

**CHALLENGES OF IMPLEMENTATION OF ENGLISH AS
A MEDIUM OF INSTRUCTION IN BASIC LEVEL OF
KASKI DISTRICT**

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

**Submitted by
Keshab Ghimire**

**Central Department of Education
Department of English Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal**

2019

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Dedication

Dedicated

to

My Struggling Mother RadhikaGhimire!

Declaration

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

Date:20-03-2019

.....

KeshabGhimire

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Keshab Ghimire

Abstract

The present thesis entitled “Challenges of Implementation of English as a Medium of Instruction in Basic Level of Kaski District” has been carried out to find out the challenges of implementation of English as a medium of instruction in basic level of Kaski district and ways to handle those challenges. Regarding the methodology, primary data were used. Five non-English teachers from different schools of Kaski district were purposively selected for the study. Interview was conducted as a tool for data collections. Furthermore, the findings of this research suggest that the challenges such as love of national language as a mother tongue, diversity in classroom, time consuming, poor linguistic proficiency of teachers, lack of adequate effective teaching materials, lack of teacher trainings, poor curriculums and textbooks, lack of qualified teachers, uneducated parents and gender inequality in society and poverty occurred during the implementation of English as a medium of instruction in basic level of Kaski district. It is also found that the measures such as collaboration with teachers, use of internet and mobile, translation into Nepali and mother tongue, self management of educational materials, managing the training programs, improvement of the curriculum focusing on localization and, help and suggestion to students and parents as ways of handling those challenges in the implementation of English as a medium of instruction in basic level of Kaski district.

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

the study, population and sample of the study, sampling procedure, area of the study, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical considerations. Similarly, chapter four is analysis and interpretation of result which includes challenges of implementation of EMI in basic levels in Kaski district and ways to handling those challenges. Moreover, the last fifth chapter deals with findings, conclusions and recommendations. The references and findings have been included in the last part of the thesis.

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Acronyms and Abbreviations

CBS	-	Central Bureau of Statistics
CDC	-	Curriculum Development Centre
CLIL	-	Content and language Integrating Learning
CSSP	-	Community School Support Project
DCO	-	District Education Office
EFA	-	Education For All
EFL	-	English as a Foreign Language
ELL	-	English Language Learning
ELT	-	English language Teaching
EMI	-	English as a Medium of Instruction
ESL	-	English as a Second Language
ETP	-	English-taught Program
LC	-	School Level Examination
MOE	-	Ministry Of Education
MOI	-	Medium Of Instruction
NESP	-	National Education Sector Plan
NNEPC	-	Nepal National Education Planning Commission
OUDC	-	Oxford University Department of Education
SEE	-	Secondary Education Examination
SES	-	Socioeconomic Status
SESP	-	Secondary Education Support Program
SMC	-	School Management Committee
SSDP	-	School Sector Development Plan
SSRP	-	School Sector Reform Plan
TEP	-	Teacher Education Project
TU	-	Tribhuvan University

Chapter I

Introduction

The title of this research is **Challenges of Implementation of EMI in Basic Level of Kaski District**. This introduction part of the thesis includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study and operational definitions of the key terms.

Background of the Study

The language that is used in teaching and learning activities is called instructional language, which may or may not be the official or national language of nation. The role of the instructional language is to communicate between teachers and students in teaching classroom. The teacher delivers content knowledge to the students as input through instructional language and students take that knowledge from teacher with the help of that instructional language and express their feelings or expose reaction of teaching and learning activities. English is one of the famous languages of the world as well as international language. In the field of education, English has created its own status as a language subject and a medium of instruction (EMI). In this regard Dearden (2014, p. 2) defines the term EMI as “the use of the English language to teach academic subjects in countries or jurisdiction where the first language (L1) of the majority population is not English.” Similarly, Karki (2018 p. 1) states, “English has been taught as a foreign language in education systems around the world for many years but, recently, there has been a shift to English as a medium of instruction (EMI)”. Again Dearden (2014, p. 4) states that “there appears to be a fast-moving worldwide shift, in non-Anglophone countries, from English being as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects such as science, mathematics, geography and medicine.”

English is imperializing upon other languages day by day. According to those aforementioned statements, English language has been popular and more used language in the world in different field including education. People from all over the world start to take English as a global phenomenon in every moment of the time. In this way, Coleman (2011, p. 18) argues that “English is assumed to play an important role in increasing employability, facilitating international mobility (migration, tourism, studying abroad), unlocking development opportunity and accessing crucial information and acting as an impartial language”.

In this moment, every sector gives priority to English language. To have knowledge about English language is being a minimum requirement in every sector such as job, business, and education. In this way, Milligan and Tikly (2016) add that the main reasons that English is prioritized in education are because of belief that “widespread proficiency in English is a key indicator for expected economic development.” From this statement, it is clear that the stakeholders of education field believe that the term EMI is either directly or indirectly related to the socio-economic development of people or group of people in every turning of life. They also believe that without the proficiency of English, education becomes vain. In this regards, According to Seel, Yadava and kadel (2015, p. 30), in south Asia, with high migration and the growth of sectors such as tourism and IT, for many parents the benefits of education are equated with the acquisition of English. It means learning English is the indicator of achievement and index of economic development.

Large numbers of people also believe that to have knowledge about English language is good. This is misconception. They do not believe that all languages are equal and they have same functions. In this regard, Seel et al (2015, p. 30, as cited in Brown, 2018, p. 21) argue that it is the dangerous misconception that, if English is good, then more English is better. She further states that this place assumption, which is also influencing the early introduction of English as a subject, is predicated on the belief that if learning

English is good and useful, therefore learning everything in English is the best way to improve students' ability in language. These statements mean that the people take English language as the most important, crucial and useful language of the contemporary moment. Moreover, people wants to do everything with English, they take English as air for breathe to live. Similarly, Bender et al. (2005, p. 4 as cited in Brown, 2018, p. 21) state in indicating English as a dominant language that English and other dominant languages are seen as the "language of progress."

Nepal is a physically small country but large in culture and languages. According to census (2011), 123 languages are spoken in Nepal. Different people from different parts of the nation have different specific cultures and languages. So, in the field of education, different schools from different part of the nation use different languages as a medium of instruction. In recent days, English has become one of the best and most popular languages of teaching. Republica states "Recently many government community schools in Nepal, which used to teach in Nepali medium, have switched to English Medium Instruction (EMI) from the elementary grades (2016, as cited in Ojha, 2018, p. 1). It clears that the public or community schools of Nepal have started to teach through English medium. It means to teach through English medium is the demand of the time. To say the fix numbers of community schools are implementing EMI is difficult but around our society, high numbers of community school are implementing EMI. One of the main reasons to implementing EMI may be the spread of English language globally and its influences.

While publishing 'Three years interim plan (2007/8- 2009/10)' the way to implement EMI that has been started in Nepal. However, the provision of education act (1971), the national curriculum framework for School education in Nepal (2007) states the respect to medium of instruction that; mother tongue will be the medium of elementary education. The medium of school level education can be either in Nepali or English languages or both of them.

However, in the first stage of elementary education, the medium of education will generally be in mother tongue. However, ignoring the policy of medium of instruction, community or public schools are implementing EMI from the elementary level. While implementing EMI from the elementary level, policy of teaching education from mother tongue has become only as a policy. Trudelln (2016, p. 7) argues that using the mother tongue as the medium of instruction enhance the child's cognitive learning process, and that learner-centered learning has to be carried out in a language the child speaks in order to be effective. The outcomes of implementing the EMI from the elementary level are not only affecting policy of nation, also affecting the child's psychology and cognitive learning as well. Beside these bad effects of EMI toward child, there is also another huge problem, which is children may not understand English language like as their mother tongue.

In the context of Nepal, English language is not well-known and familiar language. Teaching through the unfamiliar language is not good for children. In this way, Brown (2018, p. 22) states that a medium of instruction not understood by the learners impedes learning and holds them back in terms of cognitive development. Attempts to implement learner-centered approaches are also likely to fail when teaching in an unfamiliar language. Similarly, Ball (2011, p. 6) states that children learn best in their mother tongue but also that if the language of instruction is to change at a later point, then this mother tongue foundation is the best “prelude to and complement of bilingual and multilingual education”. This statement supports the EMI after elementary education level.

Statement of the Problem

In Nepal, ‘The Constitution of Nepal (2015)’ and ‘Three years Interim Plan (2007/8- 2009/10)’ include a trilingual policy: Nepali language as the official language, mother tongue, and English as an international language. Basic education can be provided in the mother tongue(s). In this situation, school can run the educational program through among three languages

(Nepali, child's mother tongue, and English). English is not the mother tongue of Nepalese children as well as teachers too. In this regard, it may or may not be effective to use English as an instructional language. Therefore, it can be better to use well-known and understood language in education as a medium of instruction.

However, in reality, there are many schools which are implementing EMI neglecting mother tongue and Nepali language education in the name of globalization and quality education. Nowadays, it is a trend to teach student through the English language, however, huge numbers of children are far from the proper understanding level of English language.

The problem is that the children as well as teachers do not use English language as a mother tongue. In this situation, both children and teachers may not have good English language proficiency. Without good English language proficiency of children and teachers, implementing EMI goes inside the cage of lots of challenges and problems. In this regard, through this research studies, I tried to explore the challenges of implementation of EMI in basic level schools of Kaski district and how those issues are being handled.

Objectives of the Studies

The study had the following objectives:

- i) To explore the challenges in implementing EMI in basic level of Kaski district.
- ii) To identify how those challenges are being handled in basic level.
- iii) To provide some pedagogical implementations based on the findings.

Research Questions

To reach the objectives of the study, I prepared some research questions for the participants in this study. The study had following research questions:

- i) Is it good or bad to switch instructional medium into English language?
If yes, how?
- ii) What are the opinions of teachers towards implementing EMI in school?
- iii) What are those challenges that have been faced by non-English teachers while implementing EMI in basic level school?
- iv) How are those challenges being handled in course of implementing EMI in school?

Significance of the Study

Firstly, this study is helpful to stakeholders who are planning to implement EMI and implementing EMI in community school because the findings of the study have explored the challenges to implement EMI. It also helps them to make strong framework or strategy to implement EMI.

Similarly, this study is helpful to those teachers or stakeholders who are facing the challenges and problems in implementing EMI because this study also finds out the strategy to handle the challenges or problems in EMI. In this way, this study also indicates about the possible obstacles or problems in EMI.

This study helps the students who are interested to research on the field of EMI. It provides the researched topic and suggests to research on unsearched part of EMI area.

Delimitations of the Study

This study had following delimitations:

- i. The study was limited to the teachers of public schools.
- ii. The research area of the study was limited to public schools of Kaski district.
- iii. Interviews were selected as a research tool.

- iv. Interview had been taken with non-English (Math, Science, Social, population, and health) teachers.
- v. The sample size of the study was limited to five non-English teachers.

Operational Definitions of the Key Terms

The key terms that were used in this research study have been listed and defined as follows:

Basic level: it is schooling structure which includes from grade 1 to grade 8 in general and those grades of Kaski district in the research in particular.

Challenges: the term challenges refer to problems or obstacles which are being faced by non-English teachers in classroom teaching through English language.

English as a medium of instruction (EMI): In this research, it means using English language as a medium of instruction in public school of Kaski district for basic level.

Public school: the term public school refers to those schools which are administered under 'Government of Nepal'.

Chapter II

Review of Related Literature

This chapter includes review of theoretical literature, empirical literature, implications of literature review and conceptual framework.

Review of Related Theoretical Literature

This theoretical literature provides important background and insights for research study. Similarly, it is the best way to provide the gaps and the problems to do research and be helpful to conceptualize the core ideas to carry out the research study. This section includes languages in Nepal, language policy in Nepal, language policy in education in Nepal, development of ELT and EMI in Nepal and practices of EMI in other countries.

Languages in Nepal. Nepal is one of the richest countries in the world in terms of its human heritage, culture, and natural resources. Cultural and linguistic diversity are one of Nepal's national treasures. According to the Central Bureau of Statistics (CBS) (2011), the population of Nepal is 26 millions. There are more than 125 distinct caste/ethnic groups and 123 languages in Nepal (CBS, 2011). Nepali people belong to several different languages, cultures, social, caste, and ethnic backgrounds due to geographical variations in the country. The census 2011 noted 125 social groups and 123 languages. The CBS (2011) presents the following bar diagram which shows ten most used languages of Nepal:

Ten Most Used Languages of Nepal

Similarly, the CBS (2011) also shows that there are 2032 people in Nepal who speak English language as their first language. It means that in Nepal, there is also a craze about to learn and use English language in daily life including educational area. It also indicates that English language is being more important in Nepal and it is spreading with high pace day by day.

Language Policy in Nepal.In the history of Nepal, there were lots of changes and vicissitudes in the field of politics. In 2007 B.S., Nepal had been free from Rana rule. Around 2017 B.S., king Mahendra imposed Panchayat. After the movement of 2046 B.S., Multi -Party system became existence against Panchayat rule. Again, the movement of 2062/63 B.S., Nepal became free from Kingdom and became republic Nepal. In this regard, Seel, Yadava and Kadel (2015, p. 23) present three main periods which had different language polices.

In Panchayat Period.In this period, the slogan of the nation was “one nation one language.” Only Nepali language was prioritized. In educational field as well as in administration, only Nepali language was promoted. As a result, other language could not take place in education field.

In Multi-Party System.In 2046 B.S., in political area, there was drastic change. Multi-party system had been started. In 2047 BS, constitution of Nepal was published. Through that constitution, all spoken languages in Nepal became national languages of Nepal and again Nepali language became administrative language. Similarly, it opened the way to get basic education through mother tongue. Similarly, it also provided the right to every citizen to save own language and culture.

In Republic Nepal.After the end of Kingdom in Nepal, it has been republic Nepal. The Interim constitution of Nepal, 2063 also provided the right to every citizen to save own language and culture. In 2072, Nepalese people got Constitution of Nepal. The constitution says all the mother tongues spoken in Nepal shall be the national language. It also clears that the Nepali language written in Devanagari script shall be the language of official business in Nepal. Moreover, it opens the door to teach through Nepali or English or mother tongue.

Language Policy in Education in Nepal.With the political changes, there were also changes in the area of education. Keeping the aim to provide education for the citizens and children of Nation, in 2028 B.S., government of Nepal established Education Act. In the field of education, that Education Act (2028) became the main achievement in the history of education. With the political changes and demand of time, it has been amended nine times until now.

Education Act, 2028 (1971) and its Amendments.In the field of education area, it was the first and very important achievement in the history of Nepal. It was expedient to promote quality education through improvements in the management of existing and future schools all over Nepal in order to prepare human resource for national development and to maintain good conduct, decency, and morality of the people in general in consonance with multi-party democratic system. Slogan of that period was ‘one country one

language’ and Nepali language had been selected in administration as well as education area.

Education Act, 2028 (second amendment, 2036) applied another instructional language policy. The second amendment of education act imposed Nepali language regarding this matter the policies were:

- 1) The medium of education at the school shall be in Nepali Language. Provided that, the education up to primary level may be given in mother tongue.
- 2) Notwithstanding anything contained in sub-section (1) while teaching the subject of language the medium of education may be in same language.

Section seven of the Seventh Amendment of the Education Act of Nepal states that Nepali Language shall be the medium of instruction in the schools. Provided that mother tongue can be used as a medium of instruction at the primary level (Section 7.1). Notwithstanding anything contained in the above provision, while teaching language as a subject t, the medium of instruction can be the same language.

Amended by the Education and Sports Related some Nepal Acts Amendment Act, 2063 states about the medium of instructional language or medium of instruction in the following ways:

- 1) The medium of education in a school shall be in Nepali language, English language or both languages.
- 2) Notwithstanding anything contained in sub-section (1) the medium of education in a school may be as follows in following conditions:
 - a. The education up to primary level may be imparted in the mother tongue.
 - b. A non-citizen of Nepal, while studying at a school in Nepal, may study any other language subject instead of Nepali subject.

- c. While teaching a language subject in a school the medium of education may be the same language.
- d. While teaching a compulsory subject of English language, the medium of education shall be English.

The Interim Constitution of Nepal (2007).It has clearly stated that Nepal is ‘multiethnic, multilingual, multi-religious, and multicultural nation’ (Part I, Article 3) and enshrined the following provisions: Articles 5, 13 and 17 state the rights of citizens to equality, education, and culture. They set the language policy with all languages as national languages and Nepali as the official language. They include the right to basic education in mother tongues as well as the right to preservation and promotion of languages, scripts, and cultures.

The Three year Interim Plan (2007/8 – 2009/10).That was a long-term policy to develop the education level all over the nation. The objectives of this program were; i) to make all the citizens literate by ensuring access to all and to provide quality and employment oriented education, ii) to make everyone experience the feeling of free and equal quality education with easily accessible basic education, iii) to develop higher education in line with research oriented and competitive human resource production, and iv) to make all level of education equitable and inclusive. To reach these objectives, it included trilingual policy: Nepali language as the official language, mother tongue, and English as an international language. Basic education can be provided in the mother tongue(s).

Education for All.The program ‘Education for all (EFA)’ ran from 2001 to 2015. It focused one important language policy rule for stepping forward. That language policy was the right to get education in own mother tongue for every minor group of citizens. Similarly, the program ‘Education for all’ imposed one international language ‘English’ for the adjustment in global communication, science and technology.

School Sector Reform Program (SSRP). The program School Sector Reform Program (SSRP) was started from 2009 to 2015. The manifest of the program SSRP indicated the use the mother tongue in medium of instruction. The main aim of SSRP was to reform on equitable access, quality, and management in public school all over the nation. Similarly, it aimed to work on around at least 7500 public schools of the nation until end of the 2015. According to SSRP, the function of Curriculum Development Centre (CDC) was to develop materials in different languages. Moreover, it added that ‘there shall develop the concept of multilingual education in national level and it will impose through the District Education Office (DCO).

School Sector Development Plan (2016-1023). School Sector Development plan (SSDP) continues the government’s effort to ensure access to quality education for all through the education For All (EFA 2004-2007) program, the Secondary Education Support Program (SESP, 2003-2008) the Community School Support Project (CSSP, 2003-2008), the Teacher Education Project (TEP, 2002-2007) and most recently, the School Sector Reform Plan (SSRP, 2019-2015).

In the term language policy, its aim is to maintain balance demands for teaching in children’s mother tongues, the national language, and English. Moreover, the SSRP shows the challenges in the term language of education. It shows — Nepal is a linguistically diverse country. Although this is a strength, it also presents challenges for the country’s under-resourced education system. The medium of instruction in most schools is Nepali; but there has been a shift in two directions. On the one hand, many educationists and some political groups have advocated that education should be provided to children in their mother tongues, and MoE has a policy of supporting mother tongue-based multilingual education up to grade 3 (DoE, 2009). The move to federalism is likely to give this fresh impetus. On the other hand, most private schools use English as the medium of instruction and a number of community schools have also started using English as the medium. There is a general demand for English

from parents and communities. However, most community schools are not resourced in terms of teachers or of teaching and learning materials to effectively deliver the curriculum in English. The same is true for schools in terms of teaching in children's mother tongues.

In this situation, the SSDP has strategic intervention to maintain the language status to maintain the trilingual policy. SSDP tells languages of education framework will be finalized and endorsed within the first year of SSDP. The purpose is to provide a framework for the effective teaching of languages in schools as subjects and for their appropriate use as the medium of instruction. The goal is for all students to develop their linguistic skills over time in their mother tongue, as well as in Nepali and in English and to use these skills for their academic, social, and economic advancement and for building a socially and economically vibrant society. At the same time, children will be assisted to acquire Nepali if it is not their mother tongue so that they can fully engage in the national education system. English is to be added as a second or third language to prepare students to use an international language for their future social and economic advancement.

The following strategic interventions have been undertaken to enhance the teaching and use of languages in schools and for schools, districts, provinces and the nation to progressively implement the Languages of Education Strategic Framework:

The improved teaching of English as a subject and special initiatives will support the teaching of English in schools through the widespread use of multimedia resources, the development of learner-friendly and attractive teaching and learning materials, the recruitment of capable users of English as English subject teachers, and the professional development of English teachers in modern technologies and the use of multimedia resources and so on.

Teacher Training Programs in Nepal. In the case of teacher training in Nepal, Prof. Pradhan (2011) presents following things:

Pre-service Training System. The system 11 stated above is the pre-service training for secondary teachers. The Universities also offer a 3-year B.Ed. program to produce trained graduates for secondary teaching. Pre-service training of lower secondary teachers and secondary teachers has remained the responsibility of academic institutions. Tribhuvan University is the only major institution to provide pre-service training for secondary teachers. It runs Intermediate, Bachelor's, Master's, and M.Phil classes. In addition, Ph.D. Program in teacher education. Purbanchal University has started B.Ed. program. Kathmandu University is conducting M.Ed., M.Phil. and Ph.D. program.

In-service Training System. The long term 10 months training is regarded as in-service training when the training is offered to the serving teachers. There are thousands of permanent untrained teachers. As training is mandatory for all teachers, the government has made a special arrangement to provide the 10-month training to the serving untrained teachers. Recently, the Ministry of Education has devised a special package of long-term training. The package consists of three modules. Module 'I' covers 330 hours out of which 132 hours are offered on the training center and 198 hours are offered in their own schools (school-based). Module 'II' consists of 660 hours which is offered through "Distance Mode." Module 'III' also covers 330 hours out of which 132 hours are offered in the training center and 198 hours are offered in the schools (school based). The main characteristics of these different modules are:

Module 'I'

A) Training Center Based (1 month-132 hours)

-) Face to face (direct participation)
-) Subject teaching (Pedagogy)

) Knowledge and skill oriented subject matter

B) School Based (1.5 month-198 hours)

) Experiment centered

) Related school teaching.

) Use of knowledge, skill, attitude learning in training center during the training

Module 'II' (5 months-660 hours)

) Based on distance learning

) Knowledge based

) Emphasis on related subjects

) Use of self-learning materials, audio-visual aids

) Use of self-learning materials, audio-visual aids

) Use of modern technologies like computer, e-mail, internet etc. (based on availability)

) Workshop

) Correspondence

Module 'III'

A) Training Center Based (1 month-132 hours)

) Face to face (direct participation)

) Inclusion of professional development related subject matter

) Professional knowledge and skill oriented

B) School Based (1.5 month-198 hours)

) Experiment centered

) Teaching in related school

-) Use of knowledge, skill, and attitude in classroom learnt in training center
-) More emphasis on doing the activities of skill oriented subject matter to be done as activities of trainee during the training period

Short-Term In-service Training for Teachers. Short-term training for teachers was first initiated by Education for Rural Development Project (Seti Project) in 1981. This project has introduced the concept of school cluster. A group of 10-15 schools was grouped into one cluster with a Resource Centre to constantly provide professional support to the cluster schools. A hall (One) Resource Centre was built in a centrally located secondary school and the head teacher was appointed to operate the Resource Center professionally. A single head teacher could not perform the tasks without the assistance of the teachers of the school. Therefore, the head teacher distributed tasks among the other teachers and distributed the remuneration among the teachers. There was no Resource Person as such during the Seti Project.

Demand Driven Training. A Demand driven training is training organized for the teachers on the basis of need of training identified by the teachers and head teachers. This training should be originated from the school level. The need of such training is identified by the head of the department and the head teacher in consultation with the teacher. The Training Unit in the District Education Office should appoint a Short Term Teacher Training Committee headed by the head of the training Unit. This committee studies the training needs identified by the schools and conducts the training.

Principles and Techniques to Teach in Diverse Classroom. Teaching is an art. If teachers can teach implementing especial technique, surely teaching can be more effective. Techniques or principles of teaching can be different from each other. Good teacher follow different effective technique for better teaching. In this regard, Walker Center for Teaching and Learning presents following seven principles for better teaching:

-) Encourage contact between students and faculty
-) Develop reciprocity and cooperation among students
-) Encourage active learning
-) Give prompt feedback
-) Emphasize time on task
-) Communicate high expectations
-) Respect diverse talents and ways of learning

Similarly, to teach in diverse classroom is not an easy task. There should be implemented various techniques for teaching diverse classroom. In 2017, New Westminster School presents the following techniques for teaching diverse Classroom.

Engagement and Personalized Learning.It is important to tap into individual learner preferences and passions to ignite their motivation and desire to learn. Inquiry-based and project-based learning shows promise in engaging students. It is also important that teachers engage parents and community as key educational partners in support of students' learning success.

Social and Emotional Well-being and Healthy Lifestyle.Social and emotional well-being and healthy lifestyles are also critically important to learning success. Students who can self-regulate, set positive goals, show empathy, maintain positive relationships, and make responsible decisions are better equipped to be successful citizens. Teachers want to promote healthy lifestyles in our schools because of the important link between health and improved learner outcomes.

Communicating Student Learning.Communicating student learning is another key feature of Teaching and Learning in Diverse Classrooms Working Group findings. The purpose of assessment is to communicate clear and specific feedback for teachers, students, and parents to guide instruction.

Use of Technology.The fourth theme that emerged pertains to the use of technology as a transformational educational tool for teaching and learning. This will require significant infrastructure upgrades. An important part of the use of technology for learning is promoting the responsible use of technology.

Developing Teaching Materials.Teaching materials are those tools which are used in teaching and learning activities. They play very important role in teaching. Therefore, they easily influence teaching program. To develop educational materials, teachers should do hard work. In this regard, for the development of educational materials, Erin Schreiner presents different five techniques.

Establish an Objective. Start by deciding what teachers want the students to know at the end of the lesson; this is referred to as the cognitive objective. It also considers what teachers want the students to be able to do at lesson's end, otherwise known as the behavioral objective. Establishing objectives prior to creating the material will provide teachers with a better understanding of what teachers are trying to accomplish. With this knowledge, teachers will be more successful in creating material that achieves the lesson's goals.

Analyze the Audience. Take the characteristics of the group into account when creating materials. Consider their race, socio-economic status and age. Tailor the material to the students through the use of ethnic names or terms, making reference to places or objects the group of students will be familiar with, and selecting topics they have some experience with. These small things will increase student interest in the lesson and allow the lesson to speak to students at their level.

Consider Differing Learning Styles. Students learn more effectively when they are engaged in their style of learning. Visual learners learn most effectively when they can see something; auditory learners learn best through

sound; and kinesthetic learners learn the most while engaged in motion. Provide students with a learning inventory to determine whether students are mainly visual, auditory, or kinesthetic learners. Allow this information to influence material development.

Select a Delivery Method. Determine how teachers want to present the materials. Consider which delivery methods have proven effective with students in the past, as well as which method is the most appropriate match for the learning styles present in class.

Seek Ways to Integrate Technology. Using technology increases student engagement. When creating teaching materials, consider ways in which teachers could use available technology. If teachers could show an online video or have students complete a digital simulation, take advantage of the opportunity and use the technology available to teachers to aid student learning.

Impact of Gender in Education. Prof. Srivastava (2014) wrote about impact of gender in education specially focusing particularly problems of girl students. She says, gender concerns in education need to be addressed seriously in the context of globalization, liberalization, and explosion in the field of information technology. These changes have affected the lives and conditions of people from all sections of society. In the context of gender, women and girls continue to occupy a secondary status in society, despite their participation in different capacities in all sectors of the economy. Further, they face the brunt of physical and emotional violence and their bodies are commoditized in print and audio-visual media. Also, demographic indicators, like the phenomena of declining sex ratio, gender disparities at secondary and senior secondary stages of education, has made gender an important area of concern for policy makers, educationists, planners and all members of the civil society.

Development of ELT and EMI in Nepal.In Nepal, the history of development English language education is not long. After the introduction of democracy, English language education had been made accessible to all the common children of the nation. After introducing 'Education Act', it started to spread all around the nation. Based on history, in the case of development of English language teaching (ELT) in Nepal, Dawadi (2018) presents three phases – prior to 1950, from 1950-1990 and post 1990.

*Development of English Language Education (Prior to 1950).*In Nepal, there is not long history of formal English education, but before the formal schooling, Rana regime had made English education available only for Rana's decedents. In this way, Giri (2015, p. 94) states historical records concerning the presence of English language in Nepal reveal that, long before the beginning of formal schooling, it was in use as early as the seventeenth century. This statement presents that the English language was being after Europe visiting of Rana Prime Minister (PM) JangaBahadurRana in 1850-51. In other words, Europe visiting of PM JangaBahadurRana in 1850-51 was the seed of English language in Nepal. In the case of English education, Giri (2015, p. 94, as cited in Dawadi, 2018) argues that "A landmark of English education, [...], was through the commencement of the requirement of Gurkha soldiers as part of the famous Sugauli treaty in 1815, the training for which took place in English".

English style education was introduced by the Prime Minister of that time JangaBahadurRana after his visit to Europe in 1850-51 where he had seen and was impressed by the achievement of the British in particular. Sharma (1990) states, "after his trip to Europe, JangaBahadur realized the importance of English for communication with the outside world and felt that his son should be given 'western education'" (Sharma, 1990, p. 3 as cited in Dawadi, 2018). After the Europe trip of JangaBahadur, he established Darwar School for the children of Rana regime to provide education with English language. In

the history of English in Nepal, English was introduced in the time of JangaBahadur.

Development of English Education (from 1950-1990). In 1951, there was a great change in the political system. In history of Nepal, democracy was introduced in 1951. With political change, policy to provide education also had been changed. Furthermore, Dawadi (2018) states, “After the establishment of democracy of Nepal, and advent of greater social equality in nation, in 1954 the government of Nepal appointed Dr. Hug B. Wood as advisor to the Nepal National Educational Planning Commission (NNEPC).” In this regard Giri (2015) states that “the report of the NNEPC had a profound influence on Nepalese education and became the foundation of language education policy in Nepal.” According to these statements, there is a clear idea that the education including English language was opened to the public after the establishment of democracy. Similarly, in 1959, Tribhuvan University (TU) was established as the first university of Nepal. Dawadi (2018) states, “TU has given high priority to having its curriculum in English and it is a compulsory subject until the bachelor level irrespective of students’ specialization in their studies”. It means TU has played a vital role to develop English language in education in Nepal.

Similarly, in 1971, National Education System Plan (NESP) was introduced. The NESP attempted to create a single unified system of public education and to empower district education offices to run schools (Thapa, 2011). In this regard, NESP enforced the establishment of private English-medium schools to enhance English skills among the growing wealthy class of citizens who can afford private education. Therefore, private, missionary, and international schools adopted EMI policy from grade 1 onwards, and these schools were considered “better-quality schools” (Phyak, 2016 as cited in Sah and Li, 2017).

Development of English Education (Post 1990). According to the census (2011), the literacy rate of Nepal is 65.94%. This is the result of the expansion of education since the 1950s which has been accompanied by a general desire for getting children educated which is seen all over the Nepal. Bista (2011) argues, “In the last three decades, English language teaching has improved greatly in Nepal. The changes can be noticed in term of the structure of education, pedagogies, and institutions of higher learning.” In recent time, the gross enrollment of children in school has been increased rapidly. In the case of education achievement, students from private sector becoming more forward than public school in school level certificate (SLC) or secondary education examination (SEE) examinations formally held after class ten.

The significance of English in Nepalese society is also reflected in the way in which it is embraced in the education system (Giri, 2015). English has been a crucial part in education. Now days, educational stakeholders take English as an important part and they cannot separate English from our education. In the school level, English is teaching as a foreign language as a compulsory subject. As well as, in the bachelor level, there is also a compulsory subject of English language for all faculties. It can be the strong example to show the influence of English language in Nepalese education system.

Development of EMI in Nepal. While English is becoming a global lingua franca, given its association with critical turns as globalization, global economy, transnational communication and internet (Tsou & Kao, 2017), there is an increasing trend among non-English speaking countries to adopt English as a medium of instruction (EMI) policy in school for last couple of decades. This seemingly inexorable trend of EMI adaptation is in response to an ideology that teaching core subjects through English will enhance learners’ English proficiency and hence to possibilities for better socioeconomic mobility (Bhattacharya, 2013, Evan & Morrison, 2016, Haider, 2017, Hamid,

Nguyen & Baldauf, 2013, Manan, Dumanig, & David, 2015, Tollefson, 2015, as cited in Sah & Li, 2018).

The global spread of modern education has also influenced the Nepalese education system. Following the economic liberation policies in the 1990 constitution of Nepal (Phyak, 2016, as cited in Sah & Li, 2018), private English medium schools, commonly known as boarding schools in Nepal, have mushroomed. In the national standard examination, that English medium boarding school outperformed the better result than community school. In fact, the achievement of private school led the Nepalese people to consider English medium of instruction as synonymous with quality education. Specially, when Three year interim plan (2007/8-2009/10) introduced, it took aim to provide education in English language with Nepali and mother tongue. In public school, the trend to provide education through English language was started after Three Year Interim Plan. Similarly, following this educational trend, the Ministry of Education (MoE) enacted the education act (Government of Nepal, 2010) which legitimated the medium of instruction to be Nepali, English or both in public school. Since 2010, a larger number of public schools have adopted EMI in Nepal, and most of them are low socioeconomic status schools with limited resources (Sah & Li, 2018).

EMI in Europe and Asia. EMI is spreading all over the world including European and Asian countries. Specially, European countries are the spine of EMI. In general, Europe is the fertile land for EMI.

EMI in Europe. The implementation of EMI courses or English-taught programs (ETP) has found fertile ground in continental Europe (Björkman, 2008; Brock-Utne, 2007; Cenoz et al., 2014; Coleman, 2006; Coyle et al., 2010; Dafouz & Guerrini, 2009; Wachter & Maiworm, 2014, as cited in Tsou and Kao, 2017, p. 7). Similarly, the creation of a European Higher Education Area (EHEA) which aims to facilitate academic exchange and partnerships, has

further contributed to the growth of EMI programs in Europe (Kirkpatrick, 2014 as cited in Tsou and Kao, 2017, p. 7).

The top five countries to offer EMI are the Netherlands, Germany, Sweden, France, and Denmark. In terms of geographic distribution, there is a north-south divide, with the Nordic and Central West countries being strong providers, offering far more programs than those of southern Europe and the Baltic States (Tsou and Kao, 2017, p. 7). In terms of study level, the majority (80%) was conducted at the postgraduate schools. The top three subject areas, ranked by program numbers, are engineering and technology, business and management, and social studies.

EMI in Asia. EMI in Asia could be discussed in terms of two groups: former colonized (e.g., Hong Kong, Singapore, Malaysia, etc.) and non-colonized countries (e.g., China, Japan, Korea, etc.). While English has been a primary instructional language in postcolonial Asian countries, higher education institutes in the other group only started to follow the trend in the late 1990s (Hou, Morse, Chiang, & Chen, 2013, as cited in Tsou and Kao, 2017, p. 8). Many Asia Pacific countries were former British colonies, from countries of large territories such as India, Malaysia, to smaller countries or regions such as Brunei, Singapore, Samoa, Solomon Islands, Tonga, and Hong Kong; thus, bilingual education has prevalence, with language policies and EMI programs reflecting the country's historical influence from the colonial government.

English language is influencing all over the world not only in Nepal. Most of the Asian countries are starting to teach English language as a subject as well as teaching through the medium of instruction.

In Sweden, Paulsrud (2016) argues, “the Swedish schools teaching content through another language tend to offer EMI- not content and language integrating learning (CLIL). Neither language learning nor 100% English instruction is the main goal of the school.”

Ruled by the British for almost 150 years, Singaporeans have always seen the value of bilingualism and been dedicated greatly to the promotion of English in the education system. By 1979, English became the medium of instruction for all university education, and by 1989, all levels of schools were converted to English medium in this country (Jackson, 2013, as cited in Tsou and Kao, 2017, p. 8)

In Maldives, there was also many vicissitudes in the language policy in education. In this way, Mohamed (2013) states that:

As part of a conscious effort to educate individuals, meet the increasing developmental needs of the country, and prepare students for further education, a more Western system of schooling was begun in 1960 in Malé, the capital island. Formal teaching of English in schools began in 1958 and three years later, in 1961, English medium education was initiated in Malé schools and gradually spread to the rest of the country. By the late 1990s, all schools had adopted English as the MOI (p. 185).

In 2000, China's Ministry of Education issued the guidelines on English medium policy, indicating that certain subject courses, especially in the areas of biology, information science, new materials, international trade, and law, should be taught in English (Huang, 2006 as cited in Tsou and Kao, 2017, p. 9). Because of Chinese universities' effort, China has become the biggest destination in Asia, attracting around 260,000 international students to enroll in its universities in 2012 (Hou et al., 2013 as cited in Tsou and Kao, 2017, p. 9).

In Malaysia, there was a failure history of EMI. According to Kirkpatrick (2017):

In 2002, Malaysian government decided to introduce English as a medium of instruction for math and science from the first year of primary school." However, the policy was abandoned after the study

showed that children, especially those from poorer background and from more remote rural area, were not coping (p. 24).

In Myanmar, the government of Myanmar is focusing own local or national language as medium of instruction from primary level to Grade 8. However, EMI is implementing in Grades 9 and 10 for specific subjects. Again Kirkpatrick (2017),

In Myanmar, at present the focus on the Myanmar language, the language of the majority, and English, which is currently introduced as a subject from one and as the language of instruction for science and math in Grades 10 and 11(p. 27).

Zimbabwean writer TafaraMufanechiya writes about the language policy in education in Zimbabwe. He writes,

The language policy enshrined in the Education Act of 1987 emphasizing the use of English as the medium of instruction at junior level was on the spotlight. The revision of the language policy in 2006 that prior to form one, any one of the languages [Shona, Ndebele and English] may be used as the medium of instruction, depending upon which language is more commonly spoken and better understood by pupils (p. 115).

To encourage universities to open up the campuses to international students, Taiwanese government announced two major policies: to develop Taiwan as a “Center for Higher Education in Asia and Pacific Region” and to launch “Deep Plowing Southeast Asian Nations” (Hou et al., 2013 as cited in Tsou and Kao, 2017, p. 11). To facilitate the implementation of the policies, many universities in Taiwan have provided incentives for teachers to offer EMI courses, which resulted in the escalation of the number of EMI programs offered. The rationales for this increase in offering EMI courses are to:

- i) Strengthen students' competitiveness in the job market
- ii) Help students build up foundations for advanced studies
- iii) Recruit international students
- iv) Enhance the quality of higher education
- v) Create a multicultural environment.

Though the Taiwanese government has not enforced teaching content courses in English officially, it has been promoted and embraced by many universities. There are, however, challenges with EMI programs: First, there is the issue of whether instructors and students are equipped with adequate English language proficiency to deliver and participate in the content discussed in class. Second, debates were raised on whether the content knowledge would be covered in depth when the instructional language is students' second language, English. Finally, the students' learning attitudes and motivation were questioned when the course is delivered in English, and all learning materials are in English.

In the case of implementing EMI, China is implementing EMI for specific technological subject and getting success. It is enrolling large numbers of international students as well. Similarly, Singapore is also implementing EMI for all level and getting success until now. However many countries are facing many challenges. In Sweden, there is not fully implementing EMI until now. In the history of Maldives, EMI is being practice in between lots of ups and down. In Malaysia, EMI became unsuccessful because of children linguistic level. Similarly, in Myanmar, the national languages are getting priority rather than English language in education, English language is teaching as a subject. Similarly, in Zimbabwe, EMI was focused but later years, the majority languages are focusing in instruction language. In Taiwan, it is being a subject of challenges, which are English language proficiency, content knowledge in second language and motivation of student.

In many countries all over the world implementing EMI, but all countries are not successes in implementing EMI. There can be various problems and issues behind the unsuccessful of EMI in education. In this regard, Julie Dearden, the senior Research and Development Fellow in English as Medium of Instruction (EMI) at Oxford University Department of Education (OUDC) points out the reasons to be unsuccessful to implement EMI. She says;

In many countries, the educational infrastructure does not support quality EMI provision: there is a shortage of linguistically qualified teachers; there are no stated expectations of English language proficiency; there appear to be few organizational or pedagogical guidelines which might lead to effective EMI teaching and learning; there is little or no EMI content in initial teacher education (teacher preparation) programs and continuing professional development (in-service) course (p. 2).

Similarly, to be unsuccessful of implementation of EMI, specially low or middle-income countries are in high number. Regarding this, Simpson (2017) researched on 'English language and medium of in instruction in basic education in low-and middle income countries.' The finding of the research is, if young students in low– or middle-income countries are taught in their own or a familiar language rather than English, they are more likely to understand what they are learning and be more successful academically (including in L2 as a subject) with benefits to education, the economy and society.

Not all EMI implemented countries are getting success on EMI. They are facing many challenges. In this regard, Tosu and Kao (2017, p. 5) provides some tips to teachers to be successful on EMI as 'EMI teachers must deal with issues such as teaching students of diverse English proficiency levels, using innovative teaching techniques to overcome language barriers, collaborating with language teachers, identifying effective assessment tools and strategies.'

Review of Related Empirical Literature

From this empirical literature, I got better insight for my research. I collected background of researched and unsearched topic about EMI area.

Vitric (2012) carried out an article entitled 'The Role of Internet in Education'. Through this article, he presented the importance and necessity of internet in the field of education. He argued that the rapid changing of life requires a support for continuous learning and ongoing creation of new ideas and skills. The life long education is becoming a necessity in tomorrow's world. Thanks to Internet, the education process changed significantly in last two decades. E learning becomes important source of knowledge for lifelong learners, as well as full time students.

Dearden (2014) carried out the research entitled "English as a Medium of Instruction- A Growing Phenomenon." The main objective of the study was to find out initial picture of the rapidly growing global phenomenon of English medium instruction (EMI). Data were collected from different fifty-five countries including Nepal. Open-ended questionnaire was used to collect data. Purposive sampling procedure was used to select sample and data were analyzed descriptively. The findings of the study were poor educational infrastructure to implement EMI provision, Lack of linguistically qualified teachers in EMI implemented schools, not stated expectations of English language proficiencies appear to be few organizational or pedagogical guidelines which might lead to effective EMI teaching and learning, little or no EMI content initial teacher education programs and continuing professional development course. This study concluded that there is an urgent research-driven approach, which consults key stakeholders at national level and which measures the complex process involved in EMI and the effective of EMI both on the learning of academic subject and on the questions of English proficiency.

Brownell, Adams, Sindelar, and Waldron (2014) published an article on 'Learning From Collaboration: The Role of Teacher Qualities'. Through that article, they wrote role of Collaboration as in special education, professional collaboration is viewed as a powerful tool for helping teachers serve students with disabilities. An underlying assumption is that general educators will improve practice if they have opportunities to participate in collaborative professional development aimed at improving instruction for students with disabilities.

Sah (2015) wrote an article on "English Medium Instruction (EMI) in Nepalese Education: Potential or Problems". In this article, he talked about the importance of English language in instructions and options of English language in medium of instruction. He concluded that, with the increase demand of English language for global integration, the choice of schooling children in English has been given a major priority in developing countries including Nepal. However, there are very limited success stories of EMI, and the successful countries eventually based on appropriate educational principles. Similarly, the overall goal of EMI is to help children acquire English language that enables them to coup up with globalization; however, a concern remains as what if other language will replace English in future. Moreover, a total adaptation EMI will keep children deprived of other languages making them lost citizen of the word that they do not have linguist identification. At last, he suggests that trans-language and plural linguisticism are one of the other option that Nepal can opt for instead of implementing EMI.

Bhusal (2017) carried out a research on "Implementation of English as a Medium of Instruction: non-English teachers' Perceptions". The main objective of the research was to explore the exciting situation of English as a medium of instruction applied by the non-English teachers at the community school in Kathmandu district. This research was based on survey research design. Thirty-three non-English teachers were selected for data collection. Questionnaire was used as a tool for data. The findings of the study were the existing situation of

EMI was not favorable in terms of training, materials, and language proficiency and orientation classes to the non-English teachers. It also found that teachers have positive attitude towards EMI and its implementations due to the global needs and demand of English. It also found that EMI is useful for teaching learners and preparing them for higher education and career development.

Similarly, Gaire (2017) carried out a research on “A Case Study on Expectations and Challenges Faced by Public Schools for the Implementation of English Medium Instruction.” The objectives of the study were to identify the expectations of stakeholders of the schools from EMI before the implementation and to find out the challenges faced by teachers, parents, and SMC to continue the EMI program. She used non-random simple purposive sampling strategy to select sample. Data were collected from public school of Baglung district that implemented EMI for five years (2067-71 BS). The findings of the study were the school wanted to implement EMI to stop the flow of students to towards the private school, to bridge academic gap among rich, poor, non-Dalit, and Dalit, improve English language proficiency and to make learners competent in English language as private school’s students and teachers’ personal and professional development. She also found that to implement EMI in that school was really challenging because textbooks in English were too expensive, lack of qualified teachers and implementing EMI without making preparation. At last, she suggests that before implementing EMI in public school, there should be well preparation and planning.

Karki (2018) carried out an article on “Is English Medium Instruction Working? A Case Study of Nepalese Community School in Mt. Everest Region”. In this article, he analyzed the function or impact of EMI in Sagarmatha or Mt. Everest region. For the study, he used purposive sampling method to select participants. He collected secondary data from language policy documents and primary data from interviews. The study found that one of the main reasons behind the shifting in the medium of instruction to English in the Mt. region is the desire for enhanced socio-economic benefits. Similarly,

he found that both positive and negative impact of EMI in Mt. Everest region. As a positive, influence after the implementation of EMI, such as regaining parents' trust in community school, an increase in the number of students and students' ability to use English to assist their parents' business. Similarly, as a negative impact, he found that decline in students' academic achievement, lack of exposure to local languages and less exposure the national language and limited classroom interaction and expression because of students' inability to use the foreign language effectively. Similarly, at the end of the article or study he concluded that there is an urgent need for further research on EMI, specially an empirical research on its effectiveness.

Sah and Li (2018) coauthored an article on “English Medium Instruction (EMI) as Linguistic Capital in Nepal: Promises and Realities”. In this article, the authors tried to investigate how the EMI was negotiated and localized at the micro level and what effects it made on the overall teaching and learning achievement in a public school serving people of socioeconomic status (SES) in Nepal. For the investigation, they observed many classrooms and took in depth interview with teachers, parents, and students. As a conclusion, they conclude that, the ministry of education (MOE) implements the EMI to provide equal and quality education for all children from public and private school. However, in fact EMI becomes a process of subtraction of local indigenous language in the name of EMI education. Similarly, authors find out that in contrary to these rosy perceptions of EMI with overtly superficial promises, switching to EMI, without enough teacher preparation and infrastructure support in the school, had contributed to several unplanned negative outcomes, including a contested process of developing the English proficiency. Despite the school's claim of offering EMI education, Nepali was the actual language of instruction in the school due to teachers' lack of proficiency in English and the school's inadequate resources and preparedness for a shift to EMI. As a result, the students developed neither the content knowledge nor English language skills. Therefore, rather than being an educational equalizer, EMI has

served to (re)produce linguistic marginalization and educational inequality and injustice for children from a lower socioeconomic status.

Similarly, Ojha (2018) published an article on “Shifting the Medium of Instruction to English in Community School: Policies, Practices and Challenges in Nepal” based on a case study. That case study was conducted in Far-Western Region of Nepal. He analyzed cause and result of the shift to EMI, incorporating the views of stakeholders obtained through interviews and focus group discussions. He found that EMI has been adopted in public school in Nepal without careful planning and the necessary preparation to make it a success and schools are shifting to EMI mostly because of demand and pressure from parents. In addition, he concluded that it is necessary to have broader discussions among all stakeholders and experts on the rationale, procedures, challenges and potential impact of the introduction of EMI before any program is launched so that it can actually bring about the desired changes in the education system.

Shrestha (2018) carried out the research on “English as a Medium of Instruction in Public School: Practices and Perception of Teacher and Students”. The main objectives of the study were to analyze the perception of teachers and students regarding the use of EMI in classroom teaching and to explore the classroom pedagogical practice of using English as a medium of instruction. Data collection tools were questionnaire containing open-ended and close-ended, classroom observation, and focus group discussion. She used purposive sampling procedure for sampling procedure. She took ten students and thirty teachers as a sample. The data was analyzed and interpreted descriptively and statistically. She conducted a survey research design for her research study. The findings of the study were most of the teachers and students are positive toward the implement of EMI in public school as well as English and Nepali are used as the medium of instruction rather than monolingual English language at basic level and secondary level classrooms. There was a gap between policy and practice of EMI in the classrooms because

there was the name EMI in classroom teaching but teachers and students were compelled to use bilingual approach (Nepali and English).

Although various researches have been conducted in the field of English medium instruction, these research works are not centered on the challenges of implementation of EMI in basic level in Kaski district. Many researchers studied about the problems to implement EMI, and perception of students, teachers, stakeholders, or SMC of EMI. They conducted research almost based on quantitative method by survey research design by using questionnaire, checklist, interview, some other tools were conducted to find out difficult events, or circumstances faced by teacher, students, and others related authorized persons. In my research study, through the qualitative research design, I explored the challenges of implementation of EMI and ways to handle those challenges in basic levels of Kaski district using in depth interviews. In this sense, this research work was different from above mentioned studies.

Implication of Review for the Study

Review of related literature played vital role in my research study; it provided me a direction on the way of research. It focused me to bring clarity and became helpful to focus on the research problem. I faced more illusion and frustration in review of related literature but it provided more pleasure in my research study.

The theories and research works which I reviewed above were relevant to this study. They all were about EFL/ESL context. The theories I reviewed were related to English language learning (ELL) and EMI in Nepal and talked about history as well. Among the theoretical and empirical literature review, from the theoretical literature review, I knew theoretical background which helped me to build my knowledge and understanding level about EMI and to build the theoretical background knowledge for my research study. I got the knowledge about the linguistic diversity from the CBS 2011. Moreover, I knew

the answer of; what is EMI? What was the history of EMI in Nepal? What was the language policy in Panchayat and Multi-Party system? What is the language policy in present? In addition, how EMI is being practice in Nepal as well.

Similarly, from the empirical literature review, I got lots of knowledge to conduct research study and about EMI. The review if empirical literatures (e.g. Shrestha 2018; Bhusal 2017; Gaire 2017) helped me in the important steps of research such as; determine the research topic, objectives, research questions, developing conceptual framework, framing appropriate research design, deciding appropriate sample size, procedure for data collection and tools, and so on. Similarly, I got the idea to analyze and interpret raw data.

Among above studies, the study by Shrestha (2018) helped me to get idea about the perception of teacher, students and about EMI and it helped me to make research topic. Similarly, from the Dearden (2014), I got the idea about its' demand and its pace of spread into all over the world. It also provided me some guideline to make research objectives. Similarly, from the Sah (2015) and Sah and Li (2018), I got idea about the impact of English language in Nepal. It also helped me to make research topic, objective, as well as research question also. From Ojha (2018), I got idea to review and revisit language policy in history and present. It also provided me background and effect of EMI in Nepal. Similarly, Karki (2018) helped me to revisit the function and outcomes of EMI in Nepal. More specifically, these literatures helped me to find out the gap in existing situation and to link the Nepalese context of EMI in my study. Moreover, this study also helped me to select appropriate research design, sample size, data collection procedure, analysis of data and interpretation the data.

Developing Conceptual Framework

Conceptual framework presents guidelines for research study. It can be defined as a ‘visual’ presentation of key variables, factors or concept and their relationship among each other which have been or have to be studied in research as graphically or in some other narrative form (Miles and Huberman, 1994, p. 18 as cited in Ojha&Bhandari, 2013). It means that it shows the direction of study about how is going forward. After the intensive study of various theories and empirical researches, the study “Challenges of implementation of English as Medium of Instruction in basic level of Kaski district” was based on the following framework:

Chapter III

Methods and Procedures of the Study

This is also an important and main part of the study which involves the design of the study, population, sample, and sampling procedure, area of study, data collection tools and procedures, data analysis and interpretation procedure. I adopted the following procedure to complete the research study:

Design and Method of the Study

In the field of research study, there are many research designs in existence. Among them, I selected narrative inquiry design for my study. It is one of the most used research designs in qualitative research method. Clandinin and Connely (2000, p. 20) define narrative research as “a way of experiences understanding involving collaboration between researchers and participants, over time, in a place or series of places, and in social interaction with milieus.” The most common narrative research can be described as a methodology which consists of gathering stories about a certain themes where the researcher will find out information about a specific phenomenon.”

Narrative inquiry is a research design which seeks the experience in the form of story from participants. Schwandt (2007) defines narrative inquiry as “the interdisciplinary study of activities involved in generating and analyzing stories of experiences (e.g.- life histories, narrative interviews, journals, diaries, memories, autobiographies, biographies) and that kind of research” (p. 204, as cited in Patricia, 2014). Narrative inquiry is an umbrella term that captures personal and human dimensions of experience over time, and takes account of the relationship between individual experience and cultural context (Mishler, 1999: xv as cited in Etherington, 2007).

From the aforementioned definitions of scholars, I define narrative inquiry as a literary form of qualitative research; narrative research is all about

collecting and telling a story or stories in detail. Researcher writes narratives about experiences of individuals, describes of life experiences, and discusses the meaning of the experiences with the individual. Usually, a narrative inquiry research design is focused on studying an individual person. The researcher becomes the interpreter of the individual's stories, as opposed to a community.

To complete this research study in a meaningful way, I used narrative inquiry research design. To do narrative research design in a meaningful way, Dr. AyazAfsar has presented the seven steps for narrative inquiry. I followed these seven steps to conclude my research study. These seven steps have been presented in the following ways:

Step 1: Identify a phenomenon to explore that addresses an educational problem.

As with all research projects, the process begins by focusing on a research problem to study and identifying, in qualitative research, a central phenomenon to explore. I selected the topic as 'Challenges of Implementation of English as a Medium of Instruction in Basic Level in Kaski District' for my research study.

Step 2: Purposively select an individual from whom I can learn about phenomenon.

The second step is to find participants. The participants may be someone who is typical or critical to be studied because the participants have experienced a specific issue. I selected participants purposively because not all people may share their experiences with me.

Step 3: Collect the story from that individuals:

The best way to gather the stories is to have the individual tell about individuals' experiences through personal conversations or interviews.

Step 4: Retail the individual's story.

I reviewed the data that contain the story and retold it. This process includes the examining the raw data , identifying the elements of a story of them, sequencing or organizing the story elements, and then presenting a retold story that conveys the individual's experiences. I used re-storing because I could better understand the story told by the participants.

Step 5: Collaborate with the participant-storyteller:

I actively collaborated with the participant during the research process. I found out the results on the base of participants' experiences. From the collaboration with participants, I got data that were more authentic for my research study. So I kept continue to collaborate with participants.

Step 6: Write a story about the participant's experience.

This is the major step in the process of research. From the data of individuals' experiences, I wrote and presented the story. I highlighted specific themes as well.

Step 7: Validate the accuracy of the report.

I validated the accuracy of participants' narrative account. When collaboration exists with participants, this validation occurs throughout the project. Several validation practices such as member checking, triangulation among the data sources, and searching for disconfirming evidence, were useful to determine the accuracy and credibility of narrative account.

Population and Sample Size of the Study

The populations of the study covered all the basic level schools which were implementing EMI. Mainly, the sample size of the study was non-English teachers from five different public schools of Kaski district.

Sampling Procedure

The whole population seems very difficult to be used in the research. The samples of the research study were the basic level schools of Kaski district implementing EMI. I used non-random purposive sampling procedure for the selection of five non-English teachers from different five public schools of Kaski district.

Area of the Study

This research study was concerned with the challenges of implementation of EMI in basic level of Kaski district.

Data Collection Tools and Techniques

I took an in depth interviews with all the participants of this study and kept conversations with those five non-English teachers on the topic 'Challenges of implementation of EMI in basic level. I had mobile phone to record the participant's responses and involved in telephone conversation with some of them, too.

Data Collection Procedure

At first, I studied lots of books, articles, and thesis studies to get idea to do research in a meaning way and to develop the guidelines for interviews. After that, I selected the EMI implementing schools of Kaski district from the purposive way. Then, I visited the schools and inform them about my research studies and myself. I requested to non- English teachers to help me by providing real and authentic information. Before taking the interviews with non-English teachers, I made friendly environment with them. I had a set of questions and mobile phone to record. Finally, I expressed my gratefulness to the authority and respondent teachers and convinced them their responses

would not be used for any other purposes except my research study. In my research study, I spent around one week to collect data.

Data Analysis and Interpretation Procedure

As a narrative research design, it has the characteristics of qualitative analysis. For the procedure of data analysis and interpretation, the systematically concluded data from this study were transcribed, coded, analyzed, interpreted, and presented systematically and descriptively.

Ethical Consideration

Research is a systematic and rigorous process to study in some issues where ethical aspects play vital role. In research study, researcher should be careful in whole parts of the study including ethical aspects. At the time of data collection, researcher has to be more careful. Similarly, researcher has to consider that there should no harm to anyone from the information provided by the participants.

For the ethical consideration, I got approval letter from the Committee of Department of English Education at Tribhuvan University. Then, I visited the public school of Kaskidistrict which are implementing EMI at least in basic level. Then after, I made clear about my research study and purposes of the study to the participants. Similarly, I made them sure that the obtained data would be used only for the same research study and for safety from the critical cases; I used pseudonyms of the participants.

Chapter IV

Analysis and Interpretation of the Data

This chapter includes and deals with the data of research work which were gathered during the field visit. Primary data were collected focusing mainly on challenges of implementation of English as a medium of instruction in basic level schools of Kaski district and identification of the areas how those challenges could be handled. The data were achieved and obtained through in-depth oral interviews with five non-English teachers from different public schools of Kaski district.

The purpose of this section is to transcribe code, make theme, analyze, and interpret the systematically gathered data.

Challenges of Implementation of EMI in Basic Level of Kaski District

Love of National Language and Mother-tongue. Shrestha (2018) found in her research study that most of the teachers and students are positive towards the implementation of EMI in public schools. However, I found that teachers are not fully satisfied with the implementation of EMI leaving Nepali language and mother tongue. I found that one of the main challenges of implementation of EMI is love of Nepali language and mother tongue in Kaski district. The concept of preservation of own language is being a challenge of implementation of EMI. Both teacher and student want to use own language in education. In this regard, teacher 'A' said, *'using mothertongue and Nepali language with English language is better because Nepali language is our national language and official language and mother tongue is our own first language.'*

The opinion of teacher 'A' is same as the policy of the educational program 'Education for All'. Similarly, language policy also introduced the right to get education in own mother tongue for every minor group of citizens.

Moreover, it imposed English language in global communication, science, and technology.

Similarly, teacher 'D' shared his experience focusing on need of Nepali language and mother tongue in education. Teacher 'D' said, '*in my view, English language is not bad but to teach about our language and culture, Nepali language is better than English*'.

Trudellen (2016) argues that using the mother tongue as the medium of instruction enhance the child's learning process. The opinion of teacher 'D' is also same as the opinion of the Trudellen (2016). On the bases of two opinions of two different teacher, I found that one of the major challenges of implementation of EMI is love of Nepali language and mother tongue. Schools are implementing EMI as a name of better teaching, however, some teachers from those schools are not fully positive towards implementing EMI. Teachers do not want to ignore neither English language nor Nepali language or mother tongue. In this situation, 'love of national language and mother tongue' became a challenge of implementation of EMI in basic level of Kaski district.

Diversity in Classroom. Nepal is one of the diverse countries in language, culture, caste and so on. According to the community and caste, citizens use different language. Some languages have large numbers of speakers and some have little numbers of speakers. In this regard the program 'Education for All' focus on right to get education in own mother tongue for every minor group of citizens. However, in my research study, I found that only English is the instructional language for all language users neglecting the right of getting education in own mother tongue.

I found that diversity in classroom is also one of the challenges of implementation of EMI in basic level of Kaski district. In classroom, students are from different level in age, caste, community, language, and ethnicity. Not all students have similar learning capacity. Some students are extrovert and

some are introvert in learning. The teacher 'A' said, '*Some students feel odd to use English language in classroom. In this situation I feel difficult to explain being based on their learning capacity.*'

Similarly, teacher 'C' and 'D' also pointed out about the different understanding level of students. Teacher 'C' said, '*some students are talent and some are weak. Some students get points at the first time of explain but some students do not get until three or four times of explanations.*'

New Westminster School (2017) presented some tips to teach in diverse classroom. However, in my research study, I found that teachers did not apply any technique for teaching. They only get worried and repeat same things at least three or four times. In diverse classroom, if they had used Communicating Learning Technique or Technology, teaching could be better and student could get points easily. In fact, I found that teachers are very weak in case of applying teaching techniques and technology in diverse classroom.

Time Consuming. Sah and Li (2018) enumerated a finding that EMI as a burden for teachers where teachers had to instruct in both English and Nepali language even for English textbooks which seemed to consume more time for a single topic. Here, a challenge of implementation of EMI in basic level of Kaski district is time consuming in teaching. Teachers argued that teaching through English language takes more time than teaching through Nepali language. In this regard, teacher 'A' said, '*Some students cannot understand through normal teaching. They need revision at least three or four times. However, our curriculum is too large. Therefore, I cannot complete the course in time.*'

Similarly, teacher 'B' also said, '*they do not understand only through English language. Therefore, after teaching through English language, I explain the lesson through Nepali language and again I explain through English language. Hence, it becomes time consuming.*'

From opinions of both teachers, it is clear that there is a gap of teaching technique. I found that teachers only use daily used materials like as textbooks. Principle of children centered of teaching and learning should be encouraged with contact between students and faculty, developing reciprocity and cooperation among students, encouraging active learning, giving prompt feedback, emphasizing time on task, communicating high expectations, respecting diverse talents and ways of learning. However, teacher neither used any technique nor followed the principles.

Poor Linguistic Proficiency of Teacher. Lack of English language proficiency of the teachers is the biggest challenge community schools are facing to implement EMI (Giri, 2011, as cited in Ojha, 2018). In my research study, I found teachers got misunderstanding and confusion in teaching. Teachers got many language or linguistic related problems in their teaching. Another challenge of implementation of EMI in basic level in Kaski district is poor linguistic proficiency of teacher. Through my research study, I found that teachers have huge problems in English language and grammar. Specially, teachers have problem in reading, writing, speaking, listening, and comprehension. In this regard, teacher 'A' said, *'sometimes, I cannot understand the meaning of passage or lesson or chapter'*. Similarly, teacher 'B' said, *'in my teaching through English language, I have problem in grammar'*. Similarly, teacher 'C' said, *'I feel odd in to conversation in English and I feel difficulty in speaking'*.

Teacher 'D' also focused on linguistic problem. Teacher 'D' said, *'for content delivery through English language, I know about the tense and vocabulary but I get confusion in teaching'*.

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

Dearden (2014) talked about the lack of linguistically qualified teachers in EMI implemented schools. Like as this finding of Dearden, I also found that the huge challenge of implementation of EMI in basic level in Kaski district is lack of linguistically qualified teachers because teachers had minor linguistic problem in teaching. From their words in interview, I found that they did not have adequate confidence in their teaching.

Lack of Adequate Effective Teaching Materials in School.A

successful implementation of EMI depends on the availability of appropriate teaching resources and materials. Tamtom et al (2012, as cited in Sah, 2015), in a comparative study of the implementation of EMI, found the lack of appropriate instructional materials as a prominent barrier to the success of EMI in almost all contexts. I found that there is hazardous situation of teaching materials in basic level of Kaski district. One of the main challenges of implementation of EMI in basic level is lack of adequate materials in school. From my research study, I found it as a challenge. Almost all teachers said that they have a problem in teaching materials. They have problem in making and using of teaching materials in teaching through English medium.

In this regard, teacher 'A' said, *'school does not provide all required materials for all teacher. School provides some materials and I buy some materials myself'*. Similarly, the teacher 'C' said, *'school does not provide all materials; I have to buy some materials myself'*.

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

The teacher 'E' also said, *'our school does not provide all required materials for teachers. School does not have well managed lab for science. For social studies and health and population study, materials such as recent maps,*

charts, diagrams and pictures are needed but our school has very old and unspecific materials’.

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

Lack of Teacher Training. Bhusal (2017) find out that the existing situation of the EMI is not favorable in terms of teacher training. I also found that one of the other challenges of implementation of EMI is lack of teacher training.

I found that teacher is not getting the training for teaching through English medium. In this regard, teacher ‘A’ said, *‘I spent around seven years interteaching through English medium. In this period, I got some training as a name of teacher professional development. But, on the topic of teaching through English medium, I did not get any training’*. Similarly, teacher ‘B’ said, *‘I do not have any training to teach through English language’*. Teacher ‘C’ said, *‘I do not have any training about teaching through English language. I want training for the improvement of my teaching through English medium’*. Teacher ‘D’ said, *‘in first year of implementation of EMI, I got training but after that I did not get. I think EMI related training should be given at least once a year but I cannot get this opportunity in my school’*. However, teacher

'E' said, *'training programs are running keeping the aim to provide training to implementation of EMI but it is only limited to specific teachers'*.

Prof. Pradhan (2011) presents there are two kinds of training programs namely; pre service and in service. As training is mandatory for all teachers, the government has made a special arrangement to provide the 10-month training to the serving untrained teachers. However, on the basis of interviews, until now many teachers are far from the access of EMI related teacher trainings.

Poor Curriculum and Textbook. Gaire (2017), in her research study, found that to implement EMI in public school was really challenging because textbooks in English were too expensive. However, I found different finding than her. I found that there is problem on content than on the price of English medium textbooks.

In my research study, one of the findings of the study is poor curriculum and textbook. Many teachers are not satisfied with the implementation of current curriculum and textbook and they said that extra curriculums or textbooks are not suitable. It should be changed according to the demand of time and necessity.

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

based on English culture. However, we need curriculums or textbooks in our culture. Similarly, lessons are more complex than students' learning level'.

In this part, my finding is different from the finding of Gaire (2017). I found that there is a problem in content of textbooks rather than on the price of the textbooks. Teachers' argument is that course content is very old and not updated. I also prefer that course content should be updated due to the change of time and demand of time.

Lack of Qualified Teachers. Dearden (2014) explored out that one of the major reasons of failure of EMI is lack of linguistically qualified teachers. In this study, my finding is also related with lack of linguistically qualified teachers. I found that due to the lack of enough qualified teachers, teachers are compelled to teach over loaded periods in a single day. Teacher 'A' said, *'there are five –six periods of a single teacher in a day. So, I got tired and uneasy in teaching'*. Similarly, teacher 'C' said, *'I have five- six periods in a single day. Therefore, I do not have time for extra study and collaboration with teachers'*.

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

In my research study, teachers' intention is that due to the lack of qualified teachers in school, they are compelled to teach over periods. Due to this reason, teachers do not have time for collaboration and preparation for the teaching. Without collaboration and preparation, teachers cannot teach through effective way in implementation of EMI.

Uneducated Parents and Gender Inequality in Society. In my research study, I found another important finding. That was gender inequality. Three teachers did not believe on gender effects on learning but two teachers put their words in different way.

Teacher 'D' said, *'in lower classes, it does not matter but in greater classes, girl students are facing more problems because our society is not totally free from misconception about gender role'*.

Similarly, the experience of teacher 'E' was same with teacher 'D'. He said *'gender does not influence learning but in our society, especially, in remote area, it is based on gender inequality. Girls from remote area and poor economic background are busy in household activities than boys'*.

Prof. Srivastava (2017) argues in the context of gender that women and girls continue to occupy a secondary status of the society despite their participations in different capacities in all sector of the economy. Like as the statement of Prof. Srivastava, our society is also in the cage of misunderstanding in the case of gender. From the interview, I also found that our parents are behaving differently between son and daughters.

Home is the first school for the students or children. If parents do not equally behave to their both son and daughter, it becomes a challenge of implementation of EMI because in EMI both genders need equal opportunity in study.

Poverty. Sah and Li (2018), in their research, made a point with lower socioeconomic status of children as a server of reproducing linguistic marginalization and educational inequality and injustice. I found that one of the challenges of implementation of EMI in basic level of Kaski district was poverty. Teachers argued that poverty of family background also being as a challenge of successful implementation of EMI. Focusing poverty, teacher 'B' said, *'Some students come from poor family background. They do not bring necessary teaching materials like as books, copies and pencils and do not do homework too'*.

Similarly, teacher 'E' also said, *'teaching those students who are from pooreconomic background is more difficult than others because they do not*

bring enough necessary educational materials. They do not get family support as well'.

In Malaysia, there was a failure history of EMI. The EMI policy was abandoned because of children, especially those from poorer background and from more remote rural area, was not coping. Like as in Malaysia, in Kaski district also faced the problem in children from poor economic background. According to the teachers 'B' and 'E', children from poor economic background, they spend their times in household works than their own study. While students cannot get enough time for study well, they cannot get better achievement in EMI.

Ways to Handling those Challenges

In my research study, another objective was to identify the ways of handling the challenges of implementation of EMI in basic level of Kaski district. In my research study, I found that teachers have many challenges in teaching through English language. Similarly, I found following points for handling the challenges of implementation of EMI in basic level.

Collaboration with Teachers. Teaching is not an easy task. In my research study, I found that teachers have many challenges in teaching through English language. I also found that one of the best ways to handling the challenges in teaching through English language was collaboration with teachers. Almost all teachers said that they collaborate with other teachers to handle the educational challenges.

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

'E' shared his experience as *'sometimes, students raise unexpected question and I get more challenges. In this condition, I take help from other teachers'*.

According to Brownell and et al. (2006), collaboration is viewed as a powerful tool for helping teachers which serves students with disabilities. Like as this statement, I also found that teachers collaborate with each other for the solution of the EMI related problem. It is the symbol of the better in teaching because, from the collaboration, we can get various better tips to handle the problems in teaching through English language.

Use of Mobile or Internet.In my research study, I found that most of the teachers use internet in classroom in teaching through English language to handle the challenges. Teacher 'A' said, *'I use internet to solve the abnormal questions of student'*. Similarly, teacher 'C' said, *'sometimes, I go to teach without enough preparation and get some challenges in teaching through English language. In this regard, I use internet to handle the challenges. I use mobile to solve the language skill problems via dictionary'*. Teacher 'D' also use internet. He said, *'sometimes, I get problem in understanding the text. In this situation, I use internet to see the meaning and definitions of typical words'. I solve general problems in teaching through mobile dictionary and internet'*. Similarly, teacher 'E' said, *'I use internet to face the unexpected challenges in classroom. Especially, I use grammar apps, dictionary and internet service through mobile phone to handle the challenges'*.

Internet and technology are being one of the most used tools in teaching. Many teachers use them for different purpose. Vitric (2012) was also positive towards the use of internet and technology in teaching in education. However, in our context, teachers use internet and technology in different way. I found that the use of internet and technology as problem solving techniques rather than tool in teaching. Teachers teach through traditional method but they use internet and technology while they get problem in teaching. By the way, it is also a good symbol to handle the challenges of implementation of EMI.

Translation into Nepali and Mother Tongue. Similarly, I found that teacher use Nepali or mother tongue in teaching through English medium. Teachers use Nepali or mother tongue for explanation of difficult part of lesson or chapter.

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

Shrestha (2018) found that there was the practice of EMI in classroom teaching but teachers and students were compelled to use bilingual approach (Nepali and English). Like as the findings of Shrestha (2018), I also found that teachers use Nepali language and mother tongue in classroom for explanation of difficult parts of lesson. According to the teachers, they use English language in teaching, however, they also use Nepali and mother tongue to describe or explain difficulties.

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

In this regard, teacher 'A' said, *'ourschool provides some materials and I have to buy some materials by my side'*. Similarly, teacher 'C' said, *'I myself manage the materials for teaching. Especially I use flash cards and show the videos to the students'*. Similarly, teacher 'D' also said, *'school does not provide enough materials. Therefore, I have to spend time at home to make teaching materials myself. I buy some materials as well'*. Similarly, teacher 'E' said, *'I have not enough time to develop educational materials freely. I buy some materials and sometime I draw the related picture on the board as teaching materials'*.

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

Managing the Training Programs. Government of Nepal runs the training programs keeping the aim to provide the quality education and improve the educational status. Especially, training programs help to develop teachers' teaching skills in the classroom. However, Ojha (2018) put dissatisfaction in his research that community schools have not made the required preparation such as providing English language and pedagogy training to the teachers. In my research study, I found that not all teachers are getting the training for teaching through English language. In this regard, teacher 'A' said, *'I did not get any training about implementation of EMI. If I got trainings, I would teach better. To implement EMI effectively, teaching training should be*

provided to all teachers.' Similarly, teacher 'B' also said, *'to implement EMI in effective way, EMI related trainings are necessary'*. The idea of teacher 'C' was also same as teacher 'B'. Teacher 'D' said *'at the first stage of implementation of EMI, I got training but, then after, I did not get it. Training program should be provided at least once a year'*. Similarly, the experience of teacher 'E' is different from other teachers. He shared his experience in a different way. He said, *'training programs are running but all teachers are not in access of training program. For the effective implementation of EMI, related trainings programs should be accessed to all teachers.'*

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

Improving the Curriculum Focusing on Localization. Teachers are unlikely to be able to provide the requisite academic content in the lack of confidence in their own English (Karki, 2018). It means to say that a challenge might occur as there is an imbalance in language and academic content. For this, local contents in the curriculum through EMI might assist teachers to cope with this challenge. Curriculum is the main route of teaching. Teachers teach the course on the basis of curriculum. Therefore, the quality of curriculum determines the quality of learning. Therefore, the curriculum should be better for effective teaching and learning. In this regard, teacher 'A' was not satisfied with the curriculum. He said, *'our course content is very old and not updated. It is urgent to change course content according to the demand of the time'*. Similarly, the teacher 'C' said, *'our text books are based on English culture but we need to those text books which are based on Nepali culture to teach through English language medium'*. The words of teacher 'D' were also same as teacher 'C'. Teacher 'D' said, *'there is a need to change our curriculum. Adding Nepali culture and context in curriculum is better than English culture based textbook'*. Similarly, teacher 'E' also focused on change of the contemporary curriculum. He said, *'in our textbook, some parts are based in English*

culture and seem more complex than students' understanding level and also very old. So, it should be changed as fast as possible'.

On the basis of responses of teachers, I found that curriculum related problems are avoided after the changing our curriculum. It is true that our textbooks are very old and not updated. Similarly, our textbooks are in English language being based on English culture. In this situation, teachers may not know detail about English or foreign culture. Therefore, if we change our textbook with addition of local culture based content, teachers get free from curriculum related challenges in EMI implemented system.

Helps and Suggestions for the Students. Ojha (2018) concluded that educational achievement of the students of EMI, especially in a foreign language context, seems to be at risk in the situation where teachers are not proficient in the English language. In order to find a better way for this, students are in need to be assisted especially from teachers as well as from schools for the better achievement through EMI. Not all students were from same background. Some students had low discipline, some were well disciplined, some were from poor economic background, and some were from uneducated family background. These kinds of diversity were found in my research. To handle these kind of challenges, teachers used many techniques.

Teacher 'A' said *'I try to create adjustable environment for all kinds of students. Focusing on weak students, I forward the course slowly. Similarly, I manage the extra-curricular activities for maintaining discipline'*. Teacher 'B' said, *'some students are from weak economic background and they have not enough educational materials such as books, copies, pencils, etc. In that situation, I suggest them to bring materials and sometimes, I provide'*.

Teacher 'C' said, *'I try to create adjustable environment for all students. Especially for the weak students, I explain three or four time and revise in next period too'*. Similarly, teacher 'E' had also same kind of experience. Teacher 'E' said, *'especially, students from low economic status and uneducated family*

are in problem in teaching and learning activities. I focus weak students in classroom than other students. Sometimes, I provide some materials for students from poor economic status family background'.

Helping to the students in teaching is duty and responsibility of the teachers. I found it in my thesis study. From the interviews, I found that teachers not only help some gentle but also assist poor economic background students by providing some materials and extra time in classroom.

Suggestions to the Parents and Making Them Convinced. Karki (2018) explored that parents were unable to support their children at home because of language barrier. In order to cope this, I found that teachers used to suggest and convince the parents for the better implementation of EMI. Especially, teachers suggested and convinced those parents who cannot concern with the children's study. In this regard, teacher 'A' said, *'I try to convince parents who give me pressure to pass their children in exam and I also request them to create good environment at home too'*. Teacher 'B' also said, *'I suggest parents to create learning environment at home, provide extra classes for weak children and sent their children at school regularly'*. Similarly, teacher 'E' also said *'I convince and suggest parents to create good environment at their home'*.

From the interviews with teachers, I also found that teachers try to suggest and convince some parents on teaching through EMI. They request the parents for creating learning environment at their home. I also found that teachers are sure about without good relationship with parents, teaching and implementing EMI cannot be successful.

Chapter V

Findings, Conclusion and Recommendations

Findings

The major objectives of the study were to explore the challenges of implementation of EMI in basic level in Kaski district and to identify how those challenges are being handled in basic levels. Based on analysis and interpretation of the data obtained from the interviews of the participants, the following findings have been drawn.

Challenges of Implementation of EMI in Basic Level in Kaski

District. In my research study, I found that almost all teachers have positive perception towards EMI and utter it as a necessary thing in teaching. However, through interviews, I figured out lots of challenges of implementation of EMI in basic level of Kaski district. First, I found that ‘love of our national language and mother tongue’ as a main challenge. Teachers argued that English language is also a good language but neglecting our national language and our mother tongue, implementing English language as a medium of instruction in education is not satisfactory. Similarly, I found that another finding of challenges of implementation of EMI is diversity in classroom. Teachers argued that students are not from same background. They are from different communities with different languages, different educational and economic background. They are different in nature and have different needs and desire. In this situation, there is a challenge to teach to diverse classroom in same time using English as a medium of instruction. Another finding was about misunderstanding and confusion. I found that there is misunderstanding between teachers and students in teaching in the classroom. Teachers said that in teaching through EMI, they try to deliver one thing but students understanding in wrong way. On the other hand, teachers also got confusion on delivery the concept to the students. Another finding was time consuming. A

teacher said that teaching through English language takes more time than teaching through Nepali language and brings problem in the completion of the course in right time. Another finding was poor linguistic proficiency of teachers. I found that there is a great problem of teachers in English language proficiency. They teach through English language but they do not have good English language skills for teaching. Therefore, they are getting confusion in teaching. Similarly, another main finding was lack of adequate effective teaching materials in school. Teachers argued that for effective teaching through English language, adequate materials are needed, however, school has only few and not updated materials. I also found lack of teacher training as a challenge in findings. Training helps teachers to update their skills but teachers said that they do not get the chances to get EMI related trainings. Similarly, I also found that our poor curriculums or textbooks as a challenge of implementation of EMI. Teachers argued that curriculums or textbooks have not been updated with the demand of time. Only instructional language is changed but teaching content is same. Therefore, it is as a challenge of implementation of EMI. Another finding is lack of qualified teachers. Teachers have a problem of over loaded periods. They said that they become more tired while teaching continuously. Similarly, uneducated parents and gender inequality in our society is also a challenge. Teachers said that parents behave differently between their sons and daughters. They focus daughters more in their household works. Therefore, some girl students are weak in teaching through EMI. Similarly, poverty is also a challenge of implementation of EMI. Teacher said that some students could not bring all necessary materials due to their weak economic background. Without necessary materials, teaching through EMI has been obviously influenced. These above stated are the main challenges of implementation of EMI in basic level in Kaski district.

I found that in these present days, many public schools are implementing EMI. However, there are many challenges in teaching through English language.

Ways of Handling the Challenges. From the interviews with five non-English teachers, I found several challenges of implementation of EMI in basic level in Kaski district. From those interviews, I also explored some methods or ways of handling those challenges. I found that teachers' collaboration with each other could solve the problems in teaching. Teachers said that they collaborate and help each other during the teaching problems. Similarly, I also found that internet could be used to cope up with the educational challenges. It is being useful tool to handle the educational challenges. I found that teachers use internet as the educational problem solving method. In this era, mobiles are being normal and many people use mobile phone for various purposes. In my research study, I also found that teachers use mobile in teaching. Especially, they use mobile to search difficult words' meaning correcting the language skill related problems and search unfamiliar terms. I also found that to handle the educational problems, in some cases, teachers translate into Nepali or children's mother tongue. Especially, teachers translate into Nepali or mother tongue while students cannot get any idea in teaching through English language. Similarly, I found that teachers themselves manage the educational materials. While school cannot fulfil all required educational materials, teachers themselves make or buy required materials. On the other hand, teachers help and suggest the students for effective benefit of EMI. In the interviews, teachers said that they help the students if they cannot buy their necessary educational tools or materials. They also suggest those students who do not bring required educational materials. Similarly, teachers suggest and convince the parents on the successful implementation of EMI.

Conclusion

In these present days, many public schools in Nepal including Kaski district are implementing EMI. Teachers, students and parents are positive towards education with English language as a medium. However, teaching through English language has not been an easy task in all over Kaski district. Teachers are facing many challenges in teaching through English language. In

Kaski district, teachers from public schools are facing challenges because of love of national Nepali language and mother tongue, diversity of students, time consuming in teaching through English language, poor linguistic proficiency of teachers, lack of adequate teaching materials, lack of EMI related teacher trainings, poor curriculums and textbooks, irresponsible school administration and lack of qualified teachers, uneducated parents and poverty.

Similarly, to handle or address those challenges, teachers adopt some techniques. Especially, they collaborate with each other, use internet, use mobile phone, make and buy educational materials, properly prepare for teaching, manage the time, help and suggest the students as well as suggest and convince the parents in teaching through English language. Similarly, for the effective implementation of EMI in basic level of Kaski district, there should be adequate management of effective EMI related teacher-training programs for all teachers and another main thing is that it is urgent to update curriculums and textbooks too.

Surely, I realize that teachers are facing many challenges in the practice or name of implementing EMI in basic level of Kaski district. Without addressing those challenges, we cannot imagine about the successful implementation of EMI. To cope up with those challenges, all responsible persons should be aware about those challenges of implementation of EMI in basic level. School administration should manage the adequate materials. Training should be provided from the national or local level. Likewise, curriculum should be updated as per the demand of time. Teacher should be prepared for better teaching. Furthermore, students should be motivated in learning. Parents should behave equally between sons and daughters and create conducive learning environment at their home. In addition, scholarship should be provided for gentle and poor background students. Then after, we can only imagine of successful implementation of EMI.

Recommendations

Based on findings, some recommendations for pedagogical implication have been presented systematically in this section.

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

- i) Implementation of EMI in basic level is one of the challenging attempts in our context because our educational infrastructures are very poor. Therefore, before implementing EMI, there should be proper reachable and reliable planning.
- ii) There is a vast gap between educational aim and our teaching level. Therefore, there is a need to fill up the gap between them.
- iii) Only implementing EMI is not a great thing. Teachers who teach through English language as a medium of instruction are not accessed to the effective EMI related teacher training. Therefore, there should be adequate management of effective teacher trainings for all teachers.

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

- i) Only teaching through English language does not improve the students' learning level. Teachers should use effective teaching materials and ICT in classroom.
- ii) This study shows that school administration does not manage the periods for teachers. Therefore, there is necessary to recruit enough qualified teachers and manage the periods as well.
- iii) Teacher should motivate the students as much as possible.

Further Research Related. We conduct research study for searching newness in existing problems. It has its own purpose and findings. This present research is to explore the challenges of implementation of EMI in basic level in

Kaski district and identify how those challenges are being handled in Kaski district. There are many things left to be studied. Therefore, the following further research related recommendations could be made based on findings and conclusion of the research;

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

The researchers can carry out the researches to explore the role of school administration for successful implementation of EMI.

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Appendix

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

Interview with Teacher: A

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

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

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

Nepal is a small country with various languages, cultures, ethnicities and caste. There are 123 using languages in Nepal. All languages are equal and have equal important for nation. Therefore, I think using three languages (Nepali, English and mother tongue) is better in education system because, Nepali language is our national and official language. Therefore, we should preserve Nepali language. Similarly, mother tongue is our first language so we should also preserve it and English is an international language. It has own importance in the world. We should learn English language as well. Therefore, I think that we should use three languages in education.

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

Our school is implementing English as a medium (EMI) since seven years. I

think leaving mother tongue and Nepali language, only using English language is not good. Not all children can understand English language.

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

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

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

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

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

Teaching is not an easy job. Teachers have many challenges and problems in teaching. You may have many challenges in teaching through English language

and you may have many ways to solve those challenges. If you do not mind, I am excited to listen your words about challenges and ways to handle those challenges in teaching through English language.

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

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

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

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

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

We Nepalese people are not from good English language background, so we

may have many problems in listening, speaking, writing and comprehending skill. Would you tell me your experience about it?

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

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

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

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

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

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

In government school, students come from different economic level. Some are

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Interview with Teacher B

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

I spend around two years in teaching.

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

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

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

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

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

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

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

At first stage of teaching through English language, I feel odd. However, with the time, it is being easy for me. Instructional language is English but sometime

we can use Nepali language as well. So I feel comfortable in teaching in both languages.

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

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

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

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

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

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

We Nepalese people are not from good English language background, so we

may have many problems in listening, speaking, writing and comprehending skill. Would you tell me your experience about it?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Interview with Teacher: C

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

I am spending three years.

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

I think English language is better than other language in teaching because

students are developing their skills as well as activities through English language. English language also helps them in future to find and do better job.

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

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

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

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

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

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

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

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

skill related challenges. In addition, I am facing those challenges using mobile dictionary and internet.

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

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

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

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

We Nepalese people are not from good English language background, so we may have many problems in listening, speaking, writing and comprehending skill. Would you tell me your experience about it? *Especially, I have problem in pronunciation. I cannot pronounce some word in the smooth way. I use my mobile dictionary to look how to pronounce. Sometimes, I also ask to our senior teacher.*

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

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

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

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

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

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

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

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

I do not believe on gender determine in learning. Both male and female are equal.

Inside the classroom, on the way of teaching many problems occur

automatically. In your teaching career, did you ever face those kinds of challenges? Please share your experience.

Sometimes, I teach one thing but students understand in the wrong way. At that time, I translate into Nepali.

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

I am teaching being under of school administration. Our school administration provides me a direction to teach. It cannot fulfill all demand of all teachers. I teach five to six periods in a single day. I feel tired to teach continuously for a long time. Therefore, there is not good environment to collaborate with other teachers and English environment. Similarly, our school does not have adequate materials. Sometimes, I spend my personal money to buy educational material.

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

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

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

Sometimes, parents meet me. At that time, we talk about their children educational status. Until now, they have not any comments about my teaching.

Therefore, I am happy in this part.

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

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

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

Interview with Teacher: D

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

It is my sixteenth year in teaching.

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

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

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

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

English language.

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

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

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

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

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

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

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

Students are come from different communities and different caste with different languages. Especially in lower classes, sometime students do not understand

English language and Nepali language as well in this situation, I should speak or use students' mother tongue for explanation. I do not know their mother tongue as well; I ask those teachers who are from same case with same language.

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

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

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

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

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

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

language in market also. Some time there is need of audio and video materials in English language and culture, I cannot get those audio and video materials in local market easily.

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

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

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

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

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

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

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

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

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

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

Students want teaching through digital system but we I cannot provide.

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

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

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

Parents are positive with our teaching and step of implementation of EMI.

They have taken EMI as a symbol of the better teaching. They have a hope that their children will do better in their future. I also suggest them to create learning and studying environment at their home and manage the extra classes for the weak students.

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

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

Interview with Teacher: E

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

I started teaching from 2072 B.S. It is my fourth year in teaching.

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

All languages are equal. I think there is not vital role of teaching language but teacher should teach, students should understand and teaching and learning activities should be effective. Language does not matter.

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

Our school is implementing English as a medium of instruction. I am satisfied

with it because this is a need as well as demand of time.

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

To teach through English language is also good because students know the importance of English language they need also English language. If we teach through English language, they will have only little problem of English language.

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

At first, I had fear to teach through English language but after starting to teach through English language, I felt easy. I collaborate with other teachers, use internet and mobile dictionary in my teaching.

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

In my teaching, the main problem is in understanding of students. Students are different from each other. They have their different learning capacity. I feel difficult to teach different students with their different learning capacity. In this situation, I repeat the lesson repeatedly and show the related videos to the students.

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

Some are not from same background, some are from strong of both educational and economic background and some are from weak background of both educational and economic. Specially, students from weak background of educational and economic cannot give proper time in learning at their home. They also come to school without needed educational materials .Home is the second school for children. In this regard, if they are not manage proper time for study at their home, it hampers in learning. I focus them students more the others in classroom. Sometime I also provide some copies and pencils.

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

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

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

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

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

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

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

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

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

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

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

those students.

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

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

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

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

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

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

education with modern technology. However, our school does not concern about it. I spend my leisure and holiday time to make educational materials.

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

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

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

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

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

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

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