

ROLE AND IMPACT OF EMI IN PUBLIC SCHOOLS

2021

– BOBBY KARKI

**A Thesis Submitted to the Department of English Education
In partial Fulfillment for the Masters of Education in English**

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**Submitted by
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**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

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Declaration

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

Date: 06/02/2021

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Recommendation for Acceptance

This is to certify that **Bobby Karki** has prepared the thesis entitled “**Role and Impact of EMI in Public 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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Bobby Karki

Abstract

This study entitled '**Role and Impact of EMI in Public Schools**' is an attempt to find out the role and impact of EMI in public school. The design of the study was case study. Both primary and secondary sources of data were used to achieve the objectives of the study. A public school of KachanKawal Rural Municipality of Jhapa district was the sample and the sample population was the headmaster, teachers and ten students of that school. I used non-random simple purposive sampling to elicit required data. Interview, class observation and documentation review were the main tools of data collection. Incensement of the students, prestige, competitive in institutional market, new technology access and friendly, quality education, active participation of parents and development of English language proficiency were the major roles of EMI in that school. Both the teachers and students are positive and EMI has positive impact on public schools whereas the students having low language proficiency has negative impact on them.

This study consists of five chapters. The first chapter encompasses introduction of the study. It incorporates the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. Similarly, chapter two deals with the review of related theoretical literature, implications of the review for the study and conceptual framework. The third chapter presents the design of the study, population, sample and sampling strategy, study area, data collection tools and techniques, sources of data, data collection procedure, data analysis and interpretation procedures and ethical consideration. The fourth chapter consists of the results and discussion and fifth chapter deals with the conclusion and recommendations. The references and appendixes that were used in the thesis follow the fifth chapter.

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Abbreviations

EMI – English Medium Instruction

MoE- Ministry of Education

NCF- National Curriculum Framework

NNEPC- Nepal National Education Planning Commission

Chapter I

Introduction

The first chapter of this thesis consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

Background of the Study

English has great importance in the present day world. No any doubt, it is a vital linguistic tool for many purposes such as business, academics, tourism and so on. People need English language to communicate easily across nationalities. Thus, English has gained the status of global language. It has its great impact in a multilingual, multicultural and multiethnic country, Nepal.

Instruction can be defined as the method for preparing, evaluating and justifying instructional activities in the content area and across content area for a given group of students. It is the interaction between a teaching agent and one or more individual intending to learn knowledge that is appropriate for students to learn.

Medium of instruction is a language used in teaching. It may or may not be the official language of the country. Using English as a medium of instruction has been great interest to both language and language policy makers due to the globalization and internationalization. EMI refers to the use of the English language to teach academic subjects in countries where the first language of the majority of the population is not English.

In the context of Nepal, the education system is divided into two sectors: Private and Public. Private sectors used English as their medium of instruction whereas Public used Nepali. As English taken vital for every sector, they are also using English as medium of instruction. The shifting of medium of instruction from Nepali to English language has become necessity for the community schools of Nepal for their survival among the institutional schools. For that many public schools are using English as medium of their instruction.

English as an international language has been a key indicator of success of globalization for countries regardless of whether English is spoken as a second (ESL) or foreign (EFL) language. In education, English has received a great deal of attention. Most of the students are positive towards the implementation of EMI as they think it is really helping them to uplift their academic performance and some of the students are negative as they think they can do better if there is Nepali medium instruction.

Since, the policies have been made from time and again to implement EMI at community schools of Nepal for teaching all subjects except Nepali. It is important to know the Role and Impact of EMI in Public Schools.

Statement of the Problem

English language, also known as a 'lingua franca', is a medium of connecting the people through communication in a globalized system of education (Kachru, 1985). English language acts as a link language or contact language in present era. It has also been a hot topic to be discussed as it is as medium of instruction. It has been discussed as a medium of instruction in educational field of Nepal in the present context of Nepal.

English is an international language. It has been used all over the world. There is no doubt to say it has its impact on every sector such as business, academics, tourism and soon. English as a medium of instruction in educational field always has been debatable topic. Some of the scholars think that it may affect the development of own language and hinders the origin of the language.

Most of the researches are done in the teachers and students perceptions, practices and implementation of EMI, challenges on implementing EMI but not in the role and impact of EMI in public. In this regard, Role and Impactiveness of English as medium of instruction in public school is a topic of my interest to be studied on. This research tries to find out the Role and Impact of EMI in Public Schools.

Objectives of the Study

The main objectives of my study were:

- a. To find out the role of EMI in public schools.
- b. To find out the impact of EMI in public schools.
- c. To suggest some pedagogical implications on the basis of the findings of the study.

Research Question

The research questions of my study were:

- a. What effective role does the EMI play in public schools?
- b. What are the impacts of EMI in public schools?

Significance of the Study

This study entitled 'Role and Impact of EMI in Public Schools' will analyze the effective role of EMI in public schools. It is believed that using English as a medium of instruction helps to generate competent manpower for international market not locally or nationally as it is used in each and every sector of daily life. And it also acts as a link language or contact language in present day world.

As my research study tries to explore the role of EMI in public schools, it will be helpful for the stakeholders to find out the impact of EMI in public schools. As this study highlights the role of English as medium of instruction, it will be help for the policymakers to formulate the judicious policy regarding EMI. It will also be significant for textbooks writers and researchers. As it also presents about the impact of EMI, it will help the administrators to know the positive and negative impacts of EMI and work according to the suggestions for its better impact. This study will be fruitful for those who want to carry out research in the field of education. Similarly, it will be significant who wants to explore and involve regarding EMI issues.

Delimitation of the Study

The present study had the following delimitations:

- a. This study was limited to one of the schools of Kanchankawal Rural Municipality of Jhapa district.
- b. Only ten students studying in different level was selected for the sample.
- c. The sample population was selected purposively.
- d. The design of the study was limited to case study.
- e. The research tools were limited to class observation, documentation review as well as interviews.

Operational Definition of the Key Terms

The key terms that are used in the study are listed and defined as follow:

Medium of instruction

It refers to a language used in teaching here.

English as a medium of instruction

It refers to the process of teaching through English language.

Public schools

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

Impact

It refers to a marked effect or influence.

Chapter II

Review of the Related Literature and Conceptual Framework

Review of the related literature is very important and significant to carry out any research. It helps to make the research valid and reliable and it helps the researchers to gain wide area of knowledge of their research. This section deeply and broadly deals with the literature review and the theory related to the research. This chapter consists of review of theoretical, review of empirical research, implications of the review for the study and conceptual framework. The literature related to the research study is reviewed under two broad headings: Theoretical and Empirical.

Review of Related Theoretical Literature

It is a written summary and critique of researchers related to a particular issue or area and it is a very important component of a research proposal. This section include medium of instruction, English as medium of instruction, English Language Education in Nepal, Nepalese schools and medium of instruction, English language Education and Language Planning in Nepal, Challenges of implementing EMI at publics schools of Nepal, Role of EMI in public schools and impact of EMI.

Medium of Instruction

Medium of instruction is a language used in teaching to provide the learners about teaching learning activities. It refers to the language used by teachers in their classroom to present their teaching learning activities. 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 (NCF, 2005).

Medium of instruction helps to connect the instructor and learners and acts as a vehicle to drive or deliver education for facilitating the students with content knowledge along with the learning of that particular language. Language as a medium of instruction can play a vital role in transmitting education and shaping the learning activities of the learners.

Qorro (2006) argues that the role of language as instruction can be linked to that of pipe in carrying water from one station to another or that of copper wire in transmitting electricity from one station to another. So, here language also plays as a pipe or copper wire to carry the instruction from teachers to the students. Hence, the selection of language is a very challenging job as it can block the communication or understanding between teachers and students. Thus, the selection of language in multilingual and multicultural context like Nepal brings many issues and raises different questions which can be controversial.

Role of Medium of Instruction

The medium of instruction is the language that is used inside the classroom for instruction by the teacher. It is not necessary that the official language or the primary language of the country is used as the medium of instruction. The medium of instruction is the language used by the teacher to teach. 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.

Qorro (2006) argues that the role of language as instruction can be linked to that of pipe in carrying water from one station to another or that of copper wire in transmitting electricity from one station to another. Hence, here, the medium of instruction plays an important role to transmit or to instruct the instructions to the learners by the students.

In past decades, Nepali is used as a medium of instruction in most of the public schools of Nepal. Nepali is used in the classroom for facilitating the students with content knowledge. Language as a medium of instruction plays a vital role in transmitting the education and shaping the learning activities of the learners. Teachers can easily present their activities effectively and interact with the students.

English as a Medium of Instruction

English as a medium of instruction refers to the use of English in the classroom to provide education or facilitate the learners. It is the act of conducting

teaching learning activities in English. Because of globally spread of language, several countries is using English as their medium of instruction. Nepal also being among those several countries is using English as medium of their instructions on schools. The students and teachers are communicating in English. They exchange their views and opinions in English in school time and outside school periphery for the more exposure of English.

The government revised Education Act (2006) mentions that the medium of school level education shall be Nepali or English or both. Because of the global spread of English, several public schools of Nepal are shifting their medium of instruction from Nepali to EMI in present context. In past decade in Nepal, there are some publishing houses printing text books and other educational materials prepared and written by Nepali speakers in English. There are many agencies and organizations such as British Council, American agency, NELTA, etc. which have been helping Nepali education system through different programs and plans to foster English education. Because of global spread of English and it being vital in every field, most of the public schools are implementing EMI in their classroom.

Groblinger (2017) states in her article that the exponential growth of English as the medium, hereafter referred to as EMI, at Universities of Applied Sciences (UAS) in Austria and other non-English speaking countries in Europe, has given rise to much heated debate in educational circles. Undoubtedly, English has become the most significant language of instruction in higher education, which has been ‘driven by economic, social and political forces, and sometimes even educational [ones] (Doiz et al. 2013: 3 as cited in Groblinger 2017). Phillipson concludes that ‘English in higher education has become a global commodity, which inevitably affects the nature and goals of universities’. (2015, as cited in Groblinger 2017).

Dearden defines EMI as “[the] use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (2015, as cited in Groblinger, 2017). In the past years and decades, the European higher education sector has been undergoing significant changes and a process of internationalization. An increasing number of UAS in Austria has internationalized its study programs and curricula. Compared to other continents such as Africa, EMI is a relatively young phenomenon in European

countries (Coleman, 2006, as cited in Groblinger, 2017). Scandinavian countries and the Netherlands were the first to adopt EMI in the 1950s but the trend did not spread to Western and Eastern Europe until the 1990s (Coleman, 2006, as cited in Groblinger, 2017). Since the EMI has grown exponentially, initially in postgraduate courses and then also in undergraduate courses. According to the Austrian UAS Portal, 50 Master's programs and 16 Bachelor's programs at UAS in Austria are currently taught in English (Oesterreichische FHK 2017).

The internationalization of higher education and “the idea of a ‘global citizen’” (Clifford, 2011, as cited in Groblinger, 2017) is often the main motivation of EMI. Its introduction and development was furthered by the implementation of the Bologna Declaration (1999) which aims to increase “the international competitiveness of the European system of higher education” (Bologna, 1999, as cited in Groblinger, 2017). Despite addressing “concrete measures to achieve tangible forward steps” (Bologna, 1999, as cited in Groblinger, 2017,) the role of languages in general or the role of English as the lingua franca of higher education in particular, are surprisingly not discussed (Phillpson 2015, as cited in Groblinger, 2017). It does, however, briefly refer to the importance of multilingualism in international higher education (Eckhardt 2005, as cited in Groblinger, 2017).

Role of EMI

In the present situation, English is taken as global language and also a lingua franca. It has been inverting its value as the language of science and technology. It is also the lingua franca of most business communication and other sector as well. It is not only the fashion but it is the need of the present world. So, EMI has been increasingly implemented in universities, secondary schools and even primary schools.

When NCF (2006) gave the permission to use mother tongue or other languages as medium of instruction, public schools also started to practice English as the medium of instruction rather than Nepali. Ibrahim (2001) presents four opportunities as the need of EMI mentioned below:

- a. Bilingualism gives cognitive advantages.

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

Although the motives for implementing EMI may vary, most experts and researchers tend to agree on the main advantages and benefits of EMI in a globalized and increasingly interconnected world. These include:

-) Internationalization of curricula and higher education
-) Attraction of international partner universities and expansion of international networks
-) Attraction of international as well as domestic students and staff
-) Student and staff mobility
-) Participation in international projects and research
-) Access to teaching and research materials
-) Graduate employability
-) The market in international (and domestic) fee paying students
-) Cultural diversity, intercultural competences
-) Foreign language proficiency
-) International reputation and visibility (2006: 4, DrljacaMargic/Vodopija-Krstanovic 2015: 45).

EMI is the key to global communication relations and information. EMI helps to foster the quality of education. It helps the students to make them more competitive and they can compete worldwide with the sustainability of themselves. Due to the EMI, the students are now familiar with the new innovation and they have more opportunity in the international market.

Role of EMI in Public School

EMI is also helping public schools to compete with the private schools and making them more successful institutionally. As because of EMI, now Nepalese

parents are not hesitating to send their pupils in public schools. Thus, it also helps public schools to make it more competitive in institutional market.

Though, EMI is challenging job in itself as competent teachers are required, new technology and resources are required, but EMI can be taken as an opportunity to take the institution in higher position and to make it globalized. It gives the public schools to spread their horizon to foster quality education.

English Language Education in Nepal

EMI in Nepal was first introduced to Nepal in 1854 A.D. by the Prime Minister Junga Bahadur Rana through the establishment of Durbar High School for his children and relatives. Furthermore, the establishment of Tri-Chandra College in 1980 also used EMI for higher education under the supervision of Patna University, India. Tribhuvan University, the first university of Nepal also gives more important for EMI after its establishment in 1959. Thereafter there is gradual increment for the scope of English education and different plans and policies were implemented by government of Nepal time and again. Education Act (1971) brought the provision of adopting Nepali or English or both language as medium of instruction which can be taken as turning point of development of English education in Nepal. Bhattarai (2013) presents that the government made English as a compulsory subject from grade four to ten initially and only from 2001, it was made compulsory subject from grade one in public schools. Hence, English is not only taught and learnt as a compulsory subject from grade one to bachelor level in private, government aided schools and colleges.

Nepalese Schools and Medium of Instruction

Medium of instruction has always been most debatable topic in the history of Nepalese education system. There is still debate among many scholars for the medium of instruction to deliver teaching learning activities. For these, many plans and policies have been made implemented and recommended for the medium of instruction in different space of time.

Education Act (1971) brought the provision of adopting Nepali or English or both languages as medium of instruction. Because of this, Nepalese education system

has been divided into two forms: Private and Public schools. Private schools use English as medium of instruction for all the subjects except for Nepali and Public schools use Nepali a medium of instruction for all the subjects except English. Due to global spread of English and today's need, the government of Nepal, Ministry of Education (MoE) has recently announced to make English as a primary medium of instruction at all public schools in a decade time. Therefore, many public schools are now implementing English as their medium of instruction for daily teaching learning activities and maintaining English environment outside the classroom for more exposure of English among students.

English Language Education and Language Planning in Nepal

English was formally introduced through the establishment of Durbar High School during Rana regime. However, English was first introduced to education in 1950s when Nepal embarked on planning formal education for the first time (Giri, 2014). In the history of Nepalese education, a number of plans and policies have been made and implemented in the different times.

NNEPC was formed in 1953 A.D. to forward suggestions for development of education in Nepal. It suggested that English needs to be started from grade four to bachelor level as a compulsory subject. Then, the commission recommended removing English from the medium of instruction through its report in 1956. This plan reduced the weightage of English courses from 200 marks to 100 marks set up by earlier system.

The constitution of Nepal (2015) has removed the tradition of the language and national languages distinction and asserts that all the languages spoken in Nepal are national languages. The Nepali language has been regarded as the official language of the nation. Every citizens of Nepal has right to speak their own language and to get education as the medium of the instruction in their mother tongue (Constitution of Nepal, 2015). Similarly, Education Act (1971) also brought the provision of adopting Nepali or English or both languages as a medium of instruction.

And now, English has been used by the private schools and some of the public schools also used English as their medium of instruction.

Challenges of Implementing EMI in Public School

The shifting of medium of instruction from Nepali to English has become necessity for the public schools of Nepal for their survival among the institutional school. However, the shifting from one language to another brings lots of challenges and rise issues. It has that found a number of challenges in English education have been noticed in term of curriculum, teaching materials, methodologies, assessment system, teacher competency and use of resources in the public schools in Nepal.

Most of the teachers in public schools in Nepal are originally trained in Nepal which brings great difficulties in EMI in the classroom. They do not have much knowledge about the methodologies, teaching materials and they also lack teaching skills of language and content.

Though teachers are trained, there is no appropriate physical condition for teaching learning activities. Lack of appropriate teaching materials, internet access and modern equipment's like computers, projects, etc. also create problems in the classroom. Also irregularity of teachers and heterogeneous classroom also brings challenges for effective implementation of EMI.

The sudden shifting in medium of instruction also make the students confused and brings difficulty for them to understand the text as they are very familiar with Nepali medium instruction. Dearden (2014) has reported the areas of challenges to implement EMI as; lack of EMI teachers, lack of resources, and lack of clear guidelines for teaching.

So, lack of competent teachers, appropriate teaching materials, lack of modern equipment and internet in the classroom, heterogeneous classroom, irregularity o teachers, sudden language shifting, lack of coordination between plans and policies implemented already and students from different ethnicity with different mother tongue can be noticed as a potential challenges to implement EMI at public schools of Nepal.

Impact of EMI

Despite the growth of the English internationally, there is little research into the impact of EMI on how much English students learn and how much they are affected. EMI is thought to be a passport to a global world. It acts as a link language throughout the world.

The global spread of English has had a great impact on language policies all over the world. The EMI policy has stirred concerns and debates among researchers, academics, administrators and officials. AlBakri et al. (2017) explores that the majority of the participants in their research either supported or accepted the EMI policy for pragmatic reasons based on the utilitarian functions of English as lingua franca and it's required for future jobs. It also acknowledged that the students faced great difficulties in their study due to their insufficient language competence. The implementation of EMI had a disempowering impact on students with low language proficiency and had a negative psychological impact on them.

Huang (2015) finds that most of the students were motivated to take EMI courses to strength their English ability and professional knowledge. It helps students develop their presentation skills. In this regard, we can say that some of the students have positive attitudes towards EMI as they think it can be very useful and helpful to improve their English proficiency. Some students have negative attitudes towards EMI due to their low language proficiency and competence.

Review of Empirical Literature

Though not many researches have been conducted in this field in the context of Nepal, I have gone through some of the related literature as mentioned below:

Thapa (2012) conducted a research on 'Teachers perception Towards Using English as a Medium of Instruction in Community School'. The main aim of this research was to find out whether the use of English as a medium of instruction in community schools is judicious or not. Both the primary and secondary sources of data were used while carrying out this research. All the data were collected through the questionnaire and interview. For the primary sources of data fifty teachers were

selected from the community schools by using purposive sampling procedures. It was found out that the use of English as a medium of instruction in community schools is not beneficial. It becomes the bane for the teachers as well as the students. The use of English does not help the progress of the students.

Dearden (2014) conducted a research on 'English as a Medium of Instruction- a Growing Global Phenomenon'. This report presents the finding of a study which attempted to provide an initial picture of the rapidly growing global phenomenon of English medium instruction. The study was conducted by EMI Oxford (The Centre for Research and Development in English Medium Instruction), a Centre based in the University of Oxford's Department of Education. The research group included Professor Ernesto Macaro, Dr Catherine Walter, Julie Dearden and Ting Zhao. The data were collected between October 2013 and March 2014. The broad aim was to map the size, shape and future trends of EMI worldwide. The methodology of this initial and unique study was to ask British Council staff in 60 countries to act as 'informed respondents'. Open-ended questionnaire were sent and respondents were asked to provide information. The main findings of this study were the general trend is towards a rapid expansion on of EMI provision and there is official governmental backing for EMI but with some interesting exceptions. Although public opinion is not whole heartedly in support of EMI, especially in the secondary phase, the attitudes can be described as 'equivocal' or 'controversial' rather than being 'against' its introduction and/or continued use. Where there are concerns these relate to the potentially socially divide nature of EMI because instruction through English may limit access from lower socio-economic groups and/or fear that the first language or national identity will be undermined.

Ebad (2014) conducted a research on 'The Role and Impact of English as a Language and a Medium of Instruction in Saudi Higher Education Institution: Students-Instructors Perspective'. This paper attempt to identify some useful and practical approaches to improve the level of English among students to reduce the language barrier that will boost their over performance and justify the time and money investments. The study was based on qualitative analysis of previous studies conducted across the region at different times. It also contains accounts of the author's, students, and instructors' experiences in a classroom setting which

emphasize the study to use the exploratory research design to conduct the research. The findings of the study were initially, the students' demonstrated resistance and shyness due to lack of confidence and poor knowledge of English. However, over a period of time, they began to respond, felt more confident, and demonstrated interest in learning and sharing. Although this was just the beginning of the new learning approach, yet very encouraging way to work with them. Their grades improved significantly. Some of the poor achievers still existed but this experiment yielded satisfactory results overall.

Ibrahim et.al (2017) conducted research on an 'English as a Medium of Instruction: Challenges to Nigerian Primary Schools'. This study explores the challenges of using English as a medium of instruction in both public and private primary schools in Gusau local government area of Zamfara state, Nigeria. This study was carried out in order to ascertain the pattern of using English as medium of instruction, and the challenges as well as the impacts of using it as medium of instruction. Three research questions guided the study. The methodology involved descriptive survey design. The area of the study consists of 206 primary schools, 152 public (government owned) and 54 private. Purposive and proportionate stratified random sampling was used to select 220 teachers from 13 public and 8 private primary schools that were sampled for the study. Results indicate non-impactive implementation of English as a medium of instruction in the primary schools which is contrary to the provision in the National Education Policy of Nigerian Federal Government. The teachers and pupils also have various challenges associated with using English as medium of instruction, especially due to local languages or mother tongue influences. However, some of these challenges can be overcome by implementing the recommendations that arise from the findings of the study.

Gaire (2017) conducted a research on 'A Case Study on expectation and Challenges Faced by Public Schools for the Implementation of EMI' that aimed to explore expectations of stakeholders before the implementation of EMI in public school and to find out challenges faced by them while implementing it. It also investigated the reasons that forced the school to quit EMI programme. A public primary school of Baglung district that practiced EMI for five years and quitted from the year of 2072 was selected purposively as a sample. This study used interview as a

tool of primary data collection and some related documents were reviewed for secondary data. Five teachers including principal, five parents, and three SMC members were interviewed to get the required information. After the collection of data, they were coded thematically and analyzed descriptively. The findings of the study showed that the main expectation from EMI were to stop the flow of students towards private school and to increase enrollment in the public schools. Similarly, providing quality education as per the need of time and reducing the academic gap between the rich and poor were also found as the expectations from the EMI. Teachers' qualification and pedagogical competence, training and motivations for teachers, their facilities, mother tongue interference, curriculum, and text book adaptation, financial management, socio-economic condition, awareness and effort of parents as well as SMC and its responsibility were found as the main areas of challenges while implementing EMI in that school. Lack of required preparation before implementation and lack of coordination, collaboration and collective effort among stakeholders after its implementation as well as financial problem were the main reasons that forced to quit the EMI programme.

Lamichhane (2017) conducted a research on 'Practices and Challenges Implementing English Medium Instruction in Public Schools that explored the current practices and the challenges in implementing English Medium Instruction (EMI) as well as the perception of teachers on effectiveness of EMI at primary level. Purposive sampling was used as the sampling procedure. Thirty primary level teachers, teaching content subjects except English and Nepali from six different public schools of Kathmandu district where EMI has been implemented were the sample of the study. A questionnaire containing open-ended and close-ended questions was used as a tool for data collection. The data were analyzed and interpreted using statistical tools as well as descriptively. The study showed that English and Nepali languages are used as the medium of instruction at primary level. Likewise, most of the teachers face training and students related problems while implementing EMI. EMI is necessary because of the growing demand of parents in public schools; it can be effective at primary level to enhance speaking and writing skills of the students.

Bhusal (2017) conducted a research on 'Implementation of English as a Medium of Instruction: Non-English Teachers' Perceptions'. The main objective of

this research was to explore the existing situations of English as a medium of instruction applied by the non-English teachers at the community secondary and lower secondary schools in Kathmandu district. This research was based on survey research design. Data were collected from thirty three non-English teachers from community schools of Kathmandu district by using questionnaire. The findings of the research study were that the existing situation of EMI was not favorable in terms of training, materials, language proficiency, and orientation to the non-English teachers. It was also that teachers have positive attitude towards EMI and its implementations due to the global needs and demands of English. It was found that EMI is useful for teaching learners and preparing them for higher education and career development. It was also revealed that implementing of EMI is challenging for a number of reasons such as teachers use of L1, lack of competent teachers, lack of resources and materials, linguistic diversity in the classroom and due to the indifferences of SMC. He further concluded that EMI should be implemented effectively making appropriate plans and policies and teachers should have the opportunity to participate in various trainings related to EMI to overcome the problems the problems and for effective implementation.

Shrestha (2018) conducted a research on 'English as a Medium of Instruction in Public School: Practices and Perceptions of Teachers and Students' was an effort to analyze the perceptions of teachers and students regarding the use of English as a medium of instruction and to explore the classroom practices of using English as a medium of instruction at basic level and secondary level in public schools of Sindhupalchok district. Purposive sampling procedure was used as sampling procedure in which ten students and thirty basic level and secondary level teachers of public schools, teaching content subjects except English and Nepali were selected as respondents of the study. A questionnaire containing open-ended and close-ended, eight classroom observations and two focus group discussions were used as the tools to collect data. The data was analyzed and interpreted descriptively and statistically. The study revealed that most of the teachers and students are positive towards the implementation of EMI in public schools as well as it shows that English and Nepali are used as the medium of instruction rather than monolingual English Language at basic level and secondary level classes. In the study, most of the participants said that English is necessary because of great demand of parents and students in public

schools. It is found that there is gap between policy and practice of EMI in the classroom because there is the name EMI in classroom teaching but teachers and students are compelled to use bilingual approach (Nepali and English). It is recommended that teachers are required to get training, English speaking zones should be created and more exposure should be provided for the effective implementation of EMI.

Implication of the Review of the Study

A literature review is an account of what has been published on a topic by accredited scholars and researches. Literature related to the research area is reviewed to widen the body of knowledge. Kumar (2011) states 'Reviewing the literature can be the time consuming, daunting and frustrating but also rewarding'.

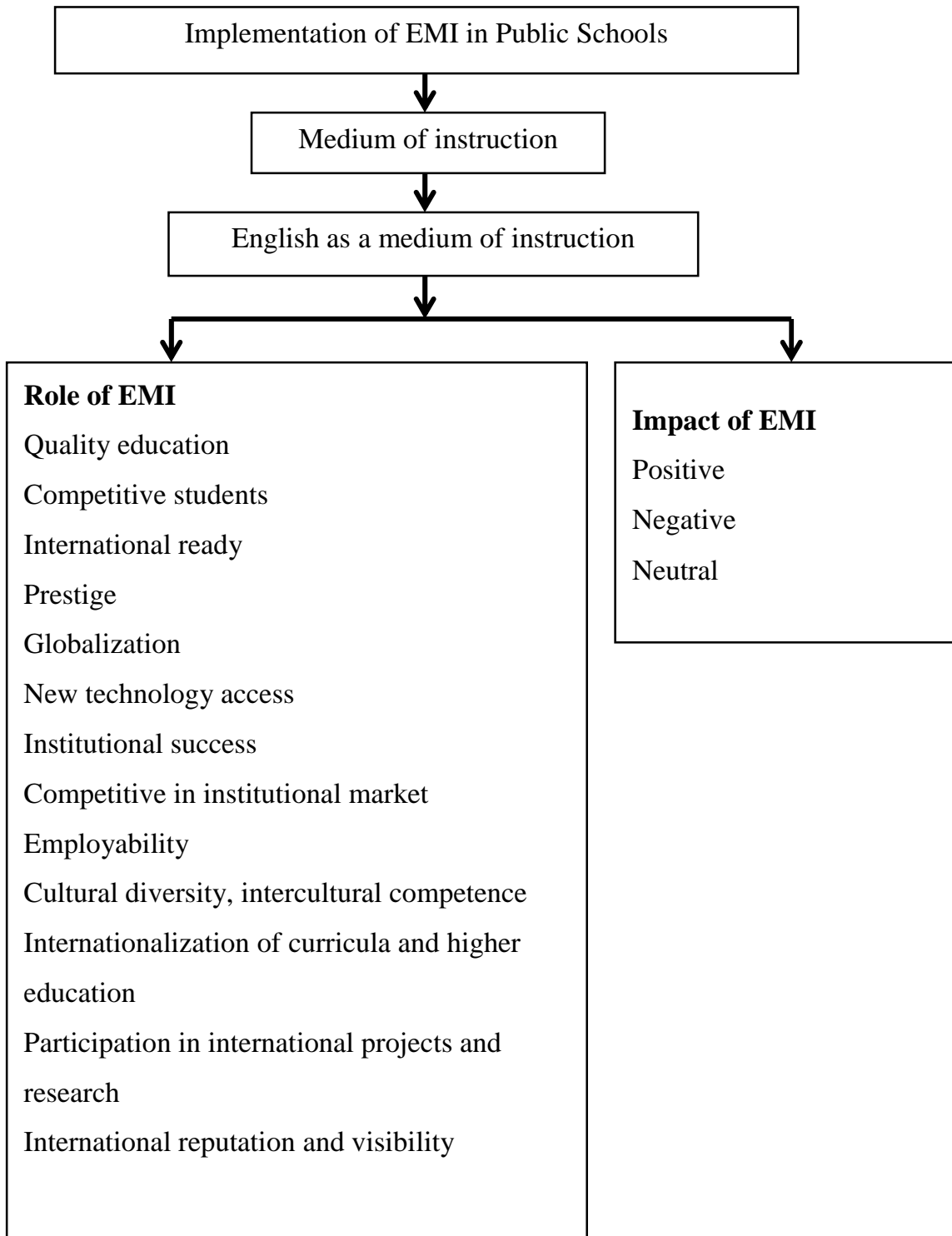
I reviewed some researches which were already done that help me to know the gap between what has already been found or yet to be found out. Through some review I got to expand the knowledge of EMI like medium of instruction, English as a medium of instruction, English Language Education in Nepal, Challenges of implementing English in Nepal and Role of EMI in public schools. I also got to know various perspectives towards EMI which were presented in the literature review section. I also explore the different plans and policies of implementing EMI in Nepal through different documents.

Among the above studies, Shrestha (2018) helped to know the practices and perceptions of teachers and students regarding EMI. Similarly, Bhusal (2017) helped to explore the existing situations of English as a medium of instruction. Likewise, Dearden (2014) mainly provided me the global scenario of the case of EMI. Gaire (2017) helped to know more about my methodology and tools for my research. Ibarahimet al. (2017) helped me to know about the challenges associated with using EMI due to local language or mother tongue influence. Thapa (2012) helped me to gain the knowledge of teachers' attitudes towards EMI. Furthermore, Lamichhane (2017) helped me to explore the current practices and challenges in implementing EMI. Last, Ebad (2014) helped to identify some useful and practical approaches to improve the level of English among students to reduce barriers.

However, these studies have not talked about the role of EMI in public schools and the impact of EMI. These literature reviews helped me to select appropriate research design and to link the Nepalese context of EMI.

Conceptual Framework

This study was based on following conceptual framework:



Chapter III

Methods and Procedures of the Study

This methodological part consists design and method of the study, population, sample and sampling procedure, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures of the study.

Design and Method of the Study

Research design is a route, plan, or strategy of investigation. The design of the study was case study. It is a qualitative research design which uses and utilizes multiple sources of information and multiple method of data collection and conducted in natural setting. It is an analysis of persons, events, decisions, periods, projects, institutions, or other systems that are studied holistically by one or more methods. It utilizes multiple sources and methods of data collection and analysis. Therefore, it is also called a hybrid design methodologically (Nunan, 1992 cited in Ojha & Bhandari, 2017). A case study is a specific instance that is frequently designed to illustrate a more general principle (Nisbet & Watt, 1984 as cited in Cohen et al. 2007). A case study is both the process of learning about the case and the product of our learning (Stake as cited in Maharjan, 2017). The major characteristics of case study as mentioned in Ojha & Bhandari, 2017 are mentioned below:

-) Flexible
-) Qualitative
-) Conducted in natural setting
-) Descriptive
-) In-depth and holistic study
-) Adopts longitudinal approach

Steps for conducting case study

The steps for conducting case study are figured below:

1. Planning
2. Designing

3. Preparing
4. Collecting
5. Analyzing
6. Reporting

Source (Yin, Rk as cited in Khanal, 2018)

Instead of gathering data for a large number of study units, the researcher in case study makes an intensive study of a limited number of units. I made an intensive study to elicit the required information. This study was based on case study to collect in-depth and qualitative information about the Role and Impact of EMI in Public Schools. It could be done with other research design which may or may not be valid and reliable. Their original views and real situations could be missed. So, I selected case study to get detailed and in-depth information.

Population, Sample and Sampling Strategy

In this study, a public school of Jhapa district was the sample. The population of this research was the administrators of that school and ten students studying there. I used non-random simple purposive sampling strategy. It helps the researcher to rely on their own judgment when choosing members of the population to participate that represents a cross section of the population.

Study Area/Field

The research area of my study was a public school of Jhapa district.

Data Collection Tools and Techniques

Interview, class observation and documentation review were the main tools of data collection. The interview schedule was semi-structured. I used checklist for classroom observation. I reviewed the different documents of that school.

Sources of Data

I used two sources of data for the collection of required information for my study. They were: Primary and Secondary.

Primary Source of Data

The fundamental bases of the study were primary sources of data. A public school of Jhapa district implementing EMI was the primary source of data. The data from primary sources was collected by semi-structured interview and observation.

Secondary Sources of Data

I consulted different books, journals, theses, articles and I visited some websites as a secondary source of data to collect more information for the accomplishment of this study.

Data Collection Procedures

I used the following stepwise methodological procedures to collect required data.

- a. At first, I visited the public school of Jhapa district that had practiced EMI and my area of study.
- b. I taught in that school for more than two years. So, it was easier for me to build rapport with the staffs as I am already familiar with them.
- c. I regularly visited the school for a month to talk to the administration and got more information about the background of the school.
- d. I explained the purpose of my visit and asked for their permission with the authority. I informed them about the processes, procedures and objectives of my study to them.
- e. I interviewed the administration and some of the students to get the required data for my study. And with their due permission I recorded it for later to transcribe it.
- f. Then, I interviewed the students and teachers to know about the role and impact of EMI.
- g. I told them to explore and express their views and opinion without any hesitation, fear and anxiety.
- h. I reviewed the related document of that school for detailed information.

- i. I informed them about the confidentiality of the interview and recorded the interview.
- j. I observed some of the classroom using my checklist to get more information.
- k. I transcribed the interview and used it to explore more about my study.
- l. At last, I thanked them heartily for their kind co-operation.

Data Analysis and Interpretation Procedures

The systematically collected qualitative data was analyzed, interpreted and presented into several themes and those themes were analyzed descriptively into other sub-themes.

Ethical Consideration

During my study, I adopted the following ethical consideration for my research:

- a) I used the data except for my study with permission of school administration as well as respondents.
- b) I was aware about plagiarism.
- c) I maintained confidentiality regarding the information of the respondents and documents.
- d) I paid attention to accuracy, honesty, truthfulness of data in my study.

Chapter IV

Results and Discussions

In this part, the data collected through the research tool has been analyzed and interpreted through descriptive approach. The qualitative data collected through interview, class observation and review of different school documents has been analyzed through the process of transcribing, translating and coding.

Analysis of Data and Interpretation of Results

This part deals with the analysis and interpretation of the raw data gained through the interview, class observation and review of different school documents. This present study i.e. a case study of an educational institution aimed to find out the role of EMI in that school. Similarly, it was conducted also to get real data to find out the impact of EMI in that school. To fulfill above-mentioned objectives I went to the field and interviewed the teachers and students to collect required data to complete the study based on ground reality.

In this chapter, the data collected using the interview and class observation as a tool of data collection is analyzed. Recorded data that was later transcribed into written form and coded as per the objectives of the study have been analyzed thematically. As the main objectives of the study were to find out the role and impact of EMI in that school, research has tried to study in depth as possible. Data for the different objectives of the study are analyzed in sub topics.

Background of the School

For the privacy purpose, I have used pseudo name for the school.

School ABC was established in 2027 B.S. and is situated in KanchanKawal-2 Rural Municipality of Jhapa district. It has started implementing English classes in 2065 B.S. It is also nominated as ‘namuna school’ of Jhapa district.

The present total enrolment of over 900 includes classes from Nursery to Grade X in English medium instruction and from VI to X in Nepali medium. It has

also started to run +2 classes in both Nepali as well as English medium. The school has a staff of 30 which includes Principal, vice-principal, 25 teachers, cleaners, caretakers, etc. The school is divided into 4 blocks. A central block has the office, library, staffroom, and projector room and computer lab. There is a big playground for the students. It has child friendly classes and teaching materials.

It has long been known locally for its welcoming, friendly atmosphere and its happy, caring, safe and stimulating learning environment. It is the school's aim that each child reaches his/her full potential academically but also personally, socially, emotionally, physically and spiritually in preparation for becoming responsible citizens of the future. A wide variety of extra-curricular activities is offered to pupils of the school. It always works for the betterment of the students learning habits and works for their moral ethics too. It also works for the welfare of the local monuments and encourage students to actively participate in such works.

I chose this school because I used to teach there and I came to know the significant role of EMI up the school. So, I went there to find out the roles of EMI and its impact in the school which I could not discover over my period of teaching there.

Role of EMI in the School

While making query about the EMI programme implemented there, changes they had made to shift the medium of instruction from Nepali to English as they think it will help them to sustain in institutional market, and they think that English is regarded as one of the important factor for the survival in international market.

As the main objective of my research was to find out the role of EMI in that school, I interviewed the teachers and students. Roles of EMI as mentioned by them are thematically analyzed as follows.

Incensement of the Students

The main expectation from the EMI implementation was to increase the number of students in that school. The theme that emerged through the interview was that one of the main roles of EMI in that school was the Incensement of the number of students. To the response of question about the role of EMI in that school, every

respondent said that the number of the students has increased significantly as it has happened mainly because of the EMI practice in that school.

One of the respondents puts,

Students from nearby schools are very eager to study in their school. Even some of the students are ready for the demotion of their class. In addition, this all happen because of their EMI implementation.

Another respondent puts,

They had to take the entrance examination for the admission in their school due to the overflow of the students. Some of the students are eager to study in lower class for the enrolment in English medium.

In addition, I got a chance to be an eyewitness the entrance exam for the admission. Similar view was found in the interview of all the teachers of that school.

During the research almost all of the respondents said that the main role of EMI in their school was to increase the number of the students from the very beginning of EMI practice. It was expected and now it is being fruitful to their school. From the above discussion it can be interpreted that EMI practice has helped them to increase the number of students in their school.

Prestige

In course of my study, it is reported that the major role of EMI is to gain the prestige and attention of parents. After the implementation of EMI, that school has got many favors from the local bodies, stakeholders and rural municipality. They have gained attention from the parents as there is overflow of the students in their school.

One of the respondents puts

Due to their EMI implementation and good results in their academic year, they have succeeded to gain the attention as well as their school is regarded as one of the best schools in their municipality among the EMI implemented public schools.

One of the students puts,

She was before reading in one of the private school of her locality. She used to hear about the school from everybody. That's why she told her parents to get her admission in that school and now she is very happy to study in such nice environment.

I also got to witness the situation where one of the parents wanted to transfer her children in that school as she has heard from other parents that school has got good results and better practice of EMI despite of her children in EMI implemented school.

Therefore, similar view echoed from all the respondents that EMI has helped them to gain name and fame in their municipality among the others schools of that municipality. Therefore, it can be interpreted that EMI helped them to gain prestige and name in their rural municipality.

Competitive in Institutional Market

English is an international language has been a key indicator of success of globalization for countries regardless of whether English is spoken as a second (ESL) or foreign (EFL) language. In course of the research, it is reported that EMI practice has played important role in that school for competing with nearby private schools as well as public schools too.

While taking interview with one of the respondents she mentioned

After the implementation of EMI in their school, many students from nearby private schools and also from other EMI implemented public schools were admitted in their school and every year they got enrollment of the new students not only from their ward but from others too. EMI practice has made their school competitive among the schools of their municipality.

Another respondent added

They have gained the trust and attention from the parents as now they are willingly sending their children to their schools and they are able to produce the equally proficient students in English language and compete with the private school. He also further added that he thinks EMI is most needed to sustain the number of students and compete with others schools of their locality as English has gained attention of both the parents as well as students.

One of the students added,

After the enrolment in English medium, I do not fear to take participation in any competition as he finds himself more confident and competitive than before.

Similar view was echoed from all the respondents that EMI practice has made their school more competitive in institutional market and they are ready to give tough competition to nearby private and EMI implemented public schools. Therefore, it can be interpreted that EMI has not only helped the students to be competitive but also the teachers too and it is making their school competitive in institutional market.

New Technology Access and Friendly

As this is the 21st century, it is regarded as the age of science and technology. In every aspect of our life, we are using various technologies and devices to sustain our life. Moreover, English is taken as the link between the technologies and us. In my study, most of the respondents implicitly talk about the use of new technology in their daily teaching and learning activities after the implementation of EMI.

One of the respondents presented,

It was very hard to use computers and other devices in the classroom as all the instructions in computers and devices are given in English. Most of the students from Nepali medium faced difficulties in using those devices but that were not finding in English medium instructions. They understand and follow the instructions reading it. Therefore, he thinks English medium instruction is really helping them to cope with the new technology and is giving them easier access to those technologies.

Another respondent added,

Not only students, it has also helped them to get access with new theories related to education and different students friendly activities as they can get it from the internet i.e YouTube, and many other websites and blogs. They are now using projectors in subjects like math, sciences and social studies that have helped to provide students more real updated knowledge than the book ones.

One of the students further added,

It is very easier to understand the instruction given to them while using computers. I can easily read the instruction of using different programs in computer.

Again one of the respondents added,

He now can easily surf the internet to get the materials needed for his studies as most of it is found in English in the internet.

As discussed in the analysis above it can be interpreted that both the students and teachers get more access to the use of new technology with the remarkable help of the English as it is taken as the link between the technology and us.

Quality Education

In the present situation, English is taken as global language and a lingua franca. It is not only the fashion but it is the need of the present world. So, EMI has been implemented in the universities, secondary schools and primary schools. As it also thought that education provided in English medium as quality education rather given in Nepali or in any other languages. In my research, most of the respondents also talked about the quality of education in the favor of English medium instruction.

One of the respondents puts,

EMI has played important role to foster the quality of education. All of the parents and other stakeholders think that education provided in English medium is regarded as qualitative and more effective as well as proficient. Before entering the classroom we prepare the lesson plan and teaching materials so that we can do activities nicely.

One of the students said

If they are taught in English then only they can be competent and will get more opportunities in their future. He also believes that English as medium of instruction helps to foster the quality of education.

One of the students further added

She was enrolled in EMI classes as their parents think that it is better for her future. She also thinks it is helping her to be more confident.

This means people think that the education provided in English medium is qualitative than the education provided in Nepali medium. From the above views it can be interpreted that use of English and ability of understanding it is directly related to the quality of education. Therefore, all the respondents viewed EMI as to foster the quality of education.

Active Participation of Parents

Educational policies and Diversity at education system at grass root level have affected the perception of parents. Education in English medium schools is the determining factor for the career of children case of going abroad for pursuit of higher education and for getting good job or success in business (Khalid et al. 2016).

Through the interview, it is found that parents have been actively involved in all school activities as well as their pupils.

One of the teachers said

Nowadays parents are coming to the meetings and they are visiting school once a month, sometimes twice or more to know the conditions of their pupils and for suggesting them to improve and betterment of EMI practice.

Another teacher further added

Nowadays parents are more aware of their pupils' conditions and repeatedly they want to update it. Most of the students have exercise books, pencils, erasers, sharpeners and other stationery items with them. However, this was not same when there was Nepali medium. She further added that parents are more helping and co-operating than the past as they regularly visit and they are very eager to know their pupils academic results and other academics activities. They also update the students activities at home related to studies.

Similarly, another teacher added

Maybe parents think that English is very important for the career of their children and it is needed for getting good job or success in their future. That is why they are actively participating in school and their children activities. They nowadays visit school to discuss their children results and performances, which were very rare in the past.

As discussed in the analysis above it is found that EMI practice has made parents active in school activities as well as in their children academic performance somehow.

Development of English Language Proficiency

In course of the study, it is found that EMI practice has helped the teachers as well as students to develop their English language proficiency. EMI provides more exposure to English and more chances to acquire it. It motivates both the students and teachers to learn it (Ibrahim, 2001).

One of the respondents spoke

EMI practice has made her more conscious about English and has given her more exposure to the language and now she is more fluent and competent in English. She also added that not only teachers but also the students are more competent in English as they now can express themselves and use more vocabularies than before in the class.

Another respondent said

When they were teaching in Nepali medium, they did not have much exposure as there was only one English subject and while teaching also they have to use Nepali more than English. Now they rarely use Nepali while teaching which has made them more competent and proficient in English.

As one of the students also added,

They have more exposure to English as now they mostly use English inside and outside the classroom. Now they feel confident and competent to use English inside the classroom as well as in their daily life.

As discussed above it can be interpreted that EMI practice has played important role to develop the English language proficiency of both the teachers and students of that school.

Impact of EMI in Public School

The more general move to EMI that makes up the bulk of the current boom is due to a (mistaken) view that EMI is a simple way to speed up graduates' upward social and economic mobility. Many governments believe that EMI programmes will improve students' English proficiency, and therefore result in a workforce that is more fluent in English. EMI is seen to give students a double benefit: knowledge of their subject, plus English language skills (Galloway, 2017).

EMI has been implemented in public due to the growth of the English internationally which has stirred concerns and debates among the researchers, academics, administrators and officials.

Positive Attitudes towards English in Public School

AlBakri et al. (2017) explores that majority of the participants in their research either supported or accepted the EMI policy for the pragmatic reasons based on the utilitarian functions of English as lingua franca and its required for future jobs.

Through the interview of some of the students, it was found that they have positive attitudes as they think it can be very useful and helpful to improve their English language proficiency and for their better future.

One of the students said,

No, I do not want to change the instruction from English to Nepali as it is helping me to feel competitive and confident to face the outer world.

Another student said

He does not want to change the instruction from English to Nepali as he thinks it is the correct way for his future and it is making him more competitive and confident.

Moreover, through the class observation it was found that students are very eager to learn in English and they want their teachers to interact in English and to give more value to English inside the classroom. They also think that strict rules should be made in the school to give more exposure of English to them.

Most of the students think that EMI is very helpful for them for their bright future. In addition, they are now very grateful that they are now studying in public school in English medium instruction.

As discussed above it can be interpreted that most of the students are positive towards EMI as they think it is the determining factor for their career and for getting better job opportunities later in their future.

Negative Attitudes towards English

AlBakri et al. (2017) acknowledged in their study that the students faced great difficulties in their study due to their insufficient language competence. The implementation of EMI had a disempowering impact on students with low language proficiency and had a negative psychological impact on them.

One of the students said

She wants to use Nepali as she thinks it is very easy to talk with friends and expresses herself in the classroom. Although she was in favor of English as she thinks English is better for her future.

While class observation I asked one of the students of class seven, 'Does he want to change the medium of instruction?' he immediately said yes and he further added that he has very low English language proficiency and sometimes he feels embarrassed as he cannot express or present his answer because of it.

Some of the students said

Their parents and siblings think that it is better to study in English medium for their better future and they are very unaware of what better future they all are talking about.

Though they are not negative towards EMI bit deep down they want to read in Nepali medium as they think they can easily express their feeling or present the answer without any fear or embarrassment.

One of the teachers added

Sometimes students from different classes remained absent as they are not able to do their homework and their parents could not help them. He further added that it is one of the disadvantages of EMI in their school.

As discussed above it can be interpreted that many of the students are studying in English as their parents think it is better for them and EMI had a disempowering

impact on students as they have low language proficiency and had a negative psychological impact on them..

Results

On the basis of analysis and interpretation of data, followings findings about the roles and impact of EMI have been outlined.

Role of EMI in Public Schools

1. It is found that the main role of EMI in that school was to increase the number of students. It has increased the flow of students towards their school. They were able to enroll the students of nearby private schools in their school.
2. It has also helped them to gain the name and fame in their rural municipality and they are able to attract the attention of the parents, stakeholders and rural municipality.
3. It has also made that school competitive in institutional market as they are giving tough competition to nearby private schools as well as other EMI implemented public schools.
4. EMI practice has made the students as well as teachers' technology friendly, now giving them easier, and more access to the outer world because of the use of projectors in the classroom.
5. EMI is fostering the quality of education, as their students are more competent and proficient in English.
6. Similarly, EMI practice is really playing important role in active participation of parents in school activities as well as in their children academic performance.
7. EMI has helped them to develop the English language proficiency of both the teachers and students of that school.

Impact of EMI in Public Schools

1. Most of the students are positive towards EMI practice in that school. As they think that, it is better for their future career and for getting job opportunities' in their life. It would also help them to go abroad for study and employment. It

has also helped them to develop English language proficiency. Therefore, it has been found that most of the students of that school are positive towards EMI practice and they are very happy to read in English medium instruction classroom.

2. Some of the students are neutral towards EMI practice and some of them want to switch the medium of instruction to Nepali as they think it would be easier for them to express themselves or interact with their friends and teachers. It has disempowering impact on them who have low English language proficiency and negative psychological impact on them.

Chapter V

Conclusion and Recommendations

Conclusion

The switch of English medium education is a subject of considerable debate internationally because it impacts the acquisition of young people's national language itself. The MoE is implementing EMI policy to ensure quality education in public schools and increase the number of students by considering Nepalese parents' perception of having of their children's better future. It is a common perception among Nepalese people that children will have better future prospects if they have English medium schooling (Aryal, 2013). Most of the public schools started to implement EMI in classroom for the various reasons.

Hence, this study was conducted to find out the role of EMI and its impact in public schools. This study revealed that EMI has played significant role in the public schools. Incensement of the students, prestige, quality education, active participation of parents, competitive in institutional market, new technology access, development of English language proficiency are some of the roles of EMI in public school.

Second, the result concluded that most of the students as well as teachers are positive towards the implementation of EMI in their school. Moreover, the students are eagerly learning and motivated to learn under EMI. It is also found that some of the students are negative towards EMI.

For the better implementation of EMI, it would be better to provide teaching materials to the teachers and teaching guidelines to them. Teachers should be aware about the learners' condition and attitudes and would be better to use students' friendly strategies rather than lecture method in the class. Teachers should have better knowledge about the negative impact of EMI in students and should try to find out the better solution for it. Lack of resources like library, teaching materials, English zone caused lots of problems in EMI classes. That's why it would be better for both the school and teachers to be resourceful, organized, well prepared and well planned. This study showed that some of the students are negative towards EMI due to their low

language proficiency. It would be better to consider such situation while making policies and plans. More exposure of English makes the students learn impactively and proficiently. Schools should not limit the English within books but try to create English-speaking environment outside the classroom.

Recommendation

Based on the findings and conclusion, some recommendations for pedagogical implication have been presented systematically in this section:

Policy Related

Based on the findings and conclusion the following policy related recommendation can be made:

- i. There should have proper planning and policies for the EMI program.
- ii. Lack of resources like teaching materials, fully aided library, English zone, and projectors caused difficulties in EMI classes. Therefore, such pre-requisites should be managed and provided to the schools.
- iii. Government should provide teachers guide in English medium and should encourage teachers to work according to it.
- iv. The curriculum policy should be formed for EMI in public schools according to their need.

Practice Related

- i. It should be practice oriented rather than just for the name sake of EMI implementation.
- ii. Teachers should be resourceful, well planned, organized and prepared before entering the class.
- iii. Teachers should have proper knowledge about the attitudes of students towards EMI and should work according to it.
- iv. Schools should create English zone in the school area rather than just inside the classroom.

Further Research Related

- i. The research can be conducted to find out the role of parents for the impactful implementation of EMI in public schools.
- ii. Parents' perception on EMI in public schools can be one topic for the further research.
- iii. Comparison of EMI implementation in private and public schools can be another topic for further research.

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Appendices

Appendix I

Class Observation form

Name of the teacher:

Date of observation:

Level of observed class:

Name of school:

S.N	Observation Items	Description
1	Development of learning objectives	
2	Instruction given to the learners	
3	Warm up students	
4	Teacher and teaching strategies	
5	Classroom activities	
6	Motivates the students	
7	Students motivation, engagement and preparation for learning	
8	Use of materials	
9	Feedback	
10	Challenges faced by teachers	

Appendix II

Semi Structured Interview Schedule for Administration

1. What are your views on EMI?
2. Why is there a need of EMI in the classroom?
3. Is it really helping public schools for uplifting their situation or is it hindering?
4. Have you ever felt burden teaching through English?
5. What are the roles of EMI in your school?
6. How do you think EMI helps your students participate in international projects and research?
7. What are the changes you see after the implementation of EMI?
8. Does EMI have a significant impact on students' academic performance?
9. How do students perceive EMI?
10. Do they feel challenged with content being delivered solely in English?

Appendix III

Semi Structured Interview Schedule for Students

1. Ask them to introduce herself /himself (name, mother tongue)
2. What language is spoken at home or with your classmates outside the classroom?
3. In class interaction with peers/ instructors/ outside?
4. Does the school allow them to use any language other than English inside classrooms?
5. If it is allowed, which one would you use? Why?
6. Do you want to change medium of instruction from English to Nepali? Why? Why not?
7. Is English really helping you for your betterment?
8. Do you feel challenged with the content solely present in English?
9. Do you feel competitive and confident to face outer world?
10. What are the obstacles you faced while learning due to EMI?
11. What are the suggestions that you want to provide to your institution for improving EMI in the classroom?

Appendix IV

Transcription of Teacher Interview

Interviewer: How do you define teaching?

Interviewee: I think teaching is sharing of knowledge and experience.

Interviewer: How long have you been in this teaching field?

Interviewee: I have been in this teaching field since seven years.

Interviewer: What is the medium of instruction in our school?

Interviewee: Hmm... English is the medium of instruction in our school.

Interviewer: Why do you think students need to learn English?

Interviewee: I think English is an international language. It is taught and spoken all over the world. It is not only a fashion but has become part of our life. That's why to make them well accommodate in modern world, it is important.

Interviewer: What are your views on EMI?

Interviewee: In my view, EMI refers to the use of English in the classroom to instruct the students.

Interviewer: Do you really think there is a need of English medium instruction in the classroom?

Interviewee: I think to develop their ability to communicate and adopt well in the modern world.

Interviewer: So, you think that there is a need of EMI in the classroom because of that.

Interviewee: Yes.

Interviewer: Is it really helping public school for uplifting their situation or is it hindering?

Interviewee: Yes, it is really helping public schools for uplifting their situation as more of parents are willingly sending their kids. In our school, poor

parents now could easily have their kids to get better education in low cost.

Interviewer: So, you mean to say that public schools situation is uplifting because of EMI.

Interviewee: Yes.

Interviewer: So, mam. Have you ever felt burden teaching through English?

Interviewee: Yes, sometimes I felt burden teaching through English as few students could not understand me and sometimes they could not express themselves.

Interviewer: What are the roles of EMI in your school?

Interviewee: Hmm..It is making our students competitive and more active to take participation in many programmes. It is also attracting students as well as parents to send their kids in our school. It is also helping them to develop language proficiency and making our school well renowned locally. Ahh..Increasement of students and we are success to gain the parents' trust and their faith on us.

Interviewer: So these are the roles of EMI in your school.

Interviewer: Do you think EMI helps your students participate in international projects and research?

Interviewee: Yes, of course. Why not. If they really get opportunity, do so. They will definitely nail it.

Interviewer: If we talk about the changes, what are the changes you see after the implementation of EMI?

Interviewee: Increasement of students' admission every year. We get more access to teaching and learning materials. Our school has become technology friendly as computers, projectors is being used to teach the students. It is well known and renowned because of EMI.

Interviewer: Does EMI have a significant impact on students' academic performance?

Interviewee: Yes, it has significant impact on students.

Interviewer: What do you think how do they perceive EMI?

Interviewee: They perceive positively and sometimes they feel difficulty, as they do not get more exposure to English.

Interviewer: So, Do they feel challenged with content being delivered solely in English?

Interviewee: Yes, Bobby. Sometimes they felt challenged. They are not able to express their answer and feelings and fell difficulty in choosing vocabulary. English is a second language also so they feel difficulty but they work to overcome the challenges.

Interviewer: Thank You, Mam.