politics, business, education and, science and technology. Their claim reflects what Recommunity (2013) argues about English that it is the key

to social, political and economic prosperity. English is the language of harmony and relation being accessible to all, which made English as a medium of instruction in the Nepali education system based on demand rather than imposed by any policy, observing it as 'interconnectedness and means of inclusion' (Pennycook, 2010) English as a medium of instruction increases teachers' confidence, and brings methodological changes in their teaching, increasing students' strength and comprehensibility as English is the language storing a huge resource of knowledge and innovating new methods and techniques. It provides the students of community schools a sense of equality, motivation and encouragement equipping with a huge exposure of language and resources for good performance. These accounts expressed by teachers and parents on EMI match with Hung's (2015) claim that EMI in the multilingual classroom promotes teaching and learning motivation and ease the learning pressure. English as a medium of instruction as parents and teachers perceive improve both teachers' and learners' career prospects and facilitates them to pursue higher education as Ibrahim (2001) calls EMI for cognitive advantages both for teachers and students, exposing them with a huge resource in English language and chances to achieve.

Influencing factors for EMI. Regarding EMI most of literature identifies four major EMI influencing factors facing teachers, including teachers' language abilities, students' proficiency, appropriate methods, and inadequate resources. First, teachers are reported to experience linguistic difficulties. Hooney (1998), for instance, report that EMI led to higher demands on the teaching skills of content lecturers' in the Netherlands: the lecturers employed slower speech rates and less flexibility in dealing with unpredicted incidents and various influencing factors in language use. They had difficulty in expressing themselves effectively, especially in paraphrasing, searching for words, and refining statements. Such factors potentially result in detrimental effects on students' learning, such as less content coverage and knowledge loss. Similarly, Smith (2004, as cited in Coleman, 2006) identifies 15 common problems that European tertiary EMI programs are facing, for example, the need to improve language skills for local students and staff and the supply of competent English-speaking content lecturers. Shohamy (2012) echoes these concerns in the context of Israel: "It is often the case that academic professors will have high knowledge in one of the areas [content], not the other [language]" (p. 203). The

second challenge for EMI teachers is a search for effective pedagogy. Coleman (2006) found that Dutch content lecturers had to spend more time using EMI; the communication became “poorer” as a result of their weaker ability to use the instructional language orally, which clearly lowered “the quality of education” (n.p.). His findings suggest that EMI can lead to effective content learning if instructional techniques (e.g. code switching between L1 and L2) are adapted, more time is allocated, and most of the program is offered in EMI. However, the appropriateness of ‘code switching’ in EMI remains controversial. When communication in English fails, teachers may take it for granted that the mother tongue will provide a substitute for learning.

Hung (2010), nevertheless, points out that this alternative is pedagogically “wrong” because it fails “to facilitate the development of learners’ academic literacies” (p. 179). Studies in African and Asian countries extend the concerns to students’ language abilities (Byun et al., 2011; Huong, 2010; Kyeyune, 2010; for example, observing classroom interactions, reports the frustrating communication failures in Ugandan classrooms because of students’ low English proficiency. He writes: “Teachers therefore assume their students to be fluent in the language when they are not” (p.175). Shohamy (2012) and Ibrahim (2001) break down the concept of students’ linguistic abilities into Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), based on Cummins’ (1979) distinction. Accordingly, even when students’ interpersonal communication is effective, they may struggle with EMI. The final challenge causing implementation problems is limited resources (Dang et al., 2013; Huong, 2010; Manh, 2012). Baldauf, Kaplan, Kamwangamalu, and Bryant (2011), examining several Asian countries’ language policies, conclude that “funding for normal programmers, the training of teachers and money for textbooks are all inadequate” (p. 318). In short, lecturers face multiple influencing factors in adopting EMI. Although any specific context is unlikely to experience all these problems, it is worth examining one context as a case study to draw out implications that may be relevant to others. The next section examines the context of Vietnam with reference to its agendas to adopt EMI in order to clarify the broader policy landscape within which the study occurs

The educational condition regarding EMI. English is a global language. English has always been the language most associated with high social and economic status in Nepal (Phyak, 2016). English for the higher level was introduced with the opening of Tri Chandra College. However, there was no provision for teacher training. ELT in Nepal started in 1971 with the implication of National Education System Plan (NESP) and the same year Tribhuvan University started B.Ed. program in English education (as cited in Sirgana, 2020). King Mahendra, during the one party dictatorial Panchayat Era (1960 - 1990), adopted a policy to promote the Nepali language and used the slogan *ek desh, ek bhasha, ek bhesh* (one country, one language, one attire). Nevertheless, despite these policy provisions and government interventions to establish Nepali as the sole medium of instruction at the school level, many socially prestigious schools continued the use of English as the medium of instruction as the élites used English as one of the means to maintain their social and economic dominance (Baral, 2015).

After the restoration of democracy in Nepal in 1990, governments adopted a liberal policy to allow the establishment of private schools which then “expanded at a dramatic pace, both in terms of numbers and in relation to the student base it was directed at” (Thapa, 2011, p. 36). These private schools, opened in district headquarters and other cities, used English as the exclusive medium of instruction and made the language accessible to people who could afford to pay the tuition fees. In addition, the private schools had high pass rates for their students in national examinations such as the Grade 10 School Leaving Certificate, spreading the perception amongst parents that quality education was synonymous with private schools and proficiency in English (Ashok, 2016). These schools are somehow implementing EMI in teaching learning activities. Private schools thus were largely responsible for the ‘English mania’ in Nepal and used it to attract more students (Phyak, 2013). Meanwhile, community schools performed poorly in SLC examinations, mainly due to poor management and lack of resources, and lost the confidence of parents for the education of their children (Mathema, 2007 as cited by Laxmi, 2018).

Here in Nepal many community schools felt compelled to consider moving from Nepali to English as the medium of instruction (Phyak, 2013). Initially, only a

few schools dared to make this change, mainly because of the lack of confidence of the teachers to teach in English as a medium of instruction (Baral, 2015). The schools which did use EMI attracted the attention of parents and there was a significant increase in the number of students enrolled in these schools. In some cases students from private schools also shifted to these community schools (Recommunitya, 2013). This success in English Language Teaching in Nepal: Research, Reflection and Practice 191 increasing enrollment, in turn, encouraged other schools to start EMI programmes and to use English as their major selling point, like the private schools, to arrest the decline in their enrollments (Caddell, 2006 as cited in Laxmi, 2018). However, nowadays government schools have been trying to adapt their changing systems for improving their traditional way of teaching by thinking simply that changing of the medium of instruction in English language teaching was the panacea for the problems they had been encountering. Teachers who had been teaching in Nepali medium for years were suddenly expected to teach in English without receiving any training to improve either their English methodology or their teaching skills to teach in a different language. Most of the teachers use a mixed-language approach, using Nepali to translate and explain the content to the students but assessing them in English (Dearden, 2014). The schools have thus demonstrated change only in selected areas: they use textbooks written in English, the students read and write answers in English, and written examinations are conducted in English but in the classroom instruction they mostly used Nepali language in their daily teaching learning activities.

Though the trend to move to EMI is growing in community schools in urban areas and also expanding to rural villages, educationists and psychologists express serious concern over the use of a foreign language as the medium of instruction in the early grades. They assert that when children are taught in a language that is not used in their home and community, their learning is impaired (Niva, 2019). These concerns notwithstanding, parents seem to think that if their children are not educated in English medium schools their future is bleak because English is associated with success in later life (Phyak, 2015). There is a huge difference between private school and community school influencing factors in the implementation of English as a medium of instruction in scenario of Nepal.

Review of Related Empirical Literature

Several studies have been conducted by many researchers in the field of educational sectors especially in EMI. While preparing this paper, I have reviewed some books, articles, journals which have been carried out at national and international levels. They contribute to enhance the status of EMI in local and global levels. They have slight linkage to my study. Some articles that I have reviewed are mentioned in brief as following.

Channa (2014), writes purpose of the study is to explore classroom teachers' attitudes regarding the impacts of the globalization. Data Collection Tools and Activities are qualitative and quantitative methods. Specifically, a questionnaire was administered for the quantitative data and semi-structured interviews and focus groups were conducted for collecting qualitative data about the teachers' attitudes regarding the English medium policy. In order to investigate the teachers' attitudes about the aspects associated with initiating the English medium policy, an 87-item questionnaire consisting of eight sections was developed. The qualitative and quantitative data were collected, coded, transcribed, and analyzed separately. However, they were merged together when the time came to interpret and make sense of them. The significance of this study is two-fold first; it offers unique insight into the opinions of local teachers in relation to a state-mandated English medium policy. Such opinions offer important insights into how classroom practitioners working in the rural and urban primary schools in one Pakistani province are coping with existing English subject policy; and (b) how they perceive a new English medium policy. Second, this study is relevant for other parts of the Pakistani educational system as well as other countries with similar English language policies.

Dearden, (2014) carried out research on the topic English as a medium of instruction a growing global phenomenon. The data were collected between October 2013 and March 2014 with the support of the British Council. The broad aim was to map the size, shape and future trends of EMI worldwide in order to meet the challenge of researching a global phenomenon with limited resources. In this report, preliminary research was carried out in three European countries by investigating experience and views of university teachers' on EMI This preliminary study took place in universities in Austria, Italy and Poland. The research was carried out by EMI

including 25 semi-structured 15–20 minute interviews. The teachers came from different disciplines, including Mathematics, Biology, Chemistry, Physics, Information Technology, Media Studies, and Social Work. A survey with open-ended and qualitative questions is formed by EMI group and sent to British Council staff in 60 countries. They were asked to provide information on the current state of EMI under a number of headings. Among the 60 country, they obtained information from 55 countries. The responses were coded into closed questions (percentage) and open-ended questions (attitudes towards EMI) this allowed us to construct a broad global picture of EMI. The findings indicated that in some countries EMI is being promoted by policy makers, administrators, teachers and parents as EMI is thought to be a passport to a global world. They see EMI as a way of rapidly increasing international mobility pp. 16. Moreover, it is also opionioned that EMI is a new tool for authentic language learning in the classroom and a multilingual and multicultural tool for developing intercultural communication page 24.

Khatri (2016), in this paper he attempts to analyze the EMI situation in Nepal with reference to some questions associated with it. What he observed during my visits in past five years is that there is a growing attraction of EMI among most head teachers, parents and even some bureaucrats and some of the head teachers and school management committee (SMC) members. During his visits to Solukhumbu in the last three years, he was able to produce data through open unstructured interviews and observation. He had talked to two head teachers, two parents, three teachers, two students and a teacher trainer in lower part of Solukhumbu. His observation shows that many community school authorities are basically shifting their medium of instruction to English from Nepali in order to attract the large number of students

AlBakri, (2017) in this paper he uses closed - ended questionnaire, Semi-structured classroom observations, Semi-structured interviews, purposive sampling, for this research, quantitative and qualitative data were collected over a period of 4 months. This research aims at challenging the belief, which seems to have become common sense, that high quality education is best provided to students through English rather than their first language which is Arabic. In particular, this research aims to shed some light on the psychological effects which the EMI policy could have on students. It further aims to explore the strategies which students employ in reading

and writing in a foreign language. It also aims to contribute to the work of other researchers who have taken a critical stance towards the EMI policy; the aim of this research is to investigate the effectiveness of EMI from students' perspectives at a community tertiary institution in Oman. The findings show that studying in Arabic is better for students. The student doesn't have to spend a lot of time translating the sentences to understand. When he reads in Arabic he can understand much better. The interview findings indicate that EMI can have a psychological impact on students especially those who are less proficient in English. Most importantly, EMI had a negative psychological impact on students. Few participants felt frustrated because they got delayed in their study and some felt that teachers embarrass them because of their weak linguistic competence. Some suffered from low self-esteem which hindered them from asking questions in class while others were inclined not to attend classes regularly since they felt bored when they did not understand pp.195. The findings indicate that students use various reading strategies in order to comprehend their reading materials. Translation strategies was by far the most used strategy followed by peer support, teacher support, guessing meaning from context, avoiding reading long texts and writing a summary. pp.165. In order to cope with the demand of reading in their specialized fields, students employed several strategies such as translating the text, guessing meaning from the context, peer and teacher support and summarizing the text which needed a lot of effort and was time consuming pp. 19. The implication of the article EMI might be an appropriate choice for equipping students with the necessary professional knowledge and skills to function efficiently in the local and even global job market. Page 198

Karvonen and Heidi (2017), the primary purpose of this research is to explore the views of founders of international schools in Ethiopia about the benefits and influencing factors of using English as a medium of instruction as well as the importance of mother tongue learning. The data for this research was collected through an open questionnaire was self-designed from four founders of two different private international schools. The method chosen for this qualitative research was thematic analysis. Four founders of two international schools in Addis Ababa, Ethiopia were included in this research. These two schools were chosen because both of them use English as their medium of instruction, while more than 90 percent of their student's mother tongue is Amharic. The results showed that the main benefits of

using English as a medium of instruction as identified by the founders were: better accessibility of English materials as well as the existence of better curricula, better job and career development opportunities, a positive influence on the wider community and wider chances for communication. The main influencing factors of using English as a medium of instruction as identified by the founders were :teachers' lack of proficiency both in the English language and in teaching in English, lack of parental involvement, loss of mother tongue or culture and lack of support from the government.

Lamichhane (2017), Conducted a research entitled 'practices and influencing factors in implementing English as a medium of instruction in community schools'. The main objectives of this research were to find out the current practices of EMI and influencing factors in the implementing EMI in community schools and find out the perception of teachers on effectiveness of EMI in community schools. This study followed survey design to find out current practices and influencing factors related to the research problem. In this way the population of this was all of the teachers teaching in community schools of Kathmandu district at primary level where EMI has been implemented. To conduct this study the researcher purposively selected 30 teachers teaching in different English medium community school at primary level in Kathmandu district. The researcher of this study used questionnaire as research tool. Both close and open ended questions were used to find out the current practices of EMI and influencing factors of implementing EMI. This study showed that English and Nepali language are used as the medium of instruction at primary school. EMI is a growing demand of teachers as well as parents in community school; so it can be effective and important at school level to develop different skills of the students,

Niva (2019) in her study the aim of her thesis is to examine students' and lecturers' attitudes and experiences in EMI in a Finnish university of applied sciences in the field of Information Systems (IS) education. The objective of her thesis is mainly to examine the implementation of EMI during an educational change process where EMI, previously targeted mainly for both international and Finnish students in an English-medium degree program, was changed to cover the second academic year in a Finnish-medium IS degree program. This study aims at offering perspectives and forming a comprehensive understanding of EMI as a phenomenon and examining

various factors that influence the quality of English-medium instruction. The current study was primarily based on an ethnographic approach including individual interviews, focus group interviews, surveys, and participant observation. Major points of this thesis are EMI may bring students and teachers both personal and academic gains in terms of linguistic benefits and higher mobility. Moreover, EMI broadens participants' minds and makes people aware of other people's pp.12. The findings show that, Students' language skills seem to be mainly adequate, making studying in English possible, although studying in English seems to be more time-consuming. From the perspective of teachers, teaching in English is mainly successful although at the beginning teaching in English is strenuous and painful to some extent. Moreover, this study has shown that although EMI as a phenomenon builds on internationalization, the English language does not make an international higher education institution which requires the presence of international students at university. The English language gives opportunities not only for internationalization but also for better chances of succeeding at work from the perspective of students. Additionally, the current study highlighted several other minor findings concerning the factors which influence the quality and implementation of EMI. The results of the study indicate that EMI in IS education in a Finnish university of applied sciences has chances of succeeding although targets for development can be found and complete unanimity on EMI among all the involved participants – students and teachers – cannot be reached. Furthermore, this study has shown that both students and teachers use also a local native language as a medium of communication.

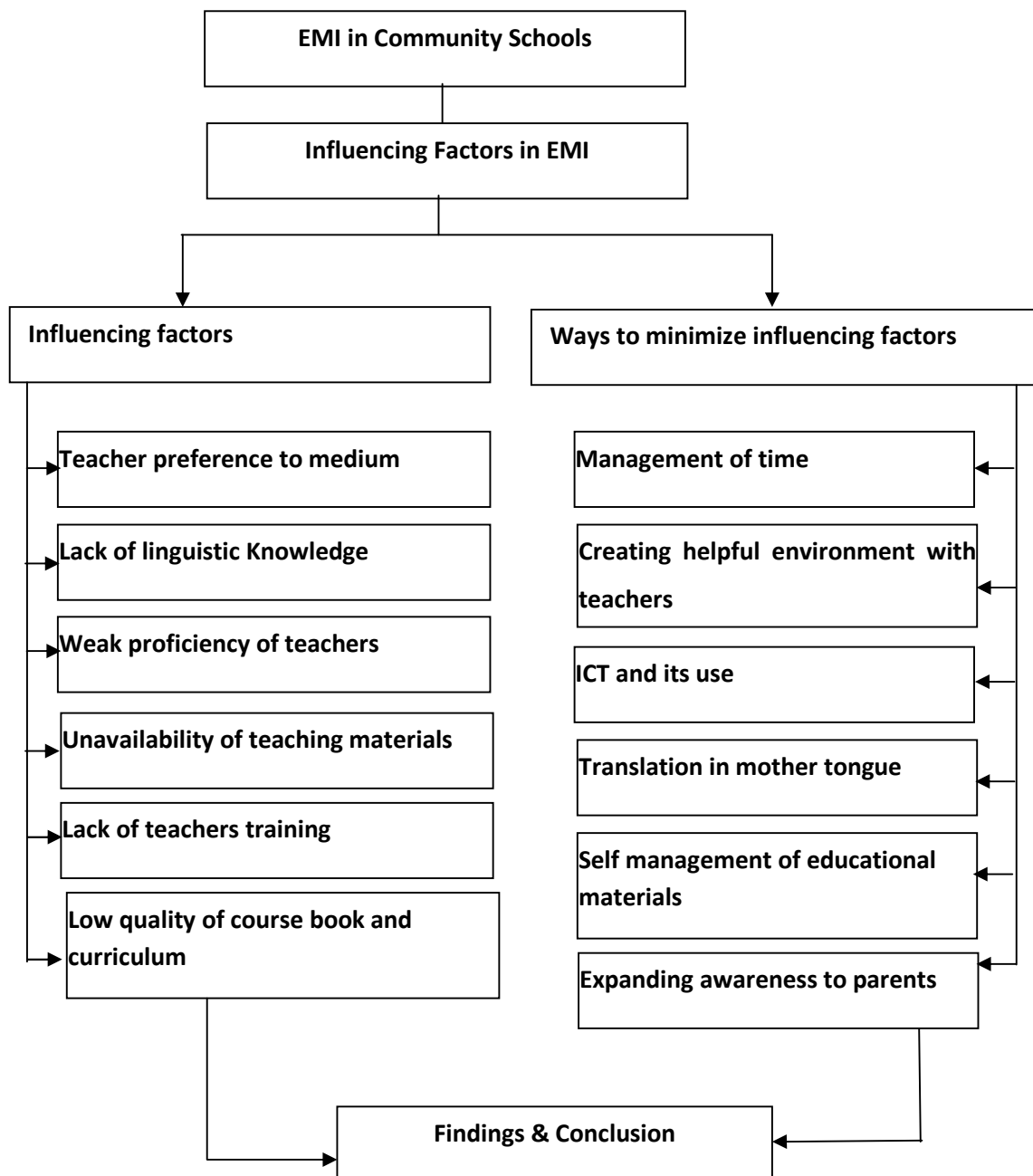
Khatri, (2019), this paper has been prepared on the basis of a mixed method research carried out among the English language teachers teaching in twenty community secondary schools of Ilam district. The main objectives of the study were to find out the English language teachers attitudes towards English as a Medium of Instruction (EMI) and explore the influencing factors if any faced by the teachers while adopting EMI in the community schools. To fulfill these objectives, twenty secondary level English teachers were selected purposively. Questionnaire was used as the main tool for the collection of the data. For this, both close-ended and open-ended questions were set in a single sheet and distributed to draw data from the primary sources. Moreover, close-ended questions were used to obtain quantitative data and open-ended questions were asked to draw qualitative data from the

respondent teachers. Then, data collected from the questionnaire were sorted, presented, analyzed and interpreted using both the quantitative and qualitative ways on the basis of nature of the data. His observation shows that many community school authorities are basically shifting their medium of instruction to English from Nepali in order to attract the large number of students. The study was conducted and this paper discusses the attitudes of teachers towards using English as a Medium of Instruction (EMI) in Community Secondary Schools of Ilam district. The data indicated that majority of the teachers have positive attitude towards using EMI in their instructional activities. They put more emphasis on the use of EMI than other mediums of instruction. EMI makes our students able to communicate with the students from other countries using English.

Conceptual Framework

Conceptual framework is the narrative or graphic form of any research represents through a diagram. It is important representation of the different variables and their relationship with researcher's thought or understanding. This study is about "influencing factors in the implementation of EMI in community schools" for systematic completion of this research study.

Conceptual Framework of this research study as follows.



Chapter III

Research Methodology

This chapter deals with the methodology and procedures adopted by the researchers to achieve the objectives of this study. To specify, the research design and method of the study, population, sample, sampling procedure, research area, data collection tools and techniques, data collection procedures and also data analysis and interpretation procedures have been included in this section of the study.

Research Design and Method of the Study

Research is a systematic investigation that is designed to answer questions. In another words, research is a process of findings something new from the existed data. There are various research designs in practice at present situation. Each and every research design has unique significance in its own place. It is assumed more important to be a strong attachment among goals, objectives topic and nature of the study and research design. The research should be very careful about selection of research design while carrying out this research work; I used phenomenology research design. It is qualitative in nature.

Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013). Typically, interviews are conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. The interview(s) attempts to answer two broad questions (Moustakas, 1994): What have you experienced in terms of the phenomenon? What contexts or situation have typically influenced your experiences of the phenomenon (Creswell, 2013)? Other forms of data such as documents, observations and art may also be used. The data is then read and reread and culled for like phrases and themes that are then grouped to form clusters of meaning (Creswell, 2013). Through this process the researcher may construct the universal meaning of the event, situation or experience and arrive at a more profound understanding of the phenomenon.

The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. In the human sphere this normally translates into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participants. Phenomenology is concerned with the study of experience from the perspective of the individual, 'bracketing' taken-for-granted assumptions and usual ways of perceiving. Epistemologically, phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasis the importance of personal perspective and interpretation. As such they are powerful for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom. Phenomenological research has overlaps with other essentially qualitative approaches including ethnography, hermeneutics and symbolic interactionism.

Phenomenological methods are particularly effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives, and therefore at challenging structural or normative assumptions. Adding an interpretive dimension to phenomenological research, enabling it to be used as the basis for practical theory, allows it to inform, support or challenge policy and action. The present study was carried out to find out the influencing factors in the implementation of EMI in community schools. Interview was the major tool for data collection. Purposive non-random sampling procedures were used as sample population of the study.

Population, Sample and Sampling Strategy

The populations of the study were secondary level four teachers of Sindhupalchok district. Four non English teachers of secondary level from community schools were selected as the sample population for this study. The populations were selected through purposive non-random sampling.

Study Area/Field

It is impossible to include all the population in the study because of the time and other characters. Therefore, I selected the community schools from Sindhupalchok district. It means the area of this study was Sindhupalchok district. The field of this study was the influencing factors in the implementation of English as a medium of instruction in community schools.

Data Collection Tools and Techniques

In this research, required data were collected through in-depth interview. Interviews have probing type of questions items which was used as the techniques of data collection.

Sources of Data

Both primary and secondary sources of data were adopted to collect the data for this study. Data is the part of information, it helps researcher to give reason and draw possible findings.

Primary sources of data. The fundamental bases of the thesis were the primary sources of data. They were four non English teachers from community schools of secondary level in Sindhupalchok district. The primary sources of data were collected by administrating in-depth interview including number of probing questions.

Secondary sources of data. Secondary data were collected from various articles, book, reports, research studies, dictionaries, internet related to the study area books and approved in the Department of English education T.U. and also related websites.

Data Collection Procedures

In order to, collect primary data for this study. I followed the following procedures:

First I visited selected secondary schools and established rapport with the concerned people. Then, I requested the concerned people for the permission to conduct research. Later on, I requested them for the list of informants. After that, I fixed the time for data collection. Then, I took interview of them and collected require data.

Data Analysis and Interpretation Procedure

The systematically collected data were analyzed and interpreted by using appropriate tools and methods. The data obtained from the respondents were interpreted and analyzed descriptively and systematically.

Ethical Considerations

Ethical considerations are one of the most valuable ornaments of the research. Every respondent has their right to privacy. The researcher should inform the purpose of the study and value of their participation. In this research used the data for the sake of other purposes without permission of the respondents except for research. The researcher is not make any manipulation in collected data, the researcher do not harm to informants while collecting data and have not been analyzed data subjectively rather, the researcher paid attention on accuracy, honestly and truthfulness of data in this study. Similarly, the researcher should not plagiarize the sources rather researcher write thesis by giving proper citation and references and try researcher best to make the research original. Moreover, the researcher followed all the values and norms and academic writing

Chapter IV

Analysis and Interpretation of Results

This chapter deals with the analysis and interpretation of the collected data obtained through primary sources. The main concern of this study was to examine the existing influencing factors in the implementation of EMI and explore the way to minimize those influencing factors in implementing EMI at Secondary level. The analysis and interpretation of the data is based on the 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

The data collected from the primary sources (the participants) analyzed 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 revealed about each individual teacher and what kind of influencing factors they encountered during their teaching in EMI implementation at secondary level. 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 narratives were viewed holistically and analyzed thematically. Following major themes have been derived from the accumulated data through in-depth interview and informal talk with the participants.

Background of the Participants

Teachers come from their different family, social, economic and political background which also becomes the factors affecting in teaching profession. I collected the data through the interviews of four secondary level teachers from two community schools where EMI is being implemented. The backgrounds of these participants have been mentioned below. The used names are not their original names.

Teacher 'Arijit': He has 25 years teaching experience. He is quite satisfied with teaching profession. He had completed his Master degree in health education from Tribhuvan University. He is teaching science from lower secondary level to secondary

level. Furthermore, he says that classrooms are linguistically diversified so, EMI is the good option because it is difficult to use one's mother tongue in that kind of classroom.

Teacher 'Carrey': He has 5 years' experience in the field of teaching. He is teaching social studies from class six to ten. He has qualification of bachelor's degree from Kailali Multiple Campus. He says, mother tongue is better to use at the confusing moment otherwise English medium is working well at secondary level. EMI has equal number of opportunities for students and teachers.

Teacher 'John': He has 7 years teaching experience. He is science teacher and has been teaching science from grade 6 to 10. He had completed Master's degree in related field. Moreover, he is completely positive towards EMI and its advantages in the field of teaching and learning. He added, community schools problem of English is only possible through well implementation of EMI.

Teacher 'Sony': She has a long teaching experience of 17 years. She has been teaching mathematics at lower secondary to secondary level. She is quite popular among her students. She is fond of teaching and learning. She uses English language more than Nepali language while conducting teaching learning activities as she said. Likewise, she told me that she used to participate in different training, workshops, seminars, etc. Additionally, she argued that parents, teachers, students, administration, and society all have equal role for effective implementation of EMI.

Influencing Factors of Implementation of EMI in Secondary Level

Teachers preference of the medium and time. Allocated time for separate subject plays crucial role in the field of teaching. EMI seems burden for teachers where teachers had to instruct in both English and Nepali language even for English textbooks and number of activities which seemed to consume more time for a single topic. These things are directly and indirectly influencing in outcomes. Here, influencing factor of implementation of EMI in secondary level is teachers' preference of time and medium of instruction in teaching. Teachers argued that teaching through English language takes more time than teaching through Nepali language. In this regard, teacher 'A' said, '*Some students cannot understand through*

usual way of teaching. They need revision at least three or four times. However, our curriculum seems vague. Therefore, sometimes I become unable to complete the course in time due low level of time management '.

Similarly, teacher 'B' also argued, *'Students do not get the things only through English language. Therefore, after teaching through English language, I explain the lesson through Nepali language and again I explain through English language. Hence, it takes more time to complete the course in time'.*

From opinions of both teachers, it is clear that there is no appropriate connection between of teaching strategies. From their own opinions, they only use daily used materials like as textbooks. Principle of children centered of teaching and learning should be encouraged with contact between students and faculty, developing reciprocity and cooperation among students, address students problem, encouraging active learning, giving prompt feedback, motivating in classroom activities, emphasizing time on task ,communicating high expectations, respecting diverse talents and ways of learning. However, teacher neither used any technique nor followed the principles of student- centered techniques.

Lack of linguistic knowledge and weak proficiency of teacher. Basically, poor grounding knowledge of linguistics and English language proficiency of the teachers is the biggest challenge community schools are facing to implement EMI. In my research study, participants experienced that teachers got number of misunderstanding and dilemma in teaching. Teachers got many language or linguistics related problems in their teaching learning activities. Another influencing factor of implementation of EMI in secondary level in Sindhupalchok district is poor linguistic proficiency of teacher. Through my research study, it can be said that teachers have various problems in English language and its structures. Similarly, teachers have problem in reading, writing, speaking, listening, and comprehension. In this regard, teacher 'A' said, *'sometimes, I myself could not get the ideas and actual meaning of text'*. Supporting this view, teacher 'B' said, *'as I'm instructing through English language, I have problem in grammar'*. Similarly, teacher 'C' said, *'I feel odd while engaging in conversation in English and I feel difficulty and uneasy speaking through English language'*.

Teacher 'C' also focused on linguistic problem. Teacher 'D' said, *'For content delivery through English language, I'm quite familiar with tense and vocabulary but I get confusion in teaching'*.

Similarly, teacher 'D' also shared his experience of linguistic problem. Teacher 'D' said, *'In teaching smoothly in my own pace, sometimes, I get words or proverbs which are more complex in their contextual meaning which I cannot pronounce and understand properly'*.

The lack of linguistically qualified teachers can be one more issue in EMI implemented schools. In my research it was found that, the main influencing factor of implementation of EMI in secondary level in Sindhupalchok district is lack of linguistically qualified teachers because teachers had minor linguistic problem in teaching. From their words in interview, they did not have enough knowledge and confidence in their presentation.

Unavailability of teaching materials. Availability of adequate and appropriate teaching resources and materials play crucial role in the practical field of EMI practice in classroom. It was found that the lack of appropriate instructional materials as a prominent barrier to the success of EMI in almost all contexts. From the study it showed that there is hazardous situation of teaching materials in secondary level of Sindhupalchok district. One of the main influencing factors of implementation of EMI in basic level is lack of adequate materials in school. Almost all teachers said that they have a problem in teaching materials. Selecting and using of teaching materials in teaching through English medium is big issue they have faced.

In this regard, teacher 'A' said, *'Community schools should be blamed because they do not provide all required teaching materials for all teachers. School provides some daily used materials for teaching and I compelled to buy some materials myself'*. Similarly, the teacher 'C' said, *'school does not provide all materials; I have to buy some materials myself'*.

On the other hand, the teacher 'D' said, *'School does not provide all required materials, I have to buy materials myself. It is too difficult to find local materials in English language in market'*.

The teacher 'C' also said, *'Our school does not provide all required materials for teachers. School does not have well managed lab for science. For social studies and health and population study, materials such as recent maps, charts, diagrams and pictures are needed but our school has very old and unspecific materials'*.

According to the SSRP (2009), the function of CDC is to develop materials in different languages. Similarly, through the program SSDP, there is the commitment to manage the educational materials. In SSDP (2016), it is clearly mentioned that for teaching through English language, special initiatives will support the teaching of English in schools through the widespread use of multimedia resources, and development of learner-friendly and attractive teaching and learning materials. However, from the study it is apparent that teachers have hazardous problem in materials. Not all teachers are accessed to required teaching materials. Teachers are teaching only with insufficient teaching materials. Therefore, there is a material related challenge of implementation of EMI in secondary level in Sindhupalchok district.

Teacher training. It showed that the existing situation of the EMI is not favorable in terms of teacher training. In my research, it also found that different type of training to teachers is one of the dominant influencing factors of implementation of EMI in community school.

It is clear that teachers of community school are not providing the training for teaching through English medium. In this regard, teacher 'A' said, *'I have spent five years in teaching through English medium. In this period, I got some training as a name of teacher professional development which is not totally based on how to teach through English so, I did not get any training'*. Similarly, teacher 'B' said, *'I do not have any training to teach through English language'*. Teacher 'C' said, *'I do not have any training about teaching through English language. I want training for the improvement of my teaching through English medium'*. Teacher 'D' said, *'in first year of implementation of EMI, I got training but after that I did not get. I think EMI related training should be given at least once a year but I cannot get this opportunity in my school'*. However, teachers said, *'training programs are running keeping the aim to provide training to implementation of EMI but it is only limited to specific teachers'*.

Basically, there are two kinds of training programs namely; pre service and in service. In the field of teaching and learning training is mandatory for all teachers, the government has made a special arrangement to provide different training to the serving untrained teachers. However, on the basis of teacher's perspectives, until now many teachers are not getting the opportunity and training about implementation of EMI.

Quality of course book and Curriculum. In my research study it was found that to implement EMI in community school was really challenging because course books in English were too expensive. Although, there is problem on content than on the price of English medium textbooks which are available in market.

In my research study, one of the findings of the study is poor curriculum and textbook. Many teachers are not satisfied with the implementation of current curriculum and textbook and they said that extra curriculums or textbooks are not suitable for level of students and contemporary issues. Such kind of problem should be improved.

In this regard, teacher 'A' said, *'I am not satisfied with our curriculums and textbooks. Only instructional language has been changed into English language but our curriculums and textbooks are very old'*. Similarly, teacher 'C' said *'I think the curriculum and textbook are not better. Our textbooks are based on English culture. We need Nepali culture based curriculum and textbooks to teach through English language'*. Teacher 'D' also focused on change of curriculums and textbooks. He said *'our textbook is very old so it is needed to change. Nepali culture local based textbooks should be taught to the students'*. Teacher 'A' added that, *'our curriculum or textbook is not good; most of the lessons of the textbook are based on English culture. However, we need curriculums or textbooks in our culture. Similarly, lessons are more complex than students' learning level'*.

It was found that there is a problem in content of textbooks rather than on the price of the textbooks. Teachers' argument is that course content is very old and not updated. They also prefer that course content should be updated due to the change of time and demand of time.

Lack of qualified teachers. Generally, one of the major reasons of failure of EMI is lack of linguistically qualified teachers. In this study, the finding is also related with lack of linguistically qualified teachers. Due to the lack of enough qualified teachers, teachers are compelled to teach over loaded periods in a single day. Teacher 'A' said, *'There are five – six periods of a single teacher in a day. So, I got tired and uneasy in teaching'*. Similarly, teacher 'C' said, *'I have five- six periods in a single day. Therefore, I do not have time for extra study and collaboration with teachers'*.

Similarly, teacher 'D' also put his words focusing the overloading periods. He said, *'I teach six periods in a single day. I got tired to teach for a long time continuingly. Similarly, I do not have time of preparation for teaching'*.

It is found that due to the lack of qualified teachers in school, they are compelled to teach over periods. Due to this reason, they are unable to manage the time for collaboration and preparation for the teaching learning activities. Without collaboration and preparation, teachers cannot teach through effective way in implementation of EMI in the scenario of community schools.

Differences. In the context of Nepal, There are various languages, culture, and caste and so on. According to the community and caste, citizens use different language. Having large numbers and little numbers of speakers create difference in use of language. In this regard the program 'Education for All' focuses on right to get education in our own mother tongue for every minor group of citizens. However only English is the instructional language for all language users neglecting the right of getting education in own mother tongue.

Diversity in classroom is also one of the influencing factors of implementation of EMI in secondary level. In classroom, students are from different linguistics, cultural and ethnical background so teachers feel difficult to manage class which is directly and indirectly hindering in teaching learning activities.

Teachers' Experiences Regarding the Role of Parental Involvement

Parents can play crucial role for their children to improve their English language. Supporting this, Teacher D articulated his view in this way:

If the children had parental care and support for their studies in their homes, it could help the kids learn science, math and social taught in English. Most of the places I found that guardians who have sent their children in English medium gives more time to their children's learning because they think how to make my child's English good and in this way children also seems more active.

In this way it is found that the effective combination between students and their parents help to get good command over English language to students and it helps to conduct teaching learning activities through English medium in community schools teachers.

Teacher 'B' said, *'It is a fact that a student has more time in his/her home than s/he does in a school.as we know that this is the era of technology so if parents provide internet access to their children, students will get the chance to learn more thing regarding English language and kick out their confusion through it.'*

It is found that parents become more important in playing their role by giving regular time to their children from their daily schedule parents have to realize that they should provide to their children an environment in their homes which would be conducive to their children's learning or doing their homework.

Positive Aspects of Implementing English as a Medium of Instruction

Language is just a means of communication. English is taken as a global language as lingua franca but in the context of Nepal it is taken as second or foreign language. As its popularity, it is the language of international communication. It may create positive impact on teaching learning activities if we implement English as a medium of instruction. Teacher 'B' said *'In the initial phase of implementing EMI, teachers were just for giving content either by rotting or taking note but slowly and gradually, they are now able to speak English taking ideas from themselves and from students. In this sense, EMI promotes teachers' confidence and prefers learners' voices more than imposing anything to them.'*

In this way, implementing English as a medium of instruction in community

schools is progressing day by day and it has equally benefits for students as well as to the teachers. Similarly it is also found that students habituated with English and show their interest to start interacting with teachers during class. There are number of advantages of implementing English as a medium of instruction in community schools in Nepal.

Teacher 'D' said, *'I think implementing EMI in schools improves their general English skills, including grammar, vocabulary, communication, writing, reading, listening , speaking skills, develop fluency of speaking, self-assurance, pronunciation, English grammar, and the usage of English in various context, in addition to positive. There is lack of interaction and communication between teacher and students when the teacher is teaching in English.'*

It is said that, the more interactive class the more meaningful and effective learning. In EMI class, there it seems one way communication when the teacher is teaching in English language. Students with low English competence will most probably lack the ability to use English in an academic context where they are required to read, write, comprehend and interact in the classroom and conduct oral presentations.

Present Condition and Practice of EMI in Community Schools

Most of the community schools have been implementing English as medium of instruction in the context of Nepal as per education policy and planning. The demand of present era as English is becoming global language of communication. There are some debatable issues regarding English as a medium of instruction, in the context of Nepal, English is taken as a foreign/foreign language. Most of the community schools thought that English can increase the reputation of the institution can attract the attention of guardian as well, supporting this, Teacher 'A' expressed his view in this way;

I think the present scenario of English medium of instruction in community schools just like fashion and trend. We all are implementing English as a medium of instruction without considering the students interest and readiness to learn through English language at all. Students feel easy with Nepali

medium then English medium while conducting teaching learning activities in classroom.

This indicates that teaching learning activities conducted by community schools teachers are not fruitful as the main objective of EMI in community school. Community schools are both Nepali and English medium separated as section A and B. It found that due to this medium of instruction there is conflict among teachers, parents and even students too. It is because of the dominant environment. In fact there is confusion with the medium of instruction why and for whom. Specially, teachers of community school are in pressure of implementing classroom practice of EMI though they are not quite proficient in English language. Teachers of the community schools know that, students are not getting their teaching but teachers are compelled to teach in so called English medium. Teachers are doing their duty for the sake of their surviving.

Teacher B said, "*Popular and great scientist's professors use their mother tongue in their investigation; there is no effective role of English language to develop knowledge and skills*".

This shows that how the mother tongue is powerful than the English language. So in this sense, we can say that to make any school more popular and prestigious one should deliver teaching and learning activities using home language. This addresses the learning of the certain children. It can be said that state translation strategies is far the most used strategy followed by peer support, teacher support, guessing meaning from context, avoiding reading long texts and writing a summary

Supporting this teacher C articulated his view in this way:

It is gossiped the administration forces the teachers and students only to use English language. But it is not acceptable in many ways even in the English language class. So, I meant to say that EMI is a popular slogan beyond the reality.

However, schools which decided to shift to EMI did not adapt their system the change sufficiently, thinking simply that changing the medium of instruction to

English was the panacea for the problems they have been encountering. Teachers who had been teaching in Nepali medium for years were suddenly expected to teach in English without receiving any training to improve either their English proficiency or their pedagogical skills to teach in a different language. Most of the teachers used a mixed- language approach, using Nepali to translate and explain to content to the students but assessing them in English. The schools have thus demonstrated change only in selected areas: They used textbooks written in English, the students read and write answers in English , and written examination are conducted in English while Nepali is used for most day-to-day instructions.

Ways to Decrease Influencing Factors

In research study, another objective was to identify the ways of decreasing the responsible influencing factors in the implementation of EMI in secondary level of Sindhupalchok district. In research study, teachers have numbers of problems in teaching through English language. Similarly, it appears that the following perspectives for decreasing the most responsible influencing factors of implementation of EMI in secondary level.

Creating helpful environment with teachers. Teaching is all about learning and collaboration but complex as well. In research study, teachers have many influencing factors in teaching through English language. It can be also mentioned that one of the best ways to decreasing the problem in teaching through English language was collaboration with fellow teachers. Almost all teachers argued with collaborating with other teachers can help to minimize such influencing factors in teaching through English.

In this regard, teacher 'A' said, *'Sometimes, I get problem in comprehension. For this, I ask with other teachers'*. Similarly, 'C' said, *'For the solution of teaching influencing factors, I take help from other teachers'*. Similarly, teacher 'D' also said as same of teacher 'C'. Teacher 'D' said *'sometimes, I get problem in explanations and I discuss with other teacher'*.

According to Brownell and et al. (2006), collaboration is viewed as a powerful tool for helping teachers which serves students with disabilities. Like as this

statement, it showed that teachers collaborate with each other for the solution of the EMI related problem. It is the symbol of the better in teaching because, from the collaboration, it is better to handle the problems in teaching through English language.

ICT and its use. As ICT makes our life easier, in research study it is found teachers use mobile and internet in classroom while teaching through English language to face the influencing factors occurred in classroom. In this regards, Teacher 'A' said, *'I use internet to solve the abnormal questions of student'*. Similarly, teacher 'C' said, *'sometimes, I go to teach without enough preparation and get some influencing factors in teaching through English language. In this regard, I use internet to handle the influencing factors. I use mobile to solve the language skill problems via dictionary'*. Teacher 'D' also use internet. He said, *'sometimes, I get problem in understanding the text. In this situation, I use internet to see the meaning and definitions of typical words'*. *I solve general problems in teaching through mobile dictionary and internet'*.

Internet and technology are being one of the most used tools in teaching. Many teachers use them for different purpose. However, in our context, teachers use internet and technology in different way. In the study it appears that they use internet and technology as problem solving techniques rather than tool in teaching. Teachers teach through traditional method but they use internet and technology while they get problem in teaching. By the way, it is also a good symbol to handle the influencing factors in the implementation of EMI.

Translation in their language. During the study it shows that teacher use Nepali or mother tongue in teaching through English medium. Teachers use Nepali or mother tongue for explanation of difficult part of lesson or chapter.

In this regard, teacher 'A' said, *'I prefer and use mixture language (English, Nepali and mother tongue) in teaching because only teaching through single language is not better'*. Similarly, teacher 'B' said, *'if I teach only through English language, students cannot understand properly'*. *So, I translate into Nepali language and again I explain through English language too.* Teacher 'C' said, *'I translate difficult lessons or chapter in Nepali language'*. Teacher 'D' said, *'I also use mother tongue for explanation and translate into Nepali and mother tongue to provide*

concept to the students’.

Teachers told that there was the practice of EMI in classroom teaching but teachers and students were compelled to use bilingual approach (Nepali and English). As of my research, teachers use Nepali language and mother tongue in classroom for explanation of difficult parts of lesson. According to the teachers, they use English language in teaching; however, they also use Nepali and mother tongue to make students able to understand the difficult lines.

Self-management of educational materials. Ojha (2018) concluded that schools that want to introduce EMI should have broad discussion amongst the stakeholders, prepare the teachers properly and manage necessary resources to make it successful. Material is an essential part on teaching. It plays important role in teaching and learning activities. To provide essential materials is duty and accountability of school administration but, in my research study, school administration does not provide adequate materials to the teachers.

In this regard, teacher ‘A’ said, *‘Our school provides some materials and I have to buy some materials by my side’*. Similarly teacher ‘C’ said, *‘I myself manage the materials for teaching. Especially I use flash cards and show the videos to the students’*. Similarly, teacher ‘D’ also said, *‘school does not provide enough materials. Therefore, I have to spend time at home to make teaching materials myself. I buy some materials as well’*.

Karki (2018) found that in order to compensate the lack of adequate teaching and learning resources, some teachers used their own smart phones to collect resources. Materials are very important tools for teaching. According to the interviews of teachers, they have hazardous influencing factors in materials in teaching through English language. To manage the materials is the responsible of teachers. In this regard, Erin Schreiner presented different five techniques. They establish an object, analyze the audience, consider differing learning style, select a delivery method and seek ways to integrate technology. However, the study shows that our non-English teachers do not have time for developing materials due to the over loaded periods. They buy the materials from the market in order to use in classroom.

Managing the training programs. Government of Nepal runs the training programs keeping the aim to provide the quality education and improve the educational status. Especially, training programs help to develop teachers' teaching skills in the classroom. However, Ojha (2018) put dissatisfaction in his research that community schools have not made the required preparation such as providing English language and pedagogy training to the teachers. In research study, it is mentioned that not all teachers are getting the training for teaching through English language.

In this regard, teacher 'A' said, *'I did not get any training about implementation of EMI. If I got trainings, I would teach better. To implement EMI effectively, teaching training should be provided to all teachers.'* Similarly, teacher 'B' also said, *'to implement EMI in effective way, EMI related trainings are necessary'*. Teacher 'C' argued, *'at the first stage of implementation of EMI, I got training but, then after, I did not get it. Training program should be provided at least once a year'*. Similarly, the experience of teacher 'D' is different from others teachers. He shared his experience in the different way. He said, *'training programs are running but all teachers are not in access of training program. For the effective implementation of EMI, related trainings programs should be accessed to all teachers.'*

According to the teachers, they are far from the EMI related trainings. Data showed that, as fast as possible, there should be adequate management for teacher trainings to all teachers.

Improving the curriculum focusing on localization. Teachers are unlikely to be able to provide the requisite academic content in the lack of confidence in their own English (Karki, 2018). It means to say that challenge might occur as there is an imbalance in language and academic content. For this, local contents in the curriculum through EMI might assist teachers to cope this challenge. Curriculum is the main route of teaching. Teachers teach the course on the base of curriculum. Therefore, the quality of curriculum determines the quality of learning. Therefore, the curriculum should be better for effective teaching and learning.

In this regard, teacher 'A' was not satisfied with the curriculum. He said, *'Our course content is very old and not updated. It is urgent to change course content*

according to the demand of the time'. Similarly, the teacher 'C' said, *'Our text books are based on English culture but we need to those textbooks which are based on Nepali culture to teach through English language medium'*. The words of teacher 'D' were also same as teacher 'C'. Teacher 'D' said, *'There is a need to change our curriculum. Adding Nepali culture and context in curriculum is better than English culture based textbook'*.

As teachers argued that curriculum related problems are avoided after the changing our curriculum. It is true that our textbooks are very old and not updated. Similarly, the textbooks are in English language being based on English culture. In this situation, teachers may not know detail about English or foreign culture. Therefore, changing the textbooks with addition of local culture based content; teachers are able to decrease the responsible influencing factors in the implementation of EMI in community schools.

Cooperate with pupils. Basically, educational achievement of the students of EMI, especially in a foreign language context, seems to be at risk in the situation where teachers are not proficient in the English language. In order to find a better way for improvisation, students are in need to be assisted especially from teachers as well as from schools for the better achievement through EMI. Most of the students were from different family, social, ethnic background. Some students had low discipline, some were well disciplined, some were from poor economic background, and some were from uneducated family background. The research shows that teachers applied various ways of teaching to minimize these kinds of problems.

Teacher 'A' said *'I try to create adjustable environment for all kinds of students. Focusing on weak students, I forward the course slowly. Similarly, I manage the extra-curricular activities for maintaining discipline'*. Teacher 'B' said, *'Some students are from weak economic background and they have not enough educational materials such as books, copies, pens, reference materials etc. In that situation, I suggest them to bring materials and sometimes, I provide myself'*. Teacher 'C' said, *'I try to create suitable and pleasing environment for all students. Especially for the weak students, I explain three or four time and revise in next period too. Similarly, teacher 'D' had also same kind of experience. Teacher 'D' said, 'Especially, students from low economic status and uneducated family are in problem in teaching and*

learning activities. I focus weak students in classroom than other students. Sometimes, I provide some materials for such conditions students’.

Cooperating to the students in teaching is duty and responsibility of the teachers. Here, the study states that teachers not only help some gentle but also assist poor economic background students by providing some materials and extra time in classroom for encouraging and motivating them for learning.

Expanding awareness to parents. It seems that due to lack of knowledge of English language parents were unable to support their children at home. In order to cope this, based on study that teachers used to suggest and convince the parents for the better implementation of EMI. Specially, teachers suggested and convinced those parents who cannot concern with the children’s study. Supporting this , teacher ‘A’ said, ‘ *Most of the time i try to convince parents who give me unexpected pressure to pass their children in exam and I also request them to create learning and collaborative environment at home too*’. Teacher ‘B’ also said, ‘*Whenever I met their parents and suggest them to good learning environment at home, engage in extra classes for poor children and sent their children at school regularly with proper assignment*’. Similarly, teacher ‘D’ also said ‘*I convince and suggest parents to create good environment at their home*’.

On the basis of teacher’s responses of the study, teachers try to suggest and convince some parents on teaching through EMI. They request the parents for creating good environment at their home. From the study, it is clear that teachers are sure about without building rapport with parents and students, teaching and implementing EMI cannot work properly.

Chapter V

Findings, Conclusions and Recommendations

This chapter has presented the findings derived from the analysis and interpretation of the data and interpretation of the result. The findings of the study helped me to draw the conclusions. Moreover, some points of recommendations have been made from the findings. So, it includes the conclusion of the study along with some points of recommendations to be applicable at different levels.

Findings

Based on analysis and interpretation of the data obtained from the interviews of the participants, the following findings have been drawn.

-) It was found that emotional attachment with national language, diversity, teachers preference, lack of linguistic proficiency, poor teaching materials, lack of trainings, poor curriculums and textbooks, irresponsible school administration and lack of qualified teachers, poor educational policy and planning are major influencing factors in EMI implementation.
-) Most of the teachers are positive towards the implementation of EMI. They have the common belief that it is the most important language at present context. The finding of this study showed that teachers are focusing on the medium rather than content.
-) This study also showed parents have misunderstanding towards English language. They think that if their children can speak English then they are very genius.
-) It was also found that teachers are not keeping one thing in the mind that they should focus their activities to develop creativity rather than imposing.
-) Similarly, due to the lack of sufficient knowledge of English vocabulary and fluency, students feel hesitation to share their ideas in the classroom even if they know about the topic.
-) The teacher participants revealed that insufficient knowledge of English language is the main problem to the non-English teachers and also for the poor implementation of EMI.

-) It informed that the schools only used textbook written in English, the students read and write answers in English and written examination are conducted in English while Nepali is used for most day to day communication.
-) The English medium community schools are not getting sufficient materials related to EMI. Therefore, teachers are teaching on the basis of their experience.
-) This study also found that there are various challenges in implementing EMI such as poverty of students, lack of interest, no English Environment for students at their home and so on.
-) It was found that most of the teachers in public schools are from Nepali medium background. It becomes a major problem for implementation of EMI at secondary level, especially in public schools.
-) This study shows that there is lack of support from school administration, community and governmental side to develop teaching materials for effective EMI implementation. Therefore, teachers rarely use such kind of materials. If there is need of any materials, teachers develop it themselves.
-) Likewise, the participants' stories revealed that the teachers are forced to teach in EMI without prior knowledge about how to teach, what to teach and when to teach in EMI classes. Most of them are teaching on the basis of their experiences.
-) The data in this research study shows that the teacher training is necessary for effective implementation of EMI in community schools. However, public school teachers do not have appropriate EMI related materials, trainings, workshops, conferences, seminars, and orientations.
-) It was found that the public school teachers have strong believe on internet, YouTube and dictionary for the terminologies used in EMI.
-) Participants reported that collaboration with each other could solve the problems in teaching. It is being useful strategies to handle the learning influencing factors.
-) Likewise, Participants also reported that teachers use internet as the educational problem solving tool. They use mobile to search difficult words' meaning correcting the language skill related problems and search unfamiliar terms.

-) Participants argued that to handle the educational problems, in some cases, teachers translate into Nepali or children's mother tongue. Especially, teachers translate into Nepali or mother tongue while students cannot get any idea in teaching through English language.
-) Similarly, Participant mentioned that teachers themselves have to manage the educational materials. While school cannot fulfill all required educational materials.
-) Furthermore, participants stated that the role of teachers, parents, school administration, school management committee, community, educational planners, and policy makers are also very important for effective implementation of EMI at secondary level.

It is clear that in these present days, many community schools are implementing EMI. However, there are many influencing factors in teaching through English language.

Conclusion

In these present days, many community schools in Nepal including Sindhupalchok district are implementing EMI. Teachers, students and parents are positive towards education with English language as a medium. However, teaching through English language has not been an easy task in all over Sindhupalchok district. Teachers are facing many influencing factors in teaching through English language. In the context of sindhupalchok district, teachers from community schools are facing influencing factors because of close emotional attachment with national Nepali language and mother tongue, differences of students, more time-consuming in teaching through English language, lack of linguistic proficiency of communities school teachers, poor and not enough teaching materials and references book, lack of EMI related teacher trainings, workshop and seminar, poor curriculums and textbooks, irresponsible school administration and lack of qualified teachers, poor educational policy and planning.

There are various ways to minimize those influencing factors; teachers adopt some techniques and strategies. Similarly, they create helpful environment with fellow teachers, use internet, use mobile phone, make and buy educational materials,

properly preparation for teaching, manage the time, help and suggest the students as well as suggest and make aware to the parents in teaching through English language. In addition, for the effective implementation of EMI especially secondary level of community schools in sindhupalchok district, there should be adequate management of effective EMI related teacher-training programs for all teachers and another main thing is that it is urgent to update curriculums and textbooks too.

As their responses and the exiting condition, I came to know that teachers are facing numbers of influencing factors and critical problems in the classroom practice or name of implementing EMI in secondary level of Sindhupalchok district. Without addressing those influencing factors to EMI, it is not fruitful and practical implementation of EMI in community school of Sindhupalchok district. To cope up with those influencing factors, all responsible persons should be aware about those influencing factors in the implementation of EMI in secondary level. School administration should manage the adequate materials. Training should be provided from the national or local level. Likewise, curriculum should be updated as per the demand of time. Teacher should be prepared for better teaching. Furthermore, students should be motivated in learning. Parents should behave equally between sons and daughters and create conducive learning environment at their home. In addition, scholarship should be provided for gentle and poor background students. Then after, in practical way of successful implementation of EMI takes place.

Recommendations

The recommendations of the findings have been presented under the sub-heading; recommendations in policy related, practice related and further research related.

Policy Related

Based on findings and conclusion, the following policy related recommendations could be made:

-) Implementation of EMI in secondary level is one of the challenging attempts in our context because our educational infrastructures and materials are very

poor. Therefore, before implementing EMI, there should be proper reachable and reliable planning and policy regarding EMI.

-) There is a huge gap between educational planning and our classroom practice level. Therefore, there is a need to fill up the gap between them.
-) Only implementing EMI doesn't make sense. Teachers who teach through English language as a medium of instruction are not provided effective EMI related teacher training. Therefore, there should be proper management of effective teacher trainings for all teachers.

Practice Related

Based on findings and conclusion, the following practice related recommendations could be made:

-) Just implementing EMI does not improve the students' learning level. Teachers should use effective teaching materials and ICT in classroom.
-) This research shows that school administration is careless to fix the periods for teachers. Therefore, there is necessary to recruit enough qualified teachers and manage the periods as well.
-) The entire teacher should motivate and guide the student's proper way.

Further Research Related

We conduct research study for searching newness in existing problems. It has its own purpose and findings. This present research is to explore the influencing factors of implementation of EMI in secondary level in Sindhupalchok district and identify how those influencing factors are being handled in Sindhupalchok district. There are many things left to be studied. Therefore, the following further research related recommendations could be made based on findings and conclusion of the research;

-) further researches can be conducted to find out the role of curriculum for successful implication of EMI in community school.
-) Researches can be conducted to identify use of internet in EMI implemented classrooms.

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Appendix

In appendix, I have attached all answers of the questions that were asked in interview. Keeping ethical consideration, I have used pseudo name of all teacher as A, B, C and D. The followings are the data that I got from the interview with five non-English teachers. I have attached all data from all four non-English teachers orderly.

Interview with Teacher: A

Teaching is a social service and you are involved in teaching job. How much time are you spending in teaching through English medium?

Now, I am spending twenty five years in teaching through English medium.

At this time our nation is taking tri-lingual policy in education field, according to this policy, school administration can choose instruction language from Nepali, English and mother tongue. In your view, which language do you prefer to teach? Why?

Nepal is a small country with various languages, cultures, ethnicities and caste. There are 131 using languages in Nepal. All languages are equal and have equal important for nation. Therefore, I think using three languages (Nepali, English and mother tongue) is better in education system because, Nepali language is our national and official language. Therefore, we should preserve Nepali language. Similarly, mother tongue is our first language so we should also preserve it and English is an international language. It has own importance in the world. We should learn English language as well. Therefore, I think that we should use three languages in education.

Your school is implementing English as a medium of instruction, would you tell me please what is your opinion about it?

Our school is implementing English as a medium (EMI) since seven years. I think leaving mother tongue and Nepali language, only using English language is not good. Not all children can understand English language.

Some words are complex, some sentences are complex and some lessons are complex. Especially, students cannot understand complex parts in teaching through

English language. If we teach only through English language, it hampers on children's learning capacity. Therefore, instead of only using English language in teaching, using also mother tongue and Nepali language is better. Similarly, at school, students also come from different community with different languages. Students also come from low economic status. School has not also very English environment. In this situation, use of three language is better than only using English language.

Some teachers argue that to implement of EMI is good and some argue that it is not good. Could you tell me your opinion about it?

I already said that English language is not bad but in our environment excepting Nepali language and mother tongue, using only English language is not better.

You have spent many years in teaching. You have experiences of teaching through both Nepali and English language. Could you share your experiences of teaching through two different languages?

Yes, I taught through both Nepali and English language medium. I felt easy in teaching through Nepali. At the first phase in teaching through English language, I had faced many influencing factors. I was also excited as well because I love English language as well and I was active in learning English language. However, in my teaching, in the first phase, I taught one thing but student understood another thing. Then I used to use English language.

Teaching is not an easy job. Teachers have many influencing factors and problems in teaching. You may have many influencing factors in teaching through English language and you may have many ways to solve those influencing factors. If you do not mind, I am excited to listen your words about influencing factors and ways to handle those influencing factors in teaching through English language.

Not all students have same understanding level. Some students are talent and some are weak. Especially students from uneducated family background are weak. Weak students cannot understand simple words also. In this situation, I feel difficult to teach. For the solution, I tell the meaning of difficult part in Nepali and use those

words into meaningful sentences. I pronounce the words and ask to students to follow my style repeatedly.

In the classroom, there may be diversity in students in the case of age, sex, ethnicity, class or culture. In students' diversity classes, what kinds of influencing factors are you facing in teaching through English language? How are you facing? Could you tell me please!

Students are come from different communities; some are from other country also. Therefore, some students feel odd in classes. In this situation, I feel difficult to teach or explain according to their capacity and feelings. In this situation, I forward my course slowly and I try to create adjustable environment for all students.

For community schools' teachers, many national and international organizations are organizing training programs. Would you tell me how much time did you take training for teaching through English language?

I spent around seven years in teaching through English language medium. In this period, I got some trainings as a name of teacher professional development. However, I do have any EMI related training. I think, if I got EMI related program, I would teach better. To implementation of EMI effectively, EMI related training programs are necessary for all teachers.

We Nepalese people are not from good English language background, so we may have many problems in listening, speaking, writing and comprehending skill. Would you tell me your experience about it?

Yes, we are not of English language background. Generally, getting problems in foreign language is not abnormal thing. Specially, I get problem in comprehension of lesson. For the solution, I review and repeat that lesson repeatedly. Sometimes, I also ask other senior teachers about that.

Material is an essential part in teaching and it plays vital role in effective teaching. In your teaching career, you may have faced material related problems in teaching through English language. If you feel easy tell me please what are material related problems and how are you solving them?

Materials are essential part in teaching. It helps in teaching for explanation. However, manage all essential materials is not easy. Our school provides some materials. Usually I use them materials in teaching. However, some materials are not provided by school administration. Therefore, I also make and buy some materials for my own subject teaching.

Curriculum and textbooks are the very essential and important parts of teaching but now days we can listen various comments about our curriculums and textbooks. What is your view about our curriculums and textbooks?

Curriculum is a pathway of teaching and learning activities. However, our curriculum is well good. I am not satisfied with our curriculum. Only instructional language is changed but course is old and not updated. I think there is need to change our curriculum according to the demand of time.

Not all students are from same economical background, some are from strong economic background and some are from weak. Would you think that economical background of family hampers in teaching and learning? If you have any experiences, I request to share.

In government school, students come from different economic level. Some are from good economic background and some from low economic background. Especially, students from low economic background are absence many times in the classroom. It hampers on student learning capacity. I try to convince related parents to send their children at school regularly.

Many people argue that gender also determines teaching and learning activities. You have experiences of many years in teaching, what is your experience about gender role in teaching and learning?

No, I do not agree that gender determine the teaching and learning activities. All students are equal. All students raise question on unclear subject matter.

Inside the classroom, on the way of teaching many problems occur automatically. In your teaching career, did you ever face those kinds of influencing factors? Please share your experience.

Sometime in the classroom, I have miscommunication and misunderstanding with my students. I say one word or one thing to deliver specific meaning but students understand other meaning. In this situation, I translate the meaning into Nepali language also. Then I try to motivate to the students by asking some interesting topic.

Teachers are directly related with school administration, teachers may not get fully support from the school administration. In your experience, what are the influencing factors or problems related with school administration? How do you face those influencing factors?

Yes, I teach being under my school administration. We teacher are related with school administration. {...} our school administration does not have enough or adequate resources. Number of teachers is very low in our school. Per teacher, teach at least five –six periods in a single day.

Similarly, in this modern era, until now teaching cannot be from modern digital or computerized system.

Teacher is the source of knowledge for students and they think that teachers have knowledge of everything. They may raise many unimagined questions in classroom. How do you handle this kind of influencing factors in classroom?

Sometimes, I get abnormal question from students. Especially, students raise those abnormal questions in period of GK. Sometimes, I may not have answer of all questions. At that time, I use internet and tell the answer them.

Teaching is a social service job, so teacher is directly or indirectly related with social, community, or parents. Therefore, in many places parents talk about teachers and teaching. Would you tell me about what are the responses or comments of the parents or community with your teaching through English language?

Many parents are happy with my teaching but some parents come to meet me and request me to pass their children in examination. I also request them to create good environment for children at home. I also suggest them saying that children can learn only in good relation among students, teachers and parents.

You are a good teacher, you already spent many years in teaching through EMI, and you have experiences of many years in teaching. According to your experience, what are the best ways to handle and reduce the influencing factors of implementation of EMI?

In my experience, there is lack of discipline in students. Without good discipline, teaching and learning activities cannot be successful. It is being one of the main influencing factors of implementation of EMI. For the maintain discipline, we can manage extracurricular for the students. Similarly, to implementation of EMI in effective way, there is need to good collaboration among teachers. Similarly, training program should be given for all teachers.

Interview with Teacher B

Teaching is a social service and you are involved in teaching job. How much time are you spending in teaching?

I spend around five years in teaching.

At this time, our nation is taking tri-lingual policy in education field, according to this policy, school administration can choose instruction language from Nepali, English and mother tongue. In your view, which language do you prefer to teach? Why?

English language is an international language. Therefore, it has its own status. So, I also prefer in English language because it is the time of globalization. So we should go in international market to do something without English language proficiency we cannot do anything in international market. Therefore, we have good English language proficiency. For that, we have to teach through English language. I also prefer English language as well.

Your school is implementing English as a medium of instruction, would you tell me please what is your opinion about it?

In our school, we are teaching through English language. I think shifting into English in teaching is better. Because, students can learn English language and it help to the students to get better in their future life. English language is essential for our students. It is the demand of time.

Some teachers argue that to implement of EMI is good and some argue that it is not good. Could you tell me your opinion about it?

We have to work with the demand of time. Therefore, I take shifting into English as a good step in education.

You have spent many years in teaching. You have experiences of teaching through both Nepali and English language. Could you share your experiences of teaching through two different languages?

At first stage of teaching through English language, I feel odd. However, with the time, it is being easy for me. Instructional language is English but sometime we can use Nepali language as well. So I feel comfortable in teaching in both languages.

Teaching is not an easy job. Teachers have many influencing factors and problems in teaching. You may have many influencing factors in teaching through English language and you may have many ways to solve those influencing factors. If you do not mind, I am excited to listen your words about influencing factors and ways to handle those influencing factors in teaching through English language.

I taught around two years through English language. In my teaching period, I have not faced any specific problems. I already said that I felt odd at the first stage and I recovered with the help of our respected teachers.

In the classroom, there may be diversity in students in the case of age, sex, ethnicity, class or culture. In students' diversity classes, what kinds of influencing factors are you facing in teaching through English language? How are you facing? Could you tell me please!

Students are come from different community. Some are from good background and some are from poor background. Sometimes, some students come to school without bring necessary materials. In this situation, I suggest them to bring all materials. I also buy and provide some materials to the students from poor economic background.

For community schools' teachers, many national and international organizations are organizing training programs. Would you tell me how much time did you take training for teaching through English language?

Training is necessary for teacher. It helps to the teachers to develop the skills to teach. However, for teaching through English language I do not get any training. Training should be given for better teaching and learning. To implementation of EMI in effective way, EMI related trainings are necessary.

We Nepalese people are not from good English language background, so we may have many problems in listening, speaking, writing and comprehending skill. Would you tell me your experience about it?

I did not study English language as my major subject. So I get confuse in grammar in teaching through English language. However, I teach mathematic subject so it does not hamper for me.

Material is an essential part in teaching and it plays vital role in effective teaching. In your teaching career, you may have faced material related problems in teaching through English language. If you feel easy tell me please what are material related problems and how are you solving them?

Yes, materials are very useful tools in teaching. In our school, we get all related materials from school administration. I demand necessary materials to the school administration. Therefore, I have not any specific materials related influencing factors in teaching through English language.

Curriculum and textbooks are the very essential and important parts of teaching but now days we can listen various comments about our curriculums and textbooks. What is your view about our curriculums and textbooks?

I teach on the base of our curriculum. It provides me a pathway for teaching. Until now, I do not have any curriculum related problem. I am satisfied with our curriculum.

Not all students are from same economical background, some are from strong economic background and some are from weak. Would you think that economical background of family hampers in teaching and learning? If you have any experiences, I request to share.

Especially, I found problem in students from weak economic background. Some students come to school hardly and they do not bring educational materials. In this situation, I feel sad. I also provide some materials to those students lots of time but I also cannot provide always. It is painful situation.

Many people argue that gender also determines teaching and learning activities. You have experiences of many years in teaching, what is your experience about gender role in teaching and learning?

I never think that gender determine teaching and learning. All students are same and all are equal in school.

Inside the classroom, on the way of teaching many problems occur automatically. In your teaching career, did you ever face those kinds of influencing factors? Please share your experience.

Until now, I have not any specific problem in teaching inside the classroom. Sometime I get problem in grammar. In problem I get ask English teachers, I get help from them.

Teachers are directly related with school administration, teachers may not get fully support from the school administration. In your experience, what are the influencing factors or problems related with school administration? How do you face that influencing factors?

Our school administration is very helpful. We can share our words to the school administration easily. They listen teacher's voice very seriously. Our school administration believes that school's success depends on teachers and teachers' happiness. So have not any administration related problem in teaching, I am happy with our school administration.

Teacher is the source of knowledge for students and they think that teachers have knowledge of everything. They may raise many unimagined questions in classroom. How do you handle this kind of influencing factors in classroom?

Sometimes, students raise unimagined question. I try to give answer got their question. If I have not accurate answer, I tell them next day also. I search the answer from internet and I collaborate with teachers to find accurate answer.

Teaching is a social service job, so teacher is directly or indirectly related with social, community, or parents. Therefore, in many places parents talk about teachers and teaching. Would you tell me about what are the responses or comments of the parents or community with your teaching through English language?

Students are from different communities with different learning level. So, I teach on the base of students' learning level. I forward my course from simple lessons to complex lesson. Teaching through this method, course cannot go through lesson wise or some lessons come before and some lesson can go after. In this case, some parents blame me of leaving lessons.

You are a good teacher, you have already spent many years in teaching through EMI, and you have experiences of many years in teaching. According to your experience, what are the best ways to handle and reduce the influencing factors of implementation of EMI?

I think students should do hard work and attempt to study at home and school. Similarly, teachers try to update in information and new teaching technique for successful implementation of EMI.

Interview with Teacher: C

Teaching is a social service and you are involved in teaching job. How much time are you spending in teaching?

I am spending seven years.

At this time our nation is taking tri-lingual policy in education field, according to this policy, school administration can choose instruction language from Nepali,

English and mother tongue. In your view, which language do you prefer to teach? Why?

I think English language is better than other language in teaching because students are developing their skills as well as activities through English language. English language also helps them in future to find and do better job.

Your school is implementing English as a medium of instruction, would you tell me please what is your opinion about it?

I am satisfied in implementation of English as a medium in instruction (EMI) in education in our school because I realize that students are being happy in teaching through English language. Satisfaction of students is the symbol of better and success.

Some teachers argue that to implement of EMI is good and some argue that it is not good. Could you tell me your opinion about it?

In my opinion, instructional language shift into English is good because if we teach through English language, students can learn language that is more English and they will have better job in their future.

You have spent many years in teaching. You have experiences of teaching through both Nepali and English language. Could you share your experiences of teaching through two different languages?

I did not teach through Nepali language. I thought teaching through English language is good however, after teaching through English language medium I feel better than my thought.

Teaching is not an easy job. Teachers have many influencing factors and problems in teaching. You may have many influencing factors in teaching through English language and you may have many ways to solve those influencing factors. If you do not mind, I am excited to listen your words about influencing factors and ways to handle those influencing factors in teaching through English language.

Automatically, problems are creating. I am not student of English language and I study through Nepali language medium. Therefore, I am facing language skill

related influencing factors. In addition, I am facing those influencing factors using mobile dictionary and internet.

In the classroom, there may be diversity in students in the case of age, sex, ethnicity, class or culture. In students' diversity classes, what kinds of influencing factors are you facing in teaching through English language? How are you facing? Could you tell me please!

In classroom, all students are not same level. Some students are talent and some are weak. Some students get points in a single attempt and some students need more than three or four times explanation. Sometime I also revise in next day. Age of students is not same. It also affect learning activities and I teaching.

For community schools' teachers, many national and international organizations are organizing training programs. Would you tell me how much time did you take training for teaching through English language?

I am teaching since five years. Until now, I have not any training. I did not get any chance to take training. I think, if I have EMI related teacher training, I would teach better than now.

We Nepalese people are not from good English language background, so we may have many problems in listening, speaking, writing and comprehending skill. Would you tell me your experience about it?

Especially, I have problem in pronunciation. I cannot pronounce some word in the smooth way. I use my mobile dictionary to look how to pronounce. Sometimes, I also ask to our senior teacher.

Material is an essential part in teaching and it plays vital role in effective teaching. In your teaching career, you may have faced material related problems in teaching through English language. If you feel easy tell me please what are material related problems and how are you solving them?

Before I did not have teaching experience. Therefore, I did not have any idea about teaching materials. I did not know how to use materials in teaching. With the time, I know the importance of teaching materials and I try to use teaching materials. Now I use play cards and show videos to mu students. Similarly, our school does not

have adequate materials. Sometime, I spend my personal money to buy educational material.

Curriculum and textbooks are the very essential and important parts of teaching but now days we can listen various comments about our curriculums and textbooks. What is your view about our curriculums and textbooks?

Our curriculum is very old. There is need to change our curriculum with involving our local culture and context than English language culture. I am not satisfied with our curriculum.

Not all students are from same economical background, some are from strong economic background and some are from weak. Would you think that economical background of family hampers in teaching and learning? If you have any experiences, I request to share.

I think not all students from strong economic status are talent and all students from weak economic status are weak. However, it may be true that students from poor economic backgrounds are get little amount of time at home for study.

Many people argue that gender also determines teaching and learning activities. You have experiences of many years in teaching, what is your experience about gender role in teaching and learning?

I do not believe on gender determine in learning. Both male and female are equal. Inside the classroom, on the way of teaching many problems occur automatically. In your teaching career, did you ever face those kinds of influencing factors? Please share your experience. Sometimes, I teach one thing but students understand in the wrong way. At that time, I translate into Nepali.

Teachers are directly related with school administration, teachers may not get fully support from the school administration. In your experience, what are the influencing factors or problems related with school administration? How do you face that influencing factors?

I am teaching being under of school administration. Our school administration provides me a direction to teach. It cannot fulfill all demand of all teachers. I teach five to six periods in a single day. I feel tired to teach continuously

for a long time. Therefore, there is not good environment to collaborate with other teachers and English environment. Similarly, our school does not have adequate materials. Sometimes, I spend my personal money to buy educational material.

Teacher is the source of knowledge for students and they think that teachers have knowledge of everything. They may raise many unimagined questions in classroom. How do you handle this kind of influencing factors in classroom?

Sometimes, I have not answers of all questions raised by students. At that time, I feel difficult. However, I try saying answer. If I get problem, I ask other senior teachers and sometime I use Google search.

Teaching is a social service job, so teacher is directly or indirectly related with social, community, or parents. Therefore, in many places parents talk about teachers and teaching. Would you tell me about what are the responses or comments of the parents or community with your teaching through English language?

Sometimes, parents meet me. At that time, we talk about their children educational status. Until now, they have not any comments about my teaching. Therefore, I am happy in this part.

You are a good teacher, you have already spent many years in teaching through EMI, and you have experiences of many years in teaching.

According to your experience, what are the best ways to handle and reduce the influencing factors of implementation of EMI?

School administration, teachers and students should keep good relationship among them to get successful in implementation of EMI. Similarly, there is also necessary of suitable curriculum and adequate materials for teaching.

Interview with Teacher: D

Teaching is a social service and you are involved in teaching job. How much time are you spending in teaching?

It is my sixteenth year in teaching.

At this time our nation is taking tri-lingual policy in education field, according to this policy, school administration can choose instruction language from Nepali, English and mother tongue. In your view, which language do you prefer to teach? Why?

English language is also good but to teach our language and culture, Nepali language is better than English language. After the study, there is an aim to do something in this community. Therefore, teaching should be adjustable with our local environment.

Your school is implementing English as a medium of instruction, would you tell me please what is your opinion about it?

I am satisfied with implementing EMI in our school but there is not English environment at school. Only teaching at school is not enough for student. The environment of family and society is not adjustable for teaching through English language.

Some teachers argue that to implement of EMI is good and some argue that it is not good. Could you tell me your opinion about it?

Instructional language changed into English is good. In this situation, teaching through English language is better.

You have spent many years in teaching. You have experiences of teaching through both Nepali and English language. Could you share your experiences of teaching through two different languages?

At first, I took as a challenge to teach through English language. However, after teaching through English language, I feel easy. Especially, I collaborate with my friends in teaching through English language.

Teaching is not an easy job. Teachers have many influencing factors and problems in teaching. You may have many influencing factors in teaching through English language and you may have many ways to solve those influencing factors. If you do not mind, I am excited to listen your words about influencing factors and ways to handle those influencing factors in teaching through English language.

Generally, I face general problems in teaching through English language. I get confuse in grammar and meaning of words. I use mobile dictionary and collaborate with teachers for handle the influencing factors. Similarly, our problem is in our society and uneducated parents also.

In the classroom, there may be diversity in students in the case of age, sex, ethnicity, class or culture. In students' diversity classes, what kinds of influencing factors are you facing in teaching through English language? How are you facing? Could you tell me please!

Students are come from different communities and different caste with different languages. Especially in lower classes, sometime students do not understand English language and Nepali language as well in this situation, I should speak or use students' mother tongue for explanation. I do not know their mother tongue as well; I ask those teachers who are from same case with same language.

For community schools' teachers, many national and international organizations are organizing training programs. Would you tell me how much time did you take training for teaching through English language?

In first year of implementation of EMI, I got training but after that, I do not have. I think EMI related training should be given at least once a year but I cannot get this opportunity in my school.

We Nepalese people are not from good English language background, so we may have many problems in listening, speaking, writing and comprehending skill. Would you tell me your experience about it?

I teach three subjects through English language in Nepali context but in the books, there are stories or passages of English name and places [...] in this situation, I feel more difficult to understand it myself and explain it to students [...] I compel to teach through the English language, it is no easy for me.

Material is an essential part in teaching and it plays vital role in effective teaching. In your teaching career, you may have faced material related problems in teaching through English language. If you feel easy tell me please what are material related problems and how are you solving them?

In our school, there are some educational materials but among them, many materials are in Nepali language and related with Nepali culture. While I use those materials in teaching through English, it does not play effective role in teaching and I have problem in translate it into English language. On the other hand, school does not provide all required materials, I have to make and buy some materials myself. There is too difficult to find local materials in English language in market also. Some time there is need of audio and video materials in English language and culture, I cannot get those audio and video materials in local market easily.

Curriculum and textbooks are the very essential and important parts of teaching but now days we can listen various comments about our curriculums and textbooks. What is your view about our curriculums and textbooks?

Our textbook is very old so it is need to change. Nepali culture local based textbooks should be taught to the students.

Not all students are from same economical background, some are from strong economic background and some are from weak. Would you think that economical background of family hampers in teaching and learning? If you have any experiences, I request to share.

In my experience, in lower class students, it does not affect because some students from lower economic class also get good position in the class.

Many people argue that gender also determines teaching and learning activities. You have experiences of many years in teaching, what is your experience about gender role in teaching and learning?

I found that in lower classes, it does not matter but in greater classes, girl students are facing more problems. Because, our society is not totally free from misconception about gender role. Until now, some parents take son and daughter in the different way. They focus to daughter in household functions than son.

Inside the classroom, on the way of teaching many problems occur automatically. In your teaching career, did you ever face those kinds of influencing factors? Please share your experience.

I have problem in to deliver the concept and commanding and control the students. I teach through English language but I translate into Nepali language to deliver concept. English environment is not created totally. I use to ask questions to the students to control the students.

Teachers are directly related with school administration, teachers may not get fully support from the school administration. In your experience, what are the influencing factors or problems related with school administration? How do you face that influencing factors?

At first, in our school, until now there is not English environment. We teach through English language only in the classrooms but we talked through Nepal language in outside of classroom. School administration does not provide adequate teaching materials. Therefore, I have to spend lots of time to develop educational materials at home also. Therefore, I have difficulty in manage the time at home. On the other hand, our school is backward in the case of technology. We have electricity but we cannot teaching though modern technology due to the lack of modern technology at our school. Students want teaching through digital system but we I cannot provide.

Teacher is the source of knowledge for students and they think that teachers have knowledge of everything. They may raise many unimagined questions in classroom. How do you handle this kind of influencing factors in classroom?

I get confusion at that time. I review repeatedly and try to say the answer. If I cannot tell the answer, I tell in next day.

Teaching is a social service job, so teacher is directly or indirectly related with social, community, or parents. Therefore, in many places parents talk about teachers and teaching. Would you tell me about what are the responses or comments of the parents or community with your teaching through English language?

Parents are positive with our teaching and step of implementation of EMI. They have taken EMI as a symbol of the better teaching. They have a hope that their children will do better in their future. I also suggest them to create learning and

studying environment at their home and manage the extra classes for the weak students.

You are a good teacher, you have already spent many years in teaching through EMI, and you have experiences of many years in teaching. According to your experience, what are the best ways to handle and reduce the influencing factors of implementation of EMI?

Specially, curriculum should be related with local culture and environment. Similarly, for the teachers, training programs should be managed for better teaching through English language.

de some copies and pencils.

For community schools' teachers, many national and international organizations are organizing training programs. Would you tell me how much time did you take training for teaching through English language?

Training programs are running keeping the aim to provide training to implementation of EMI but it is limited with only specific teachers. Only more experienced and old teachers are getting those of EMI related training. I am teaching in same school since two years but I do not have any training [...] for the effective implementation of EMI in community school, EMI related training should be in access of all teachers.

We Nepalese people are not from good English language background, so we may have many problems in listening, speaking, writing and comprehending skill. Would you tell me your experience about it?

I have lots of language skills problems [...] sometime I use audio player to teach listening skill but sometime I also cannot understand properly and I play the audio again and again [...] this is my problem in listening.

Similarly, I am teaching smoothly in my own pace, but sometime I get words that are more complex as well as proverbs, which I cannot pronounce and understand properly. I try to pronounce repeatedly to reduce the problem. Similarly, I use also mobile phone to reduce the problems with complex words.

Material is an essential part in teaching and it plays vital role in effective teaching. In your teaching career, you may have faced material related problems in teaching through English language. If you feel easy tell me please what are material related problems and how are you solving them?

I have problems in materials also. I teach three different subjects in different classes. The materials are different according to lessons, subject and classes. Our school does not provide all required materials for teachers. School does not have well managed lab for science. For social studies and health and population study, recent maps, charts, diagrams and pictures are need but our school has very old and unclear materials. For the use in teaching, I buy some materials and I make at home. Sometimes, I also mate picture in the board.

Curriculum and textbooks are the very essential and important parts of teaching but now days we can listen various comments about our curriculums and textbooks. What is your view about our curriculums and textbooks?

Our curriculum or textbook is not good; most of the lessons of the textbook are based on English culture. However, we need our own culture. Similarly, lessons should be arranged on the base of students' level but in our textbooks, some lessons are more complex than students' learning level.

Not all students are from same economical background, some are from strong economic background and some are from weak. Would you think that economical background of family hampers in teaching and learning? If you have any experiences, I request to share.

Especially, teaching those students who are from poor economic background is more difficult than other students in the classroom because they do not have enough necessary educational materials. They do not get family support as well. They spend their more time in household functions than study. Therefore teaching those students is more difficult than others. I more focus them students than others. Sometime I also personally provide some educational materials to those students.

Many people argue that gender also determines teaching and learning activities. You have experiences of many years in teaching, what is your experience about gender role in teaching and learning?

Gender does not influence learning but in our society, especially in remote area, it is based on gender inequality. Girl students from remote area and poor economic background are busy in household activities than boys. I suggest to the parents about it.

Inside the classroom, on the way of teaching many problems occur automatically. In your teaching career, did you ever face those kinds of influencing factors? Please share your experience.

In my classroom, on the way of teaching, suddenly I get some unfamiliar words. I use to solve those kinds of influencing factors using mobile dictionary. Similarly, students make unnecessary noise. To control, I motivate the students towards teaching.

Teachers are directly related with school administration, teachers may not get fully support from the school administration. In your experience, what are the influencing factors or problems related with school administration? How do you face that influencing factors?

My school administration is not well responsible for all teachers. It does not manage the periods for all teachers equally. I teach six periods in a single day. I got tired to teach for a long time continuingly. Similarly, I do not have time to prepare for teaching. School does not provide educational materials. I have to buy some materials and develop myself some educational materials. On the other hand, there is not management of modern technology. I have laptop but I cannot use it in teaching classroom because there is not project system. This is the era of modern technology and demands of parents and students also education with modern technology. However, our school does not concern about it. I spend my leisure and holiday time to make educational materials.

Teacher is the source of knowledge for students and they think that teachers have knowledge of everything. They may raise many unimagined questions in classroom. How do you handle this kind of influencing factors in classroom?

Sometimes, they raise unexpected unfamiliar question. I get confusion at that time. I use internet through my mobile phone to solve those influencing factors.

Teaching is a social service job, so teacher is directly or indirectly related with social, community, or parents. Therefore, in many places parents talk about teachers and teaching. Would you tell me about what are the responses or comments of the parents or community with your teaching through English language?

I get good responses from large numbers of parents but some parents come to me and request me to pass their children. Moreover, some parents get angry with me because of their children failure. At that time, I try to convince and suggest them to create learning environment at their home.

You are a good teacher, you have already spent many years in teaching through EMI, and you have experiences of many years in teaching.

According to your experience, what are the best ways to handle and reduce the influencing factors of implementation of EMI?

For the better implementation of EMI, school management committee, and all responsible persons should follow teaching and learning activities between teachers and students. Similarly, they should provide suggestions to the teachers and students for the better implementation of EMI. Parents should create good environment at their home. School administration should provide adequate teaching materials and manage adequate qualified teachers. Similarly, training programs should provide to all teachers from local of national level. Then after, EMI will be better and effective.