

CHAPTER: ONE

INTRODUCTION

1. Introduction

This is the study about "Difficulties and Attitudes of Primary Level Teachers Regarding the Use of English as a Medium of Instruction". Many public schools used to teach in Nepali medium. Recently, they are shifting their medium of instruction from Nepali to English. Is this medium of instruction really applicable? In the context of Nepal, this trend is increasing day by day in public school. Recently many public schools decided to teach all subjects except Nepali through English medium. Therefore, I decided to explore the teacher's perceptions towards this change.

This topic consists of general background, review of the related literature, objectives of the study, significance of the study.

1.1 General Background

Attitude is an expression of favour or disfavor towards a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes "the most distinctive and indispensable concept in contemporary social psychology."

An Attitude can be defined as a positive or negative evaluation of people, objects, events, activities, ideas or just about anything in the environment, but there is debate about precise definitions. Eagly and Chaiken define an attitude "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor." Though it is sometimes common to define an attitude as affect towards an object, affect (i.e., discrete emotions or overall arousal) is generally understood to be distinct from attitude as measure of favorability.

This definition of attitude allows for one's evaluation of an attitude of an object to vary from extremely negative to extremely positive, but also admits that the people can also be conflicted or ambivalent towards an object meaning that might at different times express both positive and negative attitude towards the same object. This has led to some discussion of whether individual can hold multiple attitudes toward the same object. Whether attitudes are explicit (i.e. deliberately formed) versus implicit (i.e. subconscious) has been a topic of considerable research. Research on implicit attitudes, which are generally unacknowledged or outside of awareness, uses sophisticated methods involving people's response times to stimuli to show that implicit attitudes exist (perhaps in tandem with explicit attitudes of the same object). (www.en.wikipedia.org/attitude.psychology).

Generally, instruction means a message describing how something is to be done. It is the activity of educating, instructing or activity that imparts knowledge or skill. Sometimes instruction is also called the profession of teacher. It refers to the act, practice or profession of instructing. Johnson (1967) states "Instruction is the interaction between a teaching agent and one or more individuals intending to learn knowledge that is appropriate for students to learn". It can also be defined as the method for preparing, evaluating and justifying instructional activities in each content area and across content areas for a given group of students. Instruction is also understood as the selection of teaching and learning strategies such as: demonstration, cooperative learning, guided work, oral and silent work, use of journals, graphic organizers and the inquiry method - that help individual students and groups of students to see and understand varied topics and concepts. Instruction is the strategy for motivating and encouraging student success.

Shrestha (1983,p.50) further argues:

The Nepalese schools in the beginning of this century generally followed the patterns of British schools in India (HMG, 1964). Durbar

School was affiliated with Calcutta University until 1910 and then with Patana University until 1933. This not only means that the Courses prescribed in the Indian Universities were taught in this and other schools but also that the textbooks written in India for the Indian students had been in use. The medium of examination and possibly instruction was English. English was also a subject of study. In 1934, the SLC Board of Examination was established in Nepal. English was retained as a compulsory language. As a medium of instruction and examination, it was the language which was "Voluntarily opted by the SLC candidates of the forties and fifties" (Malla, 1976). In the sixties, the instructional medium at the secondary level were English and Nepali both (HMG, 1961, pp. 99-101). Nepali became the only medium at secondary level after 1971. In the higher education, until the inception of Tribhuvan University in 1959, the college of Nepal, too were affiliated with the Indian Universities, and therefore courses taught according to the latter's syllabuses. English was a compulsory subject of study and was the medium of the National Education System Plan (1971) kept the medium question undecided.

1.1.1 Role of Language

Language is related to human phenomenon i.e. natural tendency for human being only. They produce certain kind of symbols on the basis of which they always transfer their thoughts, feelings, desires, emotions and beliefs. We all know that language is a medium for communication as language is common to all and only human beings. It is the most unique gift that sets human beings

apart from the rest of the living beings. It is the greatest accomplishment of human civilization. It is means by which we can perform several function i.e. creation, communication etc. We need communication to run our life effectively. We face many problems in the absence of effective communication. We learn a language through speech and writing. The Encyclopedia Britannica (2005) defines language as" a system of conventional, spoken or written symbols by means of which human beings as members of social group and participants in its cultural communicate."(vol.6 p. 14)

Language is at the center of human life. We use it to express our love or our hatred to achieve our goals and further our career. Through language we plan our lives and remember our past; we exchange our ideas and experiences; we form our social and individual identities. As Cicero said in 55 Bc "The one thing in which we are specially superior to beasts is that we speak"(as cited in Cook, 2008, p. 1).

Language is a special gift for the human beings. It is the most highly developed and most frequently used means of communication. The use of a language involves transmission of information from a sender to receiver. In the process of communication, one perceives the clear picture of the whole world through language. It is means which helps us to think, interpret, perceive and express about the real world.

English is popular all over the world. It is not only spoken in Britain and America but also in every corner of the world. Thus, it is an international language. It is widely accepted as the language of international communication as it is used by the UNO and SAARC countries. It is used to get world wide knowledge in various fields like literature, academics, science and technology. the interest on the English language has been increased day by day. It is a principal language for international communication and gateway to the world body of knowledge. In view of these facts the English language is given great importance in the education system of Nepal. In addition, it is used as an access

language to libraries and as a means of instruction and evaluation at the higher levels of education.

1.1.1.1 Importance of ELT

The English language has played a vital role in the field of teaching. Nowadays, the English language is taught as a second or foreign language in many countries of the world. According to Richards and Rodgers (2001, P. 1).

Language teaching came into its own as a profession in the 20th century.

The whole foundation of contemporary language teaching was developed during the early part of the 20th century, as applied linguistic in others sought to develop principles and procedures for the design teaching methods and materials.

The importance of the English language is growing up rapidly. It is being used as an international language. Similarly, the English language is being used in almost all the fields such as teaching, business, politics, information technology, science and so on. It has played an important role to educate the people releasing worlds current events. English language teaching has been proved to be the best way of preparation for global communication practiced worldwide. Likewise, the English language helps the learners to integrate oneself into English speaking society. In this context, Larsen - Freeman (2007) states, "Knowing English is also a key to employment in globalized economy" (p. 69). From this view, it can be said that English is the most widely used Lingua Franca in the world and English language teaching has become inevitable in all the levels and contexts.

1.1.2. ELT Situation in Nepal

In the context of Neapl, as the Nepali language cannot fuilfill our needs of the scientific and technical knowledge of the world, Neapl needs English language

for the acquisition and transmission of the scientific and technological knowledge for tourism and business and for the higher education.

The English language seems to have entered Nepal during the establishment of Gorkha Bharti Kendra in the time of late Bhimsen Thapa. However, it was included into educational field with the establishment of Durbar High School in 1854. Then in 1919, it was included in higher education with the establishment of Tri-chandra College. In course of time, the School Leaving Certificate (SLC) Examination Board (1933) and Tribhuvan University (1956) were established. Since then, English has occupied a vital position in the education field.

Although the teaching of English in Nepal began in the time of the Rana regime, the ELT situation in Nepal, till now is not satisfactory due to innumerable problems. Due to the high rate of illiteracy most of the people do not know the importance of the English Language. Of course, there is a shortage of trained and qualified teachers, necessary teaching materials and reference books. The present comparative study is focused on comparing the writing proficiency in the English language of the students of four faculties. English is prescribed as compulsory subject in all the stream and as a subject of specialization in faculty of Humanities and social science and faculty of Education. Nepal Government has also prescribed English as compulsory Subject from class one to ten. So, we can imagine the importance of English language in Nepal as the fast growing language of the world.

When we turn back to the history of the English language teaching and learning in Nepal, the first credit goes to Janga Bahadur Rana, the founder of Rana Regime in Nepal who established modern school for the first time in 1910 BS. English was taught as a subject for the first time in the school. Though the door of English education was opened only for Rana family, it was an appreciable initiation in the field of education. (Rai, 2004, p. 215)

Mr. Ross and Mr. Canning were the first ELT teachers in Nepal who were brought from Britain in the school. Later another Rana Prime Minister Bir Samsher Rana opened the door of English Education for Public. In 1971 National Education System Plan (NESP) was implemented by Panchayet Regime. After implementation of NESP, English teaching and learning was expanded through out the nation. Thus, we can say that English entered in the Nepalese education system in 1854 when the then Prime Minister Janga Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in higher education until 1918 before Tri - Chandra College, the first college in the kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of NESP. Until then, English language teachers were not trained. It started only in 1971 when IOE of TU initiated the B.Ed programme in English education (Awasthi, 2008, p. 199).

The use of English in present situation has gone up. In our society, speaking in English adds to own status. Today, English is not only a subject taught in the academic institutions but also a medium of instructions, means of communication between students and teachers and the language of trainings and conferences. English medium schools have treated their territory as 'English speaking zones'. This has transformed the role of every teacher to be an English teacher first. A considerable number of interviews and good number of programs on television, radio take place in English.

English is becoming the most prestigious language in the world without English no communication can be taken place among the different language speakers of the world. (Manivannan, 2006). There are some researches carried out to investigate the existing ELT situation of Nepal which points out its major problems and suggest recommendations for their rectification. Among them Davies et al. (1984) is the most intensive study carried out to pin point the ELT situation in Nepal. In this report they conducted a nationwide survey of ELT situation analyzing the running syllabi, textbooks, teaching methods and

aids, teachers - their training and proficiency level, students proficiency level and examination system. They conclude that the country needs English but it is difficult to produce proficient output in the existing situation. To sum up, their suggestions to improve the ELT elements in Nepal are to: increase trained teachers and apply better teaching methods, open a training center, introduce various supplementary materials, overhaul the examination system, make classroom environment conducive and so forth (Bhattarai, 2001, p. 37).

1.1.3. Wide Spread Use of English

Today the English language has become an immensely dispersed and diversified international means of communication. English nowadays, no longer remains the property of the English speaking countries like Britain America and Australia. It has rather developed as an inclusive channel of communication and education throughout the universe.

Kachru described in 1985, the world of English in terms of three circles. In the inner circles he puts countries such as Britain, the USA, Australia, etc. where English is the primary language. The outer circle contained countries where English has become an official or widely used second language.

These include India, Nigeria Singapore, etc. Finally, the expanding circle represents those countries where English is learnt as a Foreign language. (Harmer, 2008, p. 17).

(Source: Kachru's 1985 circles)

English has become the main source for the expansion of one's knowledge. English is the language of global importance. It has the importance of library, diplomacy, business education and employment and the promotion of human rights. The use of English has been growing nowadays. It is the official language of air transport and shipping, the leading language of science, technology, computers, commerce and a major medium of education, publishing and international negotiation.

There are a number of factors which have ensured the widespread use of English. Harmer, (2008, p.14) has given five different factors. They are briefly discussed below.

- 1) A colonial history: Colonial history can be said to be central to the spread of English for several reasons. English language teaching was a significant part of colonial policy, where the empire spread, so did English. The growth of British empire associated the use of English with power since those who knew English has greater access to jobs. In British empire, English rapidly became a unifying/ dominating means of control. The imposition of English as the one language of administration helped maintain colonizer's power. The successful learning of English was the primary goal in colonial education system.
2. Economic sector: A major factor in the survival and the growth of English has been the spread of global commerce, pushed on by the dominance of the US as a world economic power. English is one of the main mediating languages of international business. Business/ Economic activities are now not only limited inside the nation but it has been expanded outside too. Therefore, English has become wide spread to conduct various economic activities.
3. Information exchange: A great deal of academic discourse around the world takes place in English. It has been used as a lingua franca of conferences. Many journal articles also use English as a default

language. Internet, which is considered as a major source of information exchange, also uses English predominantly. Since the world has now become a global village, English is widely used to exchange information and to communicate with each other.

4. Travel: Much travel and tourism is carried on, around the world, in English. Of course this is not always the case but a visit to most airports around the world will reveal signs not only in the language of that country but also in English. English is also the preferred language of air traffic control in many countries and is widely used in sea travel communication.
5. Popular culture: English is dominating language in popular culture. Pop music in English saturates the planet's air waves. Thus, many people who are not English speakers can sing words from their favorite English medium songs. The people who are regular cinemagoers face / hear English frequently. The advent of film and recording technology greatly enhanced the world wide penetration of English.

1.1.4 Medium of Instruction

The term medium of instruction refers to the language used by teachers to teach their students in a classroom . Teaching the language or educational content through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it. For example, English is used from the beginning of a course as the main language in class and the teacher adapts their methodology to support meaning.

In the classroom, the question of which medium of instruction to use, and the impact on learners and learning, is a complex one. It is useful to consider how the language used or supports the aims of the class. For Example, it may fit the aims to give all classroom instructions in English in a low level class, because this is useful exposure to new language and will be learnt, but explaining the

methodology behind an activity to the same group might be done in L1.
(www.teachingenglish.org.uk/knowledge-database/medium-instruction).

Medium of instruction is a language used in teaching. It may or may not be the official language of the country or territory where the first language of students is different from the official language. It may be used as the medium of instruction for part or all for schooling. Bilingual may involve the use of more than one language of instruction. UNESCO considers that "providing education in a child's mother tongue is indeed a critical issue" (en.wikipedia.org/wiki/medium_of_instruction).

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

Generally, there are two types of institutions regarding to the medium of education. One is Nepali-medium (NM) and the other is English medium (EM). Generally government-aided and community schools offer NM education, where English is taught as a subject. However, colleges that provide science, Medicine, Engineering or Computing use English as their preferred medium of instruction. On the other hand, all private schools and most of the higher education colleges/universities deliver education in EM. Where Nepali is taught as a subject. While 28.3 percent of secondary schools are privately owned, the figure in higher education is considerably more (83.1 percent). It can be seen that English is more widely used as a medium of instruction in higher education than at school. This will certainly have an impact on those students who graduate from NM schools, since it will be very difficult for them

to pursue education in EM institutions (Ramanathan, 2005, pp. 80-81). The reason is obvious, since the NM learners will not be prepared for EM education. This issue has not been explored in the context of Nepal (Sharma, 2008, P. 196).

1.1.5 English as a Medium of Instruction

English medium education system is one that uses English as the primary medium of instruction. The language used may or may not be the official language of territory. Most schools and institutions of education in modern day mainly in English speaking countries such as the UK, United States, Ireland, Australia and New Zealand use English as the medium of instruction. But now a days, English is becoming the medium of instruction in the countries where English is taken as a second language like India, Singapore, etc with following the ideas of being the speaker of global language. Some countries which take English as a foreign language also use English as a medium of instruction. Because a working knowledge of English is perceived as being required in many fields, professions and occupations, many states throughout the world mandate the teaching of English, at least a basic level, in an effort to increase the competitiveness of their economics. (princeton.edu/perl/webwn.html).

Shrestha (1983, p. 51) further argues:

English has always been the medium of instruction in Nepal. It was the only medium until the fifties. It alternated with Nepali in the sixties and was completely replaced by Nepali in the seventies in the secondary education. In the higher education, English was unquestionably the medium of instruction until the sixties and alternated with Nepali in the seventies. It has continued to be the medium of instruction in the teaching of English as a subject. According to the medium criteria of

EFL/ESL, thus we see that the status of English in Nepal is far from clear. It appears like it is going through a transition. In the secondary education, the transition from a second to a foreign language seems to have been complete whereas in the higher education the transition is in its progress.

1.2 Review of the Related Literature

Many research studies have been done on attitudes towards English but few research works have been carried out on English as a medium of instruction to teach English in the Department of English Education. These Researchers have focused on attitudes towards the English language, importance of English language and advantages of English in the context of Nepal. But, no research focusing mainly on primary level teachers has been done in English as a medium. The very near ones are reviewed below.

Shrestha (1991) conducted a research entitled "A Comparative Study of the efficacy of Nepali and English as the media of instruction in teaching English" She found that medium of instruction plays vital role in learning language. The main aim of language teaching is to develop communicative competence. Through the English medium, English can be learnt in a natural way. English as the medium of instruction enhances the communicative power of the students. She also found the reason for choosing Nepali as the medium of instruction is that the learners are already familiar with the Nepali language. Since it is very difficult and complicated to teach foreign language to the learners, it is necessary to provide suitable method as well as medium of instruction. There is no single method or medium of instruction appropriate for teaching all the language skills and aspects. She found that English as the medium of instruction is significantly better in four language skills and vocabulary whereas Nepali as the medium of instruction is better in grammar teaching and literary text.

Khanal (1999) has carried out a survey research entitled "A study of attitudes of secondary level students towards learning English". The objective of the study was to find out the attitudes of secondary level students towards learning English. He concluded that the students were positive towards learning English but they had negative attitudes towards the materials, methods and the examination system.

Bhandari (2000) has carried out a research entitled "Effectiveness of medium of Instruction in teaching English preposition: A practical study. He has concluded that the students taught through Nepali medium, performed nearly double than the students taught through English medium. He also found that the teaching English preposition through Nepali medium is far better than the teaching English preposition through English medium. He also suggests the teachers to teach English preposition through Nepali medium.

Karna (2011) carried out the research entitled "Perception of teachers and students towards the use of Mother Tongue in ELT classroom." The objective of the study was to find out perceptions of English teachers and students towards the influence of mother tongue in English class room. He found that 80% teachers used mother tongue in English classroom to motivate the students. He also found that the teachers perceive mother tongue as an appropriate instruction technique to join one language culture and content with other. Most of the teachers agreed to teach grammar through L1 medium of instruction.

Though various studies have been carried out in the field of ELT and few on English as the medium of instruction solely, still there is the lack of research in the difficulties and attitudes of primary level teachers regarding the use of English as a medium of instruction. The present study is different from these studies mentioned above. These above mentioned studies show whether the Nepali or English should be used as a medium of instruction for teaching English but none tried to find out the difficulties and attitudes of primary level

teachers regarding the use of English as a medium of instruction in public school. Therefore, my study is completely different from these research. Now this issue is burning one in the context of Nepal.

1.3 Objectives of the Study

The objectives of the research work were as follows:

- i. To explore attitudes of primary level teachers regarding the use of English as a medium of instruction in public school.
- ii. To find out difficulties faced by primary level teachers teaching through English medium in public school and the advantages they get from using it.
- iii. To suggest some pedagogical implications.

1.4 Significance of the Study

Generally, all private schools and most of the higher education colleges/ universities deliver education in English medium where Nepali is taught as a subject. Nowadays, due to the global need and importance of English many public schools are trying to change their medium of instruction through Nepali to English.

This study is significant because it aims at finding out the merits and demerits of choosing English as a medium of instruction in public school. It also tries to find out changes in teaching learning situation, progress of students, difficulties and attitudes of primary level teachers towards it. Infact, it will encourage the primary level teachers to implement English as a medium of instruction in public schools. It plays vital role for the teachers, students, researchers and the person who has interest in the field of language teaching and learning.

CHAPTER: TWO

METHODOLOGY

Methodology includes details about the various logistic procedures that a researcher follows while carrying out a research. I adopted the following methodological strategies to accomplish this research.

2.1 Sources of Data

To conduct this research work, I used both primary and secondary sources of data. But primary sources were the major sources.

2.1.1 Primary Sources of Data

I obtained the first hand data from the primary level teachers of ten government aided schools of Syangja district. So, those primary level teachers of Syangja district were the primary sources for the collection of my data. This research work was exclusively based on the data collected from those teachers.

2.1.2 Secondary Sources of Data

Regarding the secondary sources of data detailed information is presented in reference. However, major sources were: Shrestha (1991), Richards and Rodgers (2001), Sharma & Phyak (2006) Awasthi (2008), Cook (2008), Harmer (2008), Journals, reports, articles, research studies, dictionaries etc.

2.2 Population of the Study

The population of the study were the teachers of primary schools of Syangja district.

2.3 Sampling Procedure

Ten government aided schools were purposively selected for the study by using purposive sampling procedure and forty teachers were randomly selected by using random sampling procedure. I selected four teachers but except the

teachers of Nepali subject from each school for this study. I selected only those teachers who teach all their respective subjects through English medium.

2.4 Tools of Data Collection

I used a set of questionnaire. Questionnaire for teachers were used as the major tool for data collection. The questions were related to their difficulties and attitudes regarding the use of English as a medium of instruction. I used both open-ended and close ended questions in questionnaire to collect the required data.

2.5 Process of Data Collection

After preparing a set of questionnaire, I went to the field and built rapport with the concerned authority and explained the purpose and process of research to them to get their permission for carrying out the research. Then, I distributed the questionnaire to the teachers to collect their views on the attitudes of primary level teachers regarding the use of English as a medium of instruction. After then, I collected the questionnaire from the teachers. Finally, I left the place by thanking to the informants and school authority for their kind cooperation. The same process of data collection were used in all ten schools one by one.

2.6 Limitations of the Study

The research work had the following limitations:

- (a) This study was limited to Syangja district only.
- (b) This study was limited to only ten public schools of Syangja district.
- (c) This study was limited to primary level teachers only.
- (d) Only forty teachers of public schools were selected.

- (e) Only questionnaire was the tool for data collection.
- (f) Only the purposive and random sampling procedures were selected.
- (g) Only four teachers from each school were selected.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from primary sources. Collected data are analyzed under the following headings.

3.1 Teachers' Attitude Towards the Use of English as a Medium of Instruction

On this heading I have analyzed the responses of the teachers who were teaching to primary level students in public schools of syangja district. The experiences and opinions of forty teachers from ten public schools of Syangja district are analyzed. The analyses of the responses are mentioned in the following sub-sections.

3.1.1 The Reasons for Making English as the Medium of Instruciton

The teachers were asked a question i.e. 'Why do you teach your respective subjects in English medium?' to find out the reason using English medium. In response to the question all the informants (i.e. 100%) responded the positive reason of teaching through English medium for all their respective subjects. The informants mentioned the following reason behind teaching through English medium.

-) English is the medium of communication in international arena. So, it is the need of the day and demand of the time.
-) To bring adjustment to the students in English environment and to follow new curriculum.
-) The students of public schools feel equal to those students who are studying in private schools.
-) To fulfill parent's wish.

-) To get the job opportunities facing the challenges through English.
-) They are practicing English language for day to day communication due to the global needs and importance of English language.
-) English Language is spoken all over the world.
-) To make familiar with the English.
-) To provide more exposure and teach wide range of vocabularies.

The above reason behind the teaching through English medium shows that primary level teachers knew the global needs and importance of English language. So, they are trying to use it. They are trying to bring and adjust the students in English environment. It concludes that all the teachers (forty out of forty i.e. 100%) teach their respective subjects through English medium.

3.1.2 For or Against English as a Medium of Instruction

The teachers were asked a question i.e. 'Present your opinion for or against English as a medium of instruction in public School?' to find out their opinion on using English as the medium of instruction. In response to the question, all the informants (forty out of forty i.e. 100%) supported or put their opinions for English as a medium of instruction in public schools. According to their responses, public schools can also do best through English medium but the fact is, these schools should be implemented through English medium from root level (pre-primary level). They supported that it is positive, teaching through English medium in public schools helps all factors. It helps to increase the knowledge for lodging fooding.

English language is the cry of the present time. Knowing English has been compulsory for everybody. So, the teachers shouldn't be disappointed to teach through English medium. Teaching through English medium is good to attract the students towards the public schools. The attraction and interest of the teachers and students is a must. For achieving the goal, the concerned body

should consider deeply and aptly. The world wants people with the knowledge of English language. So, it is a very good step, no matter how hard it seems in the beginning.

All the informants were positive regarding the use of English as a medium of instruction in public schools. They responded that positive attitudes should be developed towards teaching through English medium. They promoted the condition of English use in school. For that the government of Nepal should have clear cut objective and proper planning. The teachers having sound knowledge of English should be selected for teaching. The teachers also should be more active and more creative while teaching to the primary level students in public schools.

They added the reason that, it is second language, international language and it is spoken all over the world. So, English is necessary for everybody to catch global opportunities anywhere in the world. There are many students of low socio-economic status and we should meet the access of educational opportunities through English medium. Because private English boarding schools are emerging like mushrooms and are challenging with public schools. So, public schools should provide English medium education in low cost. If public school can do it, really it will admirable.

English is regarded as international language which is spoken worldwide as a means of communication. So, English must be used as a medium of instruction so that the students can compete in the global market for the future. It concludes that all the teachers (i.e. 100%) supported English as a medium of instruction in public schools.

3.1.3 Teacher's Views Towards the Medium of Instruction (English or Nepali)

The teachers were asked a question i.e. 'Which of the medium do you feel easy to teach (i.e. Nepali or English) Why?' to find out the opinions of the primary level teachers whether they felt the use of English as a medium of instruction in

public school is easy or difficult. The responses given by the teachers are shown in the following table:

Table No.1
Teachers Views Towards the Medium of Instruction (English or Nepali)

Responses	No. of Teachers	Percentage
English medium easy	16	40%
English medium difficult	24	60%

The above table depicts that twenty four teachers out of forty (i.e. 60%) felt English medium is difficult to teach so, Nepali medium is easy to teach where as sixteen teachers (i.e. 40%) of the teacher felt that English medium is easy to teach. On the responses of the question and presented table shows that most of the primary level teachers felt easy to teach through Nepali medium in public school because Nepali is their mother tongue. They understand the lesson quickly and feel easy to learn subject matters instructing them through Nepali medium.

3.1.4 Teaching Through English Medium : Interest or Force

This research was carried out to find out whether the teachers were interested to teach their subjects through English medium or forced. So, the teachers were given a question i.e. 'Are you interested or forced to teach your subjects through English medium? Why?' to put their opinions. The responses of the teachers are presented in the following table:

Table No.2
Teaching Through English Medium : Interest or Force

Responses	No.of Teachers	Percentage
Interested Teachers	36	90%
Forced Teachers	4	10%

The above table reveals that thirty six out of forty (i.e. 90%) teachers are interested to teach their subjects through English medium whereas, only four out of forty (i.e. 10%) teachers are forced to teach their subjects through English medium in Public schools. This shows that majority of the teachers are interested to teach their subjects through English medium because teachers shouldn't be forced to use any language as medium of instruction, rather it should be developed as matter of interest and habit formation. In this regard, they are interested to teach through English medium.

3.1.5 Guardians' Attitude Towards English as a Medium of Instruction

The informants were asked a question i.e. 'Do you have any responses of guardians towards shifting their medium of instruction through Nepali to English?' to find out the guardians opinion on shifting the medium of instruction through Nepali to English. In response to the question, Guardians opinion given by teachers are presented in the following table.

Table No.3

Guardians Attitude Towards English as a Medium of instruction

Resposes	No. of Teachers	Percentage
Difficulty in guiding their children at home about English.	11	27.5%
Necessary to give equal status to the students of private school.	24	60%
Poor guardians are satisfied to get English education in low cost.	22	55%
Effective and good but if we cannot manage good environment it creates trouble (neither the students of public schools nor the private).	12	30%
Guardians felt happy and they are supporting them to instruct through English medium for their children.	18	45%
No necessary to send their children to private school.	16	40%
Children use many English words at the home with their parents.	15	37.5%
It must be continued	21	52.5%

The table shows that twenty four out of forty (i.e. 60%) expressed the attitudes that English as a medium of instruction is necessary to give equal status with the students of private school. Similarly, twenty two out of forty (i.e. 55%) mentioned their attitudes that poor guardians are satisfied to get English education in low cost due to the English medium in public schools. Likewise, twenty one out of forty (i.e. 52.5%) responded that English medium must be continued. In the same way, eighteen teachers (i.e. 45%) responded that

guardians felt happy and they are supporting them to teach through English medium for their children.

This shows that their overall responses are positive. Although they are illiterate, their children need to be educated specially in English. Poor guardians are satisfied to get English education in low cost. The informants said that English medium is necessary in public schools to make them equal with the students of private school. So, it must be continued.

3.2 Difficulties Faced while Teaching Through English Medium

This research was carried out to find out difficulties faced by primary level teachers teaching through English medium in public school So, the teachers were given a question i.e. 'What are the difficulties that you faced while teaching through English medium in public schools?' to put their opinions about difficulties that they faced. The different opinion towards difficulties faced by primary level teachers are mentioned in the following table:

Table No. 4

Difficulties Faced While Teaching Through English Medium

Difficulties	No. of Teachers	Percentage
Our mother tongue is not English.	22	55%
Students age, environment, exposure, scarcity of instructional materials, lack of trained and fluent English teacher makes the difficulties.	24	60%
Less motivation, less interaction, problems of English medium text-book.	13	32.5%
Lack of academic and professional knowledge for the teachers.	11	27.5%

Teaching cultural and mathematical terms in English medium.	9	22.5%
Confusion of the students in objective.	8	20%
Poor base of the students and poor base of the communicative approach.	5	12.5%
Teaching goes monotonously through language problem.	6	15%
Teachers can not give clear concept easily to the students.	26	65%

The above table depicts that twenty six informants out of forty (i.e. 65%) felt that teachers cannot give clear concept easily to the students. Similarly, twenty four out of forty (i.e. 60%) responded that students age, environment, exposure, scarcity of instructional materials, lack of trained and fluent English teacher makes the difficulties. In the same way, twenty two teachers (i.e. 55%) felt that our mother tongue is not English so, we have difficulties to teach through English medium whereas, thirteen informants (i.e. 32.5%) mentioned that less motivation, less interaction and problems of English medium text book makes the difficulties. Likewise, eleven respondents (i.e. 27.5%) responded that due to the lack of academic and professional knowledge for the teacher makes the difficulties.

The above responses about difficulties and presented table shows that there are many difficulties in teaching through English medium in public school. First of all, primary level teachers are not trained in English medium. They have not the facilities of the instructional materials. School cannot manage other support materials except text books. All teachers are not enthusiastic to teach in English medium. There were not effective supervision about what they taught. And then, in their school catchment area, there was not suitable English environment.

Another difficulty remains in teaching learning situation until the teachers have not planned the lesson. At the beginning period of teaching learning process, the students felt it difficult to understand the content completely and sometimes the teachers also have difficulty to give the clear concepts and ample examples.

3.2.1 English as a Medium of Instruction and Rate of Students Learning

Regarding the 9th question i.e. 'Does English medium of instruction affect the rate of learning of the students? How?' to find out the opinions of teachers towards the use of English as a medium of instruction and its impact on rate of learning of the students. The respondents were asked this question to find out whether the students learning rate increases or decreases through English medium. Most of the teachers are maintained that students rate of learning was affected by teaching through English medium. In the response of how question, they presented the reasons that at the initial phase, English medium of instruction reduces the rate of learning of the students as they are from Nepali speaking community but gradually it enhances the learning rate as it encourages them to be competitive in global market. Instructing students in English helps them to know different English related terms and makes them conscious about the language use.

English medium helps to grow their ability in English. Some of the informants presented the process that through English medium, they use English word many time. They try to speak English such as good morning, good bye (greetings) one another. Surely, regular use of English medium will increase rate of learning English language. It happens in most of the public schools in Nepal. If the students are not good at English from the very beginning in their lives, they can be afraid of learning English and hesitated to ask questions. Most of the time is wasted in English. Most of the students remain as the crow in the fog. If there is proper basement of the English of the students from the very beginning it will be vice-versa. it concludes that, most of the teachers

agreed and said that it affects the rate of learning because learners learn bit by bit if they get English medium of instruction from the very beginning.

3.2.2 Students' Ability to Understand the Content

The informants were asked a question i.e. 'Do the students understand the content when you use English while instructing them?' to find out whether the students understand the content when they use English medium while instructing them or not. The responses of the teachers on the question are shown in the following table:

Table No.5
Understanding the Content While Instructing Students

Responses	No. of Teachers	Percentage
Yes	26	65%
No	14	35%

The above table shows that twenty six teachers out of forty (i.e. 65%) mentioned that their students understand the content when they use English medium while instructing them in the class. Similarly, fourteen out of forty (i.e. 35%) teachers mentioned that their students did not understand the content when they used English medium while instructing them in the classroom. It concludes that most of the teachers (i.e. 65%) are using English medium while teaching the students in the class.

3.2.3 Problems faced while Using English as a Medium of Instruction

The informants were asked a question i.e. 'Please mention the problems that you faced while using English as a medium of instruction in public schools' to find out the problems that they faced while using English medium in public schools. In response to the question, the informants mentioned the following

problems faced by them while using English as a medium of instruction in public schools.

Table No. 6

Problems faced while Using English as a Medium of Instruction

Problems	No. of Teachers	Percentage
Lack of subject wise training	28	70%
Lack of adequate ELT materials to implement in class room.	23	57.5%
Lack of students interest because they can't understand totally and sometimes they divert the class into Nepali medium	6	15%
Difficult to create homely English environment	8	20%
All teachers have not required qualification to teach English which is great problem	18	45%
One sided effort of the teacher cannot be effective	21	52.5%
Passiveness of the learners	3	7.5%
Lack of basic knowledge of the students for learning English	12	30%
Lack of knowledge to use dictionary and communicate in English	21	52.5%
Students Cannot understand easily, there is language problem because it is second language	16	40%
Mother tongue interference	22	55%
Low exposure in English	4	10%
We have not expert supervisor for counseling	21	52.5%
Lack of knowledge to implement new teaching techniques	15	37.5%

The table shows that twenty eight out of forty (i.e. 70%) expressed the problems that lack of subjectwise training in English medium for primary level teachers. Similarly, twenty three out of forty (i.e. 57.5%) mentioned the problems that lack of adequate ELT materials to implement in classroom. Likewise, twenty two teachers out of forty (i.e. 55%) expressed that mother tongue interference is the problem. In the same way, twenty one teachers (i.e. 52.5%) responded that they had not expert supervisor for counseling, lack of knowledge to use dictionary and communicate in English and one sided effort of the teacher cannot be effective for students better learning. Similarly, eighteen informants (i.e. 45%) responded that all teachers have not required qualification to teach English is great problem whereas sixteen teachers (i.e. 40%) responded that students cannot get easily understand, there is language problem because it is second language. Similarly, fifteen teachers (i.e. 37.5%) mentioned that lack of basic knowledge of the students for learning English and lack of knowledge to implement new teaching techniques.

This shows that there are a lot of problems' which were faced while using English as a medium of instruction in public schools. The proper textbooks written in English i.e. adopting the child centered methods are not available. The above table concludes that anything appears to be difficult and problematic when it is new and unfamiliar to us and same is the case with English as a medium in public schools. In the beginning, the students used to feel difficulty to understand the content completely. According to their responses, regarding public schools, most of the guardians are from rural area and they are less equipped with knowledge. Poor guardians and their students are rarely motivated in education. Their priority is for household and agricultural works. One sided effort of the teacher can not be effective. So, there is needed to cooperate not only by teachers but also guardians and students.

3.3 Advantages of Teaching through English Medium

The informants were asked a question i.e. 'Please, list the advantages of teaching through English medium in public School' to list the advantages of

teaching through English medium in public school. In response to the question, responses of the teachers are presented in the following table.

Table No. 7

Advantages of Teaching through English Medium

Advantages	No. of Teachers	Percentage
Children can learn English many more.	16	40%
They can communicate in English Language.	8	20%
Both the teacher's or studen's performance increase.	20	50%
English language will be the great foundation for future life to the children.	16	40%
They can compete worldwide through English.	9	22.5%
They can read passage with correct pronunciation.	1	2.5%
To create the English environment.	5	12.5%
To develop language competence and performance both in teachers and students.	17	42.5%
Get the chance to know the world language.	12	30%
Get the chance to know the information easily, what is happening in the world.	22	55%
To help the students be as competitive as those of private school.	21	52.5%
It inspires them to identify their hidden skills and tallency.	12	30%

The above table depicts that twenty two out of forty (i.e. 55%) felt the advantages that students get the chance to know the information easily, what is happening in the world. Similarly, twenty one out of forty (i.e. 52.5%) responded that it helps the students be as competitive as those of private schools. In the same way, twenty teachers out of forty (i.e. 50%) felt the

advantage that both the teachers or students performance increase through English medium.

The above table reveals that teaching through English medium in public school is economically good because if the teacher provide English medium in public schools, people have not necessary to pay money like in private schools where they get favorable education. The students can fulfill their needs if they have their English language and they can get bread and butter, shelter, respect and money. English language has no boundary in the world. English language is an international language and it is one of the beneficial medium to know the world exactly. The another important advantage of teaching through English medium is mostly knowledgeable books are found in English therefore, it is necessary to know and learn it. It is inevitable and important in people's lives. People can not suffer from unemployment in any place of the world if they have and they can speak English language fluently.

3.3.1 Agreements or Disagreements on Changing the Medium from Nepali to English

The teachers were asked to argue on question i.e. 'Now a days, changing the medium of instruction from Nepali to English is important' to find out their responses towards agree or disagree. The responses given by the teachers are shown in the following table.

Table No.8

Agreements or Disagreements on Changing the Medium From Nepali to English

Responses	No.of Teachers	Percentage
Agreed teacher	35	87.5%
Disagreed teacher	5	12.5%

The above table depicts that majority of the teachers (i.e. 87.5%) agreed with the statement that 'changing the medium of instruction from Nepali to English is important' where as only few of the teachers (i.e. 12.5%) disagreed with the statement.

Most of the teacher responded that if they knew English language or they can communicate in English, they don't have internationally problem. Private schools are challenging to the public schools. The concept of parents is also there is quality education in (English medium) boarding schools. Due to this concept they send their children in boarding school that's why the number of students in public school is decreasing poorly. So, we should change in English medium and should give quality education in public school. If the medium of English is not implemented in public school, many students will go to private school to learn through English medium. To prepare the students for competing in global market in today's world, it is necessary to develop the sound knowledge of English in students. They agreed with this because English can broaden the mind of students about other languages as well including their mother tongue.

Some of the teachers who disagreed they responded that changing the medium of instruction from Nepali to English is not reasonable because it will dominate our Nepali language, culture, religion, custom and rituals. English is not our language. The people of these countries didn't make other language (our language) as their medium of instruction. Our native language is Nepali. So, Nepali language should be made as a medium of teaching in public school except English subject. This overall explanation concludes that changing the medium of instruction from Nepali to English is praiseworthy in public school.

3.3.2 Comments on English as a Medium of Instruction

The respondents were asked a question to comment on English as a medium of instruction in public schools to explore the attitudes of primary level teachers

regarding the use of English as a medium of instruction in public school. In response to the question. The informants listed the following positive comments:

-) It is very good step to develop the education system of Nepal.
-) It is very good thought but there are a lot of things which should improve.
-) It is necessary in public schools to grow students ability.
-) We should all co-operate more.
-) National level policy is a must to bring changes in this field.
-) It is effective to implement in public school but we need a lot of instructional materials, other supporting materials and subject wise training to make it fruitful.
-) our stakeholders should give special care towards this change to make our children world competitive.
-) To minimize the problem of students drop-out.

This shows that it is necessary to change the medium of instruction from Nepali to English is important. If a person speaks fluently he/she has not any trouble to round the world for any purpose. It is effective to use in public schools but teachers need lot of teaching materials, trained teacher and supporting materials to make it fruitful. Though it is difficult to use English as the medium of instruction to teach the Nepalese students at primary level, we should try to adopt English instructed classes with the collective effort of all sides related to educational field. We can improve the condition still the situation is not satisfactory. At first the national level policy is a must to bring changes in this field. Secondly, it needs the dedication in the teacher for making English as the medium of instruction.

The society should have the positive attitudes towards the English Language. Likewise, they responded positively saying that it is very good step to develop the education system of Nepal. Now public students can get equal education as private students. it is necessary in public schools students to face the private

schools students. Furthermore, they also responded that nowadays, it is commonly seen that public schools are facing the problems of drop out of students because of the guardians attraction towards private schools where English is used as a medium of instruction. So, if English is used as a medium of teaching in public schools as well, they can draw the attraction of guardians and students but it must be used being based on socio-cultural context and available economic resources.

They have positive comment but some of the teacher responded some challenges also. They said, English as a medium of instruction specially in public schools has been challenging because traditional less qualified teachers, less equipped physical infrastructures, scarcity of textbook and reference materials, illiterate society, indifferenceness to school education etc. has made it a challenging job. Similarly, few of the schools are doing really good but many of such schools are facing various difficulties due to the lack of enough knowledge in teachers. So, they suggested that DEO should provide a close observation and should take necessary actions not to let the students of no where (neither good in Nepali medium nor in English medium). It concludes that most of the teachers have positive comment regarding the use of English as a medium of instruction in public school.

CHAPTER : FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings that have been deduced from the overall analysis of collected data and on the basis of certain outcomes some recommendations are mentioned.

4.1 Findings

The findings of the study are as follow:

- i. It was found that primary level teachers knew the global needs and importance of English Language. They had positive responses. So, they are practicing to use it to bring and adjust the students in English environment. It concludes that all of the teachers teach their respective subjects through English medium in public school.
- ii. Majority of the teachers (i.e. 90%) are interested to teach through English medium.
- iii. It was found that English medium is necessary in public school to make the students equal to those students of private school.
- iv. It was found that the students age, different environment, less exposure, scarcity of instructional materials, less motivation, less interaction, lack of trained and fluent English teachers are the difficulties faced by primary level teacher teaching through English medium. Due to these difficulties they can't give clear concept to the students.
- v. Most of the teachers agreed and said that the students rate of learning affects teaching through English medium.
- vi. It was found that the students understood the content teaching through English medium because 65% teachers mentioned that their student understood the content when they use English while instructing them.

- vii. Most of the informants viewed that both teachers and guardians are needed to cooperate to promote students learning.
- viii. It was found that students can learn easily about international arena if they get chance to learn through English medium.
- ix. Majority of the teachers agreed that changing the medium of instruction from Nepali to English is important.
- x. All the informants presented their views supporting English as a medium of instruction in public school.

4.2 Recommendations

On the basis of the aforementioned findings, the following recommendations have been made.

- i. All of the teachers were found teaching their respective subjects through English medium in public school. It should be continued.
- ii. Majority of the teachers are interested to teach through English medium. So, teachers should be encouraged to teach through English medium.
- iii. It is recommended that the students of public school should be provided equal chances as the students of private school.
- iv. It is recommended that to minimize the difficulties, teachers should be provided subject wise training with ELT materials.
- v. It is recommended that both the teachers and guardians should be co-operative to promote students learning.