

CHAPTER-I

INTRODUCTION

This study is entitled as “Assumptions and Practices of English as a Medium of Instruction in Community Schools of Nepal”. It consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms used in this study.

Background of the Study

Instruction is understood as the selection of teaching and learning strategies in the classroom. Instruction can be defined as a method for preparing, evaluating and justifying instructional activities in the content area and across content area for a given group of students. Moreover, instruction is a means of doing something and medium of instruction means language used in the classroom for the process of learning and teaching. It may or may not be the official language of the country.

Nepal is a multilingual, multicultural and multiethnic country. To talk about the history of education in Nepal, the first statement of language policy in Nepal made in 1995, established Nepali as the official language of law and government with the declaration that only documents written in Nepali were legal for use in courts. The first Rana ruler Jung Bdr. Rana opened Durbar school. Similarly, Trichandra College was opened in 1918. The medium of instruction of Trichandra College was English (Eagle, 1999). The new structure of educational administration was set up after the establishment of democracy. There are two types of education system in Nepal. They are private and public schools. The public schools are funded by government and basic education is free there but in private schools they take education as a business. The medium of instruction in private schools is English language but in public schools, Nepali is taken as a medium of instruction. However, some government schools have gone in English instruction system to attract the students who are going to private schools. This is the globalized world and people or students should not only compete with the students within the country rather all the students from different internal context. Just taking the fact in mind some of the public schools are implementing English as a medium of instruction. They think that using EMI will

automatically improve the quality of education. In the policy level, there is no provision of getting an education in English but most of the government schools are implementing English as a medium of instruction in practice.

English is regarded as a global language or international language of the world today. It has become the language of technology, science, trade, business, etc. This is the main reason English is known as global language. The wider use of English language made feel every human being needs to be educated in and exposed to the English language to communicate in international era. Furthermore, it helps to transfer language and culture from one part of world to another part of the world. Among various languages of the world, it is used as means of communication in the international level. To talk about the education system of Nepal, all of the private schools are using English as a medium of instruction and some of the community schools are implementing English as a medium of instruction. The causes of using EMI in community schools are; high opportunity in life chances, to develop English proficiency in English language skills, to attract the parents and students towards public schools, to compete with globalized world, imitation of private school education policy, students willing towards English language, guardians' lack of knowledge regarding EMI, many local levels also promoting EMI through grant and facilities so schools are compelled to apply it. Therefore, learning English and teaching students through English is not bad but whether using EMI is really necessity or just as a trend in government schools is important.

Statement of the Problem

Marsh (2006) mentioned that the choice of English has been viewed from different perspectives. For some, it is part of a steadily developing socio-economic conspiracy. For others, it relates to the need to have a single common utilitarian language. The implementation of English as a medium of instruction may result in positive or negative educational outcomes. In some countries attempting to learn through English has led to confusion, despair, and high dropout rates. In other countries it has led to get successful and sustainable outcomes. Nowadays some of the schools, colleges and universities in Nepal are implementing English as a medium of instruction. Due to the global demand and importance of English, EMI has been increasingly used and became one of the burning issues in the field of education. It

has become an attraction point for parents and students because of the globalization. Many people think that using EMI automatically improves quality of education. In these days, many of the countries are adopting English language in use in their academic institutions as a medium of instruction. English is playing vital role because without the knowledge of English language, we cannot be updated with current situations. Moreover, without the knowledge of English language we cannot communicate with foreigners, we cannot get good jobs and most importantly we cannot survive with the ongoing situation of these days. Therefore, some of the community schools in Nepal are using EMI to make their students familiar with English language considering the huge demand of it to be fit in the current world.

To talk about the existing situation of EMI, many of the Nepalese teachers from non- English background are teaching through English but their major subjects are different such as mathematics, social, population and so on. They are compelled to teach their subject through English. In this way, students and teachers are facing various challenges in teaching and learning such as, lack of resources and skilled teachers, insufficient English speaking environment in the schools and community and violence of child right of basic education in mother tongue. Similarly most of the teachers are teaching English content in Nepali language because students can understand Nepali language in easy way. Therefore, implementing EMI in Nepalese context is creating problems for both teachers to teach and learners to learn. However, they are practicing EMI in schools and colleges /universities.

I have chosen this area for my study because some of the public schools of Nepal have been shifting their medium of instruction (MOI) from Nepali to the English language. But it is still debatable whether implementing EMI is just a trend or necessity in community schools in Nepal. This research study explored how basic level English teachers perceive English medium of instruction whether just as a trend or really necessity in public schools in Nepal. Regarding the medium of instruction, I have an experience of teaching English in basic level. In that time, most of the students felt some difficulties regarding speaking, reading, listening and writing English language. These kinds of my experience also lead me to conduct this research study.

Objectives of the Study

The main objectives of this study were:

- I. To explore the perceptions of basic level English teachers towards EMI in terms of its assumptions and practices in community schools of Nepal.
- II. To identify the existing practices, trend and necessity of EMI in community schools of Nepal.
- III. To suggest some pedagogical implications.

Research Questions

The following were the research questions of the study:

- I. Why is EMI being implemented in community schools?
- II. How do basic level English teachers perceive EMI whether it is taken just as a trend or really necessity in community schools in Nepal?
- III. What is the existing practice and situation of EMI implemented by community schools?

Significance of the Study

This study was concerned with the teachers' perception towards EMI and its practices in community schools. Various researches have been carried out in this area but no one's work has been conducted on the topic of "Assumptions and Practices of EMI in community schools of Nepal" in the department of English education yet. This study will provide information about the basic level English teachers' perception towards EMI as well as the practices of EMI in community school of Nepal.

Therefore, this study will be helpful for school administration that are practicing EMI in their schools this work will be also effective for those who have keen interest in EMI. Particularly for policy makers, English language teachers and those who are interested to carry out the research related to English as medium of instruction.

Moreover, this study will be beneficial for non-English teachers of Nepal to know the existing situation and teach them accordingly and English language teachers to find out problem in their teaching and helps students accordingly. This study finally will give the basis for further study who wants to explore more ideas regarding the assumptions and practices of EMI in community schools of Nepal.

Delimitations of the Study

It is not possible to include large area in this small research study due to the limited time and resources; therefore the delimitation of the present study was as follows;

- This study covered community schools of Dhangadhi, Kailali.
- The study was limited to English as a medium of instruction and narrative inquiry design.
- Only basic level English teachers were the population of the study and five teachers were selected as the sample.
- The sample population was selected purposively and I had used unstructured interview and informal conversation as the tools for collecting data and information.
- The collected data and information were analyzed by using thematic analysis.

Operational Definition of the Key Terms

MOI: the term medium of instruction refers to the language used by teachers to teach their students in a classroom.

EMI: using English language as a medium of instruction while teaching the subjects' contents.

Teachers: the teachers who teach their respective subject in their classes.

Perception: perception means way of thinking about someone or something but in this study it is the way how basic level teachers think on English as a medium of instruction whether it is taken as a trend or necessity in community schools in Nepal.

CHAPTER-II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of review of theoretical literature, review of empirical research, implications of the review for the study and conceptual framework. The literature related to the study was reviewed under two broad topics: theoretical and empirical are discussed in detail below:

Review of Related Theoretical Literature

This topic includes medium of instruction (MOI), English as a medium of instruction (EMI), language policy, provision and practice of EMI in Nepal and English language teaching (ELT) in Nepal, EMI as trend and EMI as necessity.

Medium of Instruction

The medium of instruction is a language used by the teacher to teach. It may or may not be the official language of the country or territory. If the first language is different from the official language, it may be used as the medium of schooling. Medium of instruction is also known as the language through which education is imparted to the children in the different level of the educational system, for example a Hindi medium school is where everything will be taught in Hindi, and similarly English medium is where everything will be taught in English it means everything written and spoken in English. Similarly, Nepali medium school is where everything will be taught in Nepali. It is a difficult task to select a language as a medium of instruction in the classroom. However, it is necessary to consider how language is used or supported the aims of the class. Bilingual may involve the use of two languages of instruction. Bhatt (2012, p.10) argues, “Medium of instruction is the main factor which affects the students achievement at least at primary and lower secondary level”. On the other hand, Coskun and Civan (2016, p.1982) views, “The effect of the medium of instructional language lies on the academic success of university students”.

English as a Medium of Instruction

English medium instruction (EMI) simply refers to the use of English in offer of schools, colleges or university degree course in education instead of the domestic language of the country. EMI is a strategy chosen by schools or colleges located in non-English speaking countries to achieve internationalization. To put it simply, EMI is the use of English to teach academic subjects in countries or areas where English is not the first language of most of the population.

The English language is one of the most geographically widely spoken languages in the world and serves multiple purposes in a rapidly globalizing world. Its wide use extends from political and economy to technology, science, media and communication. The importance of English language learning and its usage as a medium of instruction divides opinion while some prefer using as a medium of instruction as opposed to the mother tongue; others are suspicious of English language learning from an early age.

Nowadays, most of the countries are practicing English language as a medium of instruction because of the global demand of English language. English language has become an international language therefore it is being taken as a compulsory subject in the curriculum in most of the countries. Learning English language helps to provide ample opportunities in these days. As English language is being used as a medium of instruction worldwide, the supporters of English as a medium of instruction in community schools in Nepal view it as a personal as well as the national need. English is accepted as compulsory school subject in the curriculum. In government aided community schools English is taught from grade one. English is also taught for specific purposes in the faculty of law in the institutions of medicine, engineering, agriculture, forestry, colleges of banking and financial studies. It is the medium of instruction for science subject at all level of college and university and most of the subjects at all levels of management, education and humanities at TU and other universities as well.

Shah (2015) mentions that it is a common perception among Nepalese people children will have better future prospects if they have English medium in schooling. English is one of the languages that can lead one to be sold in the global market in this global context. However, students and teachers are having some challenges while teaching and learning English language. Hence, using English as a medium of

instruction simultaneously helps the students to acquire linguistics as well as the content knowledge at the same time. The practice of English medium instruction is increasing globally and it is providing the opportunities for the learners to be competent in the international language.

In this way, many non-native English speaking countries have taken English as a medium of instruction (EMI) owing to the growing need for developing communicative competence in English that may fulfill the increasing demand for English language in order for socioeconomics and sociopolitical development. The rise of English as a lingua franca seems to be further forcing non-native speakers to learn English and many countries are trying to drastically overhaul their education system in favor of English in order to meet the challenges of global integration.

Language policy, provision and practice of English as a Medium of Instruction in Nepal

It is clear that there is no explicit policy regarding EMI in Nepalese community schools. But there is a provision that community schools can use the English medium textbook but it must be based on the curriculum development by the government of Nepal. There is also provision of mother tongue education in Education act (2028) and SSRP (2009) but almost all the private schools and some of the community schools are using English as a medium of instruction. There is the right of getting basic level education in mother tongue in our constitution of Nepal.

Education act (2028) reports that medium of instruction for education will be English, Nepali or both" but in the same section further there is written that up to the basic level education can be given in the local language. Similarly, in case of non-Nepali student studying in Nepal can study any other language involve of Nepali subject. It is also mention in Education act (2028) that while studying language subject medium of education can be same language and while studying English, it should be taught in English language. It is only mentioned in education act but in reality there is no use of Nepali in school level. Both private and community schools are implementing English language as a medium of instruction. Similarly, SSRP (2009-15) report in the section of instructional processes:"A child mother tongue will be employed as the medium of instruction up to grade three. English will be taught as a subject from grade one onward. In secondary education the medium of instruction will either in Nepali or English as determined by the SMC in consultation with the

local government." It shows that SMC also have the right to choose the medium of instruction in community schools. So, some of the community schools are using English subject in place of mother tongue education. Except the Nepali subject all the subjects have been teaching in English. Similarly, School Sector Development plan (SSDP, 2016-32) reports that children will be facilitated to acquire Nepali if it is not their mother tongue and English is to be added as a second or third language to prepare students to use international language for their better future (p.28). But some of the community schools are not following the policy. So it can be said that they are violating the right of children. In the same, New Curriculum Framework (NCFW, 2075BS) has given emphasis to the challenges such as manpower of teaching bilingual or multilingual students, lack of interest of local level for the management of the mother tongue.

From this section policy, planning and practice I can conclude that there is the policy of using mother tongue in basic level whereas English or Nepali or both languages can be used as a medium of instruction in secondary level. But some of the community schools are using English as a medium of instruction from basic level.

English language teaching in Nepal

The history of English language teaching in Nepal is about a half a century. The first English language education opened to the people in 1951. Earlier education was limited with royal family members and there were not any public school across the country. After the restoration of social equality in the nation, Trichandra College started teaching English courses under the supervision of Patna University, India in the early fifties. The first university of the country, Tribhuvan University was established in 1959 which gave high priority to its curriculum English. But after a decade, a national wide master plan known as the national education system plan(NESP 1971-76) was implemented that brought a drastic change in the system of curriculum, textbook, examination and so on from basic to the university levels of education.

In Nepal English has a status of foreign language. For years it has been used mostly for academic purposes. All subjects except the national language, Nepali, are taught in English whereas, in government owned community schools, all subjects except English language are taught in the national language Nepali. There is no any

particular community that uses English for day to day communication. However, people have always given much importance to the teaching and learning of English. The reason behind this is that on the one hand it is helping them to grab different opportunities available within and beyond the borders; it provides knowledge about the wider world. Similarly, it offers attractive career for those who can afford it whereas for those who remain behind the world in narrow, opportunities limited. Though there are many challenges in English education in terms of curriculum, textbooks, methodologies and use of teaching resources both at school and college level (Bista 2011). For example most of the schools in rural areas of Nepal do not receive textbooks in time.

In this way, the English language is not a new introduction to Nepal as it entered the country in the early nineteenth century but it took a long time to become accessible to the common people. In these present days people can remain illiterate if they are not familiar with English language because most of the sources of knowledge are found in English language such as most of the books, article, journals and other reading materials. To overcome the challenges seen in English language teaching the teachers, students, stakeholders, government and curriculum developers, textbook designers, policy makers must be conscious.

Assumptions of English as a Medium of Instruction

Trend of EMI is spreading and expanding worldwide. In recent days, English has taken as new dimension in the higher education of Nepal. The trend of sending children to English medium schools and colleges has begun as English mania today in Nepal. While the English language is becoming a global lingua franca, given its association with critical turns such as globalization, global economy, transnational, communication, and the internet there is an increasing trend among non-English speaking countries to adopt English as a medium of instruction (EMI) policy in schools for the last couple of decades. Dearden (2014) defines EMI as “the use of English language to teach academic subjects (other than English itself) in the countries or jurisdictions where the first language (L1) of the majority of population is not English” (p.2). The global spread of EMI education has also influenced the Nepalese school system. Because of the attraction towards English number of students in community schools are decreased and number of students in private schools is

increased day by day. Some of the community schools nowadays started their instruction in English medium. So, EMI is unquestionably a growing phenomenon in community education in Nepal. The reason behind implementing EMI in community schools is implementing private schools policy. Most of the private schools have been successful in providing both content knowledge and English skills in Nepal. The success stories of private EMI School has led to many Nepalese parents wanting an English medium education for their children regardless of their socio economic status. Hence, there are lots of challenges during its implementation. As Simpson (2017, pp.8-9) mentioned four challenges to EMI including EMI policy and practice gap, the language proficiency gap: learner's and teacher's limited English, early switch to EMI and lack of transition to EMI. So, the challenges are occurring in different ways. Simply, EMI destroy learner's creativity. Students feel difficulty to express their views and opinions using English language. Though it has been applying in community schools and getting popularity. Some of the community schools are applying EMI to attract students because nowadays parents and students are giving much priority in English medium school just keeping the thing in mind English medium school will provide them quality education. The impact of English means in many international educational contexts there is a rapidly growing tendency for English to be adopted as the medium of instruction, even when a majority of the population speaks a local language (Burns & Vu 2014). However, the rapid spread of EMI does not imply immediate success. In fact, the realities of implementing EMI Hamid et.al.2013 (cited in Ibramin2001) who examined Medium-of-instruction (MOI) policies in ten Asian countries conclude that Implementation is "fraught with difficulties and challenges". Further difficulties such as shortage of competent teachers and learners, inadequate resources and support, content and language trade-offs, and inappropriate methodologies are also reported in school settings implementing EMI. EMI is growing as a kind of "fashion." This fashion is linked to "cultural capital" in globalized society that parents of children in this community school want for their children as much as parents of children in private EMI schools do (Sah & Li 2017).

Practices of English as a Medium of Instruction

Policies and programs involving English as a medium of instruction (EMI) are truly a global phenomenon nowadays, but the purpose and shape of these policies and programs are highly context-dependent. The English language has played an important role so far, and its role is becoming increasingly important in the era of globalization. In the past English has served as a lingua franca in countries where people speak different languages and as a language of diplomacy, media, transportation, international business, etc. in today's information age, where computers talk to each other in English, the role of the language is certainly essential. The development of English as a medium of instruction (EMI) is of great interest to language and language policy researchers in an era of globalization and internationalization. Despite recognition of a number of implementation problems and constraints, EMI has been widely introduced into various non-native English-speaking (NNES) countries (Burns & Vu 2014). Ibrahim (2001) states the fact that in this era of globalization people need a lingua franca to communicate with one another, has no doubt made the English language a necessity especially for those who need access to information stored in the language. The growing need for English as a key to global communication, relations, and information, is noticeable in universities around the world. Seeing the great opportunities they may derive from the use of the language, many universities have adopted English as a medium of instruction now. This happens not only in ESL settings like India, the Philippines, Singapore, Malaysia, Hong Kong, etc. but also in countries where English is a foreign language like Holland, Germany, Hungary, Kuwait, Saudi Arabia, Thailand, Indonesia, etc. English as a second/foreign language is a demanding course of Nepalese academia. English has been taught and spoken in Nepal for past half a decade in schools and colleges along with other several local and regional languages (Bista2011). Hence, there are various challenges of implementing EMI. Despite the various challenges of EMI it helps to improve English speaking skills. It also helps to find work and provides opportunity to study abroad.

Review of Empirical Literature

Several researches have been carried out in this field. They have some connection with this research study. The research studies related to this study are reviewed as follows:

Bhusal (2017) carried out survey research work entitled “Implementation of English as a medium of instruction: Non-English teachers’ perceptions. The main objectives of this study were to explore the existing situations of English as a medium of instruction applied by non-English teachers at the community basic and secondary schools in Kathmandu district and to explore perceptions of basic and secondary level non-English teachers regarding the use of English as a medium of instruction. He used a set of questionnaire as the major tool for data collection from the informants. He used both open ended and close ended questions to collect the required information and purposive sampling procedure was used for selecting sample population and sample size consisted of thirty three non-English teachers from community schools where EMI has been implemented. The data obtained from informants were analyzed descriptively and interpreted using simple statistical tools i.e. percentage and tables. This study showed that EMI has not been implementing effectively because almost all non-English teachers (91%) have not been provided training, guidelines, reference materials and orientation classes. In this study, the researchers also found that teachers had positive attitude towards implementing EMI, they know the global needs and importance of the English language. Another thing he found out that they need support from institutional agencies and different training packages should be developed and delivered to make EMI effective.

Lamichhane (2017) conducted a research entitled “Practices and Challenges in Implementing English Medium of Instruction in Public Schools”. The main objectives of this study were to find out the current practices of EMI and challenges in implementing EMI in public schools and to find out the perception of teachers on effectiveness of EMI in public schools. This study followed survey design to find out current practices and challenges related to the research problem. In this way, the population of this study was all of the teachers teaching in community schools of Kathmandu district at primary level where EMI has been implemented. To conduct this study the researcher purposively selected 30 teachers teaching in different English medium community schools at primary level in Kathmandu district. The researcher of

this study used questionnaire as a research tool. Both close ended and open ended questions were used to find out the current practices of EMI and challenges of implementing EMI. The data were analyzed and interpreted using statistical tools as well as descriptively. This study showed that English and Nepali languages are used as the medium of instruction at primary level. Likewise, most of the teachers face training and students related problems while implementing EMI. However, it is found that EMI is necessary because of the growing demand of parents in community schools; it can be effective at basic level to enhance speaking and writing skills of the students.

Nyaupane (2017) conducted a research on “Parents Perception of English as the Medium of Instruction in Public Schools in Nepal” to find out the perception of parents from public schools towards EMI. Survey design was followed to conduct this study. Similarly, thirty parents from Taklak VDC of Parbat district were selected as sample population of the study. The researcher used both primary and secondary sources of data. He applied non-random sampling procedure. He had selected thirty parents to collect the required information. The interview schedule was used as research tool. The collected information was analyzed and interpreted descriptively i.e. quantitatively and qualitatively. He found that all the parents want their children to admit and teach in English medium schools. They see English medium private schools are doing better for quality education and good result. So, they want English medium instruction in community schools too. He also found that there is gap between parents 30 among 30(i.e.100%) of community schools of are in favor of English as the medium of instruction to be adopted in community schools. Most of the parents (i.e.96.67%) have belief that EMI plays vital role for quality education. All parents have the perception that the persons having good knowledge and skills of the English language earn better and it raises the standard of their lives.

Thapa (2017) carried out a research entitled “Secondary level students perceptions of using English as a medium of instruction (EMI) in public schools” to find out secondary level students perceptions of using EMI in terms of opportunities and challenges in public schools of Tanahun district. This study followed survey design. The researcher used purposive non random sampling procedures to select thirty secondary level students studying in two community schools of Tanahundistrict, where EMI has been implemented. A set of questionnaire was used as a tool for data collection. The data collected through close ended questionnaire was analyzed

statistically and open ended questionnaire was analyzed descriptively. The study shows that all of the respondents had positive attitude towards EMI that it offers greater opportunity for further study. The researcher also found that almost all of the students (i.e. 96.66%) opined that English provides good career prospects. No availability of English medium textbooks on time and difficulty in using English as the means of classroom interaction with teachers are main challenges related to EMI. Moreover, most of the respondents (i.e. 93.33%) opined that interaction between teachers and students should be in English medium as well English medium textbooks and supportive materials should be available on time.

Shrestha (2018) carried out a research on “English as a medium of instruction in public schools: practices and perceptions of teachers and students” to analyze the perceptions of teachers and students regarding the use of English as a medium instruction (EMI) and to explore the classroom practices of using English as a medium of instruction at basic level and secondary level in public schools in Sindhupalanchok district. Purposive sampling procedures was used as sampling procedure in which ten students and thirty basic level and secondary level teachers of public schools teaching content and subjects except English and Nepali were selected as respondents of the study. A questionnaire containing open-ended and close ended, eight classroom observations and two focus group discussions (FDGs) were used as the tools of data collection. The collected data was analyzed and interpreted descriptively and statistically. The study found that most of the teachers and students were positive towards the implementation of EMI in public school as well as it shows that English and Nepali were used as a medium of instruction rather than monolingual English language at basic level and secondary level classrooms. In the study, the researcher found that English is necessary because of great demand of parents and students in public schools. It is also found that there was the gap between policy and practice of EMI in the classrooms because there was the name EMI in the classroom teaching but teachers and students were compelled to use bilingual approach (Nepali and English). In addition, the researcher recommended that teachers are required to get training, English speaking zones should be created and more exposure should be provided for the effective implementation of EMI.

Rai (2019) carried out the study entitled “Teachers perceptions on English language as a medium of instruction”. The main objectives of this study were to analyze how teachers perceive English as a medium of instruction in teaching

subjects' content and to analyze teachers' practices in English as a medium of instruction in the real classroom. Survey design was followed to conduct this study. The researcher of this study used questionnaires as the research tool for data collection. She used close ended and open ended both types of questionnaire. To conduct this study the researcher purposively selected samples and provided the set of questionnaire to fifty non English teachers for collecting data in this study. In this study the researcher found that the teachers were found having the positive perceptions regarding the implementation of EMI but they were also found to be having challenges to implement it effectively in the real classrooms. The majority of teachers, on the basis of the data, were found involving their students in interaction in the English language for implementing EMI effectively. In the same way, majority of the teachers (i.e.86%) related that English is an international language. So, EMI should be implemented in schools as it helps to provide the quality education to the students. It is also found that teachers perceived that EMI supports their students to have better career advancement in future as most of the respondents (i.e.70%) responded.

Implications of the Literature Review

Literature review plays vital role from selection of topic to deriving the findings. To choose the researchable new topic in the area of EMI, I have reviewed some literatures which are already carried out. These researches have recommended some possible researchable topics that helped me to select a new research topic and to find out the gap between what has already been found out and what are yet to be explored.

Eagle (1999) helped me for writing background of the study. Similarly, Shah (2015), Education Act (2028), SSRP (2009-15), SSDP (2016-32) NCFW (2015) and Bista (2011), Marsh (2006), Dreaden (2014), Burns & Vu (2014), Ibramin (2001) and Sah& Li (2017) supported me in reviewing theoretical aspects and planning, policy and provision of EMI. Moreover, Bhusal (2017), Lamichhane (2017), Thapa (2017), Nyaupane (2017), Shrestha (2018) and Rai (2019) assisted me in empirical studies. Likewise, Joshi (2018) and Khanal (2019) supported me in the methodological parts.

In this way, there are so many other literatures supported me less or more to get concept of medium of instruction, English as a medium of instruction and its theories and truly helped me in coming up with this research study.

Conceptual Framework

A conceptual framework is a roadmap that gives a clear picture of our whole research. The main aim of conceptual framework is to show the connection between and among various variables of the study. To carry out the research, I have consulted different documents related to this study and literature review as well developed my conceptual framework which can be presented in the figure.

CHAPTER-III

METHODS AND PROCEDURES OF THE STUDY

This chapter consists of the methodology adopted in the study including the design of the study, population, sample and sampling strategy, sampling procedures, sources of data, research tools, data collection procedures, data analysis procedures and ethical consideration.

Design of the Study

Research is the process of finding something new from the existed data. It is also known as a systematic investigation that is designed to answer questions. To reach to the solution of any problem, there should be the systematic study by applying the scientific procedures to achieve the goal of the research. To reach the goal in successive way a researcher should select appropriate design. Research design is a road map which directs the researcher to the way s/he is heading to. There are so many research designs such as; survey, narrative inquiry, experimental, ethnographic, case study and so on.

To conduct this research study, I had used narrative inquiry design which comes under the qualitative research. Specially, this research design uses field texts such as stories, autobiographies, journals, field notes, letter, conversations, interviews and life experiences as the units of analysis to research and understand the way people create meaning and generalize truth in their life. It focuses on the organization of human knowledge more than merely the collection and processing of data. As cited in Ojha&Bhandari (2017,p.255), schwandt (2007) has defined narrative inquiry as “An interdisciplinary study of the activities involved in generating and analyzing stories of life experiences and reporting that kind of research”.

In this research design less number of respondents needed and data can be collected through reading their personal stories, diaries, autobiographies and in depth interview. Furthermore, the collected data are analyzed in a narrative form focusing on the individual experiences. The process of narrative research design refers to the way carrying out the research by using this method. It is a powerful tool to transfer the knowledge and deals with how the people make meaning of what happened i.e. the series of events. The major steps of narrative inquiry are formulating a research question, selection and production of raw data, organization of data, analysis of data

and interpretation of data. In this study, I had used the same process while conducting this particular research.

Hence, I had used narrative inquiry design to conduct my study because I wanted to know the teachers' experiences towards EMI and how they perceive EMI in community schools in Nepal that might be impossible by the help of any other research designs. Therefore I had chosen this design as the design of my research study.

Sources of Data

I used both primary and secondary sources for data collection. The respondents were the primary sources of data and the books, the articles, journals and other documents were the secondary sources of data.

Population, Sample and Sampling Strategy

The population of this study was basic level teachers from community schools of Kailali district. The sample of the study was included five teachers from two community schools. I had conducted narrative interviews to five teachers. The sample of the study was selected through purposive sampling procedures.

Sampling Procedure

For the selection of sample or the participants, I had adopted purposive, non-random sampling procedures. Participants were selected on the basis of research objectives and those teachers who were teaching in community schools.

Research Tools

For the fulfillment of objectives of this study, I used unstructured interview as the research tools to collect the data. Audio recorder and dairy notes were used for the collections of the data.

Data Collection Procedures

A researcher should follow the certain and systematic procedures while collecting data. So, I used stepwise procedures for collecting the data. Initially, I had prepared interview schedule. Then, I visited selected schools and asked the permission to administration to carry out the research, explaining the purposes of my

study. After that, I had established a good rapport with the selected respondent teachers by the informal conversation and took interview based on the questions and record the data. Then, I transcribe the recorded data.

Data Analysis Procedures

After the collecting required data, the obtained data were analyzed and interpreted by using thematic analysis. In this procedure, I began a detailed analysis with a coding process. Likewise, I develop themes by incorporating data directly addressing my research questions, and also I develop sub themes and sub- themes were also analyzed and interpreted qualitatively.

Ethical Considerations

Ethical consideration is most important in research. Regarding the ethical consideration at first, I had provided the participants with the statement and informed them about the study. Then, I had collected required data through un-structured interview. All information collected about the individual kept confidential and private. I don't mention the name and code for identification of the participants and schools.

CHAPTER-IV

RESULTS AND DISCUSSION

This chapter contains the analysis and interpretation of data. Data were collected by unstructured interview. In this section I have collected data on the basis of different themes such as English medium of instruction as a Trend or Necessity. existing situation of English as a medium of instruction in community schools, causes of implementing English as a medium of instruction in community schools, benefits of implementing English as a medium of instruction, challenges of implementing English as a medium of instruction, assumptions of English as a medium of instruction and practices of English as a medium of instruction in community schools.

English as a Medium of Instruction as Trend or Necessity in Community schools of Nepal

English medium of instruction is just means of classroom delivery or teaching learning facilitation. Supporting this, one of the participants articulated his view in this way:

I think EMI is trend rather than necessity. But these days it is going to necessity for those schools which have very less enrollment rate. They use it a tool to fascinate the students and teachers. The data show EMI based schools have more enrollment rate than others. Their compulsion has been configured into necessity. Now it has been a blind trend for others to use EMI for the existence. As an ELTpractioner, I strongly disagree with the fact that EMI promotes learning and learning outcomes.

In this way it is found that EMI hindrance the student's creativity and learner's autonomy. Students feel difficulty to express their views and opinion using English language. Though it has been applying in community schools and getting popularity.

Likewise next participants argues,

EMI is really necessity in these days. Medium is not everything but means for learning. Nowadays, English has become global language. Therefore, student should have knowledge about English language. Keeping the fact in mind we can say that EMI is really necessity in present era.

Another participant mentioned,

I think it is both trend and necessity. It is really necessity in the sense that people want to study in foreign countries. Medium of instruction is English in many countries. Therefore, they must learn English language for that reason. On the other hand it is just a trend because we don't have availability of sufficient material for EMI though we are implementing it. So, it may bring various problems in the days to come.

In this way, we can claim that EMI should be applied on the basis of student's capacity and level of knowledge. Therefore, we can say that EMI is just a trend in community schools. They are implementing it to get popularity.

Next participant said,

I think EMI is really necessity in present days. Learning English language helps students to their higher education. On the other hand, most of the academic documents are available in English language. Therefore, students must be able to read these documents to increase the level of their knowledge.

From above mentioned data, it can be said that EMI is both trend and necessity in community schools. This is the age of globalization. To survive in these days, we must have knowledge of English language. Nowadays, English language is used everywhere or it is an international language and to communicate with others we must have competency in English. In the sense that we can say it is really necessity in these days. On the other hand, community schools are just copying the policy of private schools without any plan and vision. Therefore, they are facing lots of challenges regarding EMI. So, it is just trend in public schools.

Existing Situation of English as a Medium of Instruction in Community Schools

English as a medium of instruction is the most debatable topic/ issue in the present education system. Mostly, it comes under the discussion in those countries which take English as a second/ foreign language like Nepal. As we talk about the medium of instruction in community schools of Nepal, EMI is thought to be a matter of reputation of the institution. Supporting this, one of the participants articulates his view in this way;

The stakeholders proudly announce themselves a pioneer of English medium in the institution. In the urban area, private schools have colonized and created a whim to convince the parents to earn benefits showing the banner of quality education through EMI. Now, public schools are compelled to apply this model for the existence. Obviously, some of the public schools have done well regarding the learning outcomes.

Similarly next participant said;

It doesn't mean that the quality was ensured only due to EMI. The existing situation of public schools, I see following models except language classes; 1) only Nepali medium or local language of the particular area up to primary level 2) mix classes; using both English and Nepali { local language of the particular area for primary level}. 3) Only EMI based schools.

The present scenario of EMI of community schools can be viewed from different angles. Some schools have applied both mediums simultaneously. They think the weaker students cannot make progress using EMI. They also confess the weak students cannot express their ideas through English medium. So, they are supposed to be taught using Nepali medium or any local language or multilingual classes. It proves that EMI is creating a barrier to the students to impart the knowledge and develop creativity. On the contrary, some people believe EMI fosters students' latent capacities and enhance learning outcomes. Applying this assumption, now public schools are trying to imitate EMI since the early grades. The stakeholders also believe that EMI can be the sole solution of students' enrollment and learning outcomes. The bitter reality is parents search for such school to see the children's bright future. Thus now EMI is spreading across the country like corona virus without analyzing its impacts.

Causes of Implementing English as a Medium of Instruction in Community Schools of Nepal

In this modern era, English has become most demanded language all over the world. The demand of English language compels community schools to implement EMI in their school. But there is no clear plan and vision of community schools. The unplanned policy of EMI is creating problems such as poor

understanding of content, parrot leaning, teacher centered classroom and so on. Nowadays, community schools are attracting towards EMI copying the private schools. It is heard in the news that even the local levels are also promoting EMI and supporting the schools providing grants. The main reason behind promoting EMI means quality education is ensured. In the response to the question “what are the causes of implementing EMI in community schools?”

One of the participants said there are several causes of implementing EMI in community schools in my view, are quality education, increase enrollment rate, reduce dropout rate, reputation of the institution etc.

The teachers also feel proud they applied EMI and parents feel secure to get quality education. Some of the schools have implemented it to compete with private schools and some of them have set best examples using it. They coughed out they can replace the private schools if they imply it. But it is found that EMI cannot make the drastic change in education system as we observe China, Japan, Korea who use their own language as a medium of instruction in school level (some of them in university level too). It is just a means to impart the knowledge. It is clear that showing the EMI tag; many community schools have increased the number of students in the school.

Similarly, next participant responded,

We are implementing EMI in our school to motivate students. Moreover, students' willingness, guardians' craze towards English language, imitation of private schools policy etc. are the main reasons behind implementing EMI in our school.

Nowadays, most of the community schools are implementing EMI without any training of teachers regarding EMI. All the private schools are using EMI from the initial phase. Those children who are from poor family background are going to community school. They want to get education in English medium but they are unable to go private schools. Keeping their interest in mind some of the public schools are implementing EMI. Supporting this one of the participants said;

This is the demand of time and guardians. Guardians are willing to teach their children in English medium school. Therefore, we have implemented EMI to make our students learning effective and increase number of students.

In this way, community schools are showing interest towards English language because English has become an international language.

Benefits of implementing English as a Medium of Instruction in community schools

English is taken as global language but it is a second or foreign language in Nepal. English language is used to communicate with each other. Therefore, it is the language of international communication. Implementing English as a medium of instruction may create positive impact on students learning.

Similarly, some participants argued that implementing EMI helps students to be disciplined and it made them active. This is the age of globalization. Being competent in English makes everyone able to share feelings, ideas and culture internationally. It is also found that EMI helps to provide quality education and increase the number of students enrolled in community schools. To support this one of the respondents reported;

EMI has become the best play card to increase the number of students. Obviously, it has also changed public perception towards the institution. The school which applies EMI gets more attention and reputation.

We see schools collecting fees in the name English medium classes and provide facilities to the students and teachers. The most important benefit is that the teachers start preparing for classes and develop knowledge seeking habits. The students feel proud taking English medium classes and feel superior. The life style and habit of the children also slightly changed since they follow English medium private school. On the other hand, students get more exposure to practice English language which is beneficial for English language teaching.

Another participant articulated,

Both guardians and students become more active. In the comparison of Nepali medium, guardians who have send their children in English medium give more time to their children's learning because they think how to make my child's English language better and children also seems more active inside and outside the classroom.

It is also found that EMI develops the ability to communicate internationally. Moreover, most of the documents are available in English language, if we have English language ability we can learn anything from these documents. Supporting this, one of the participants articulates his views in this way:

Students can develop their communication skills with the help of English language. If they have English language ability, they can communicate internationally.

In this way, EMI has become the source of motivation for students. If parents see their children talking in English they become very happy. So they focus their children to study in English. They encouraged the teachers to adopt EMI in the school. Some parents have strongly requested the teachers to apply EMI in the school and brought their children from private boarding schools to community schools. Therefore, the number of the students has increased in the school. Moreover, the students are also happy with their schools because they have the chance to study all subjects in English. They think that their school is also like private boarding school so they do not feel any hesitation to come their school. The students have high morality towards their school because their neighbor friends who are in private boarding school stopped to discourage for going to school. They have started to appreciate their school after introducing EMI in their school.

Challenges of implementing English as a Medium of Instruction

Nowadays, English language has become an attraction. Interest of EMI is increasing day by day. Some of the community schools are shifting their medium of instruction from Nepali to English language. Since English is not our first language, it is challenging job to run each and every class through English medium. As Simpson (2017, p.8-9) mentioned four challenges to EMI including EMI policy and practice gap, the language proficiency gap: learner's and teacher's limited English, early switch to EMI and lack of transition to EMI. So, the challenges are occurring in different ways. Supporting this one of the participants mentioned,

The most challenging thing I found is the teachers' proficiency. We have digital dinosaurs in our public schools that have no idea how to search the new information and handle ICT in the classroom. Digital literacy, professional development trainings, human resource management, survival and dignity of the

teachers, additional expenditure are the major challenges of EMI in community schools.

Most of basic level even in secondary level teachers cannot teach their respective subjects in English. It can create the big problem in the dissemination of knowledge in the classroom. It may compel most of the teachers to resign from the profession. If the classes are not handled properly, the name and fame of the teachers may ruin.

In this way, the participants pointed out the following challenges:

Diversity in Classroom

Classrooms are full of diversity in terms of language, culture, ethnicity, learning ability and so on. The students from different background may not have same English speaking ability. Therefore, diversity of classroom is one of the great challenges of implementing EMI. One of the respondents argued,

We find varieties in culture, language, religion and so on. In this situation we feel difficult to address their need and interest. Therefore, diversity in classroom may create negative impact on students learning.

UNESCO (as cited in Karki 2018) argues that when students from diverse backgrounds are taught in a language which will not their home language and then they experience two major challenges: first, the challenge to learn the language and the next to learn academic content in that language (p. 207). In this way, the varied classroom may create different challenges regarding EMI implementation.

Unavailability of Authentic Textbook

The government of Nepal provides textbook in English medium but they are translated from Nepali to English language. In the response to the question “what are the challenges do you face after implementation of EMI?” One of the participants responded,

The government of Nepal provides us limited books but there are not enough examples included these books and books are translated from Nepali to English language. The translation is not so good enough.

They use teachers guide to make teaching effective and meaningful. Sometimes they are forced to use mixed language approach to make their students able to get them.

In this way, there are various challenges of implementing EMI in public schools. The students are very poor in English so they cannot understand English. The teacher has to use Nepali in order to make the content clear. Apart from this, there are not sufficient teaching materials for EMI in schools. Next main challenge of EMI is there is no English speaking environment for students in inside and outside the school. These schools have been using translated books of social study, science and math. There are many cultural words related to Nepali culture (for example, dhindo, gundruk, etc,) which are difficult to translate with exact equivalent into English. Teacher feel complex to explain the meaning of this type of Nepali cultural words in English. As a result, it is very complex to teach English translated books so the teachers have to translate English into Nepali. Moreover there are some challenges regarding parents. They do not get support from their parents at home for doing homework and there is no English speaking environment at home since the parents are uneducated. The students have less exposure to English at home and in school so they are not developing their English as expected. A big challenge of EMI in the parents is that their wrong perception towards English language. The parents become very happy to their children if their children speak English before them. They think that if their children can speak English then they are very talent and intelligent.

Assumption of English as a Medium of Instruction in Community Schools

EMI is a controversial term in community school. There are different opinions towards EMI. Nepal as one of the developing countries that has not yet been able to sustain a single educational policy with full effects, is now implementing EMI in community schools. Many public authorities are basically shifting their medium of instruction to English from Nepali language. They think that using EMI automatically improves the quality of education. In the policy level there is no provision of getting education in English but some of the community schools are implementing it as medium of instruction in practice. Language is just a means to express and impart the knowledge and skill. Supporting this, one of the participants articulates his view in this way:

I believe that English is just a medium to disseminate the knowledge in the classroom. It is not the causing agent of enhancement and betterment of learning outcomes. Unless the students have the basic knowledge about English, they cannot perceive the content which may lead to harsh condition. The basic thing is to facilitate the learners to develop their autonomy using either language to make the content tangible. So, I think the teachers must focus on content rather than the medium.

Similarly, the teachers must keep one thing in the mind is that they should focus their activities to develop creativity rather than imposing. No languages are barrier for it.

In this way, it can be said that shifting Nepali medium instruction to English is just a growing trend in community schools in rural and urban areas of Nepal. Parents think that if their children are not educated in English medium school their future is bleak because English is associated with success in future life.

Practices of English as a Medium of Instruction in community schools

Nowadays, many non-native English speaking countries have taken English as a Medium of Instruction (EMI) owing to the growing need for developing communicative competence in English that may fulfill the increasing demand for English language for socioeconomic and socio-political development. The rise of English as a global lingua franca seems to be further forcing non-native speakers to learn English and many countries are trying to drastically overhaul their education system in favor of English in order to meet the challenge of global integration. Some of the community schools of Nepal are shifting their medium of instruction to English from Nepali. But there is not explicit policy regarding EMI in community schools of Nepal. Nevertheless, despite this policy provisions and government intervention to establish Nepali as the sole medium of instruction at the school level, many socially prestigious community schools continued the use of English as the medium of instruction as the elite used English as one of the means to maintain their social and economic dominance. The schools which did use EMI attracted attention of parents and there was a significant increase in the number of students enrolled in these schools. In some cases, students from private schools also shifted to these community schools. This success in increasing enrollment, in turn, encouraged other schools to

start EMI program and to use English as their major selling point, like the private schools, to arrest the decline in their enrollments.

Supporting this one of the respondents articulated his view in this way:

The existing situation of community schools, I see following models except language classes; 1) only Nepali medium or local language of the particular area up to primary level 2) mix classes; using both English and Nepali { local language of the particular area for primary level}. 3) Only EMI based schools.

Though it is claimed that the schools apply EMI, they conduct the classes in bilingual or multi-lingual. No classes are run only using English language. They try to make the environment of the class conducive applying different aspects.

He also argued,

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

However, schools which decided to shift to EMI did not adapt their system the change sufficiently, thinking simply that changing the medium of instruction to English was the panacea for the problems they have been encountering. Teachers who had been teaching in Nepali medium for years were suddenly expected to teach in English without receiving any training to improve either their English proficiency or their pedagogical skills to teach in a different language. Most of the teachers used a mixed- language approach, using Nepali to translate and explain to content to the students but assessing them in English (Dreaden, 2014). The schools have thus demonstrated change only in selected areas: They used textbooks written in English, the students read and write answers in English, and written examination are conducted in English while Nepali is used for most day-to-day instructions.

Findings and Results

The main aim of the study was to analyze the assumptions and practices of EMI and to find out whether EMI is taken just as a trend or really necessity in community schools of Nepal. To fulfill the objectives, data were collected by unstructured interview with five teachers of two community schools of Dhangadhi, Kailali where EMI is implemented. The following results have been drawn out from the analysis and interpretations of the data.

Assumption Related

- i. This study showed that many community schools are basically shifting their medium of instruction to English from Nepali language thinking that EMI automatically improve the quality of education.
- ii. It was found that parents think if their children are not educated in English medium school their future is bleak because English is associated with success in future life.
- iii. The finding of this study showed that teachers are focusing on the medium rather than content.
- iv. This study also showed parents have wrong perception towards English language. They think that if their children can speak English then they are very talent and intelligent.
- v. It is also found that teachers are not keeping one thing in the mind that they should focus their activities to develop creativity rather than imposing.

Practice Related

- i. It is found that many socially prestigious community schools continued the use of EMI as the elite used English as one of the means to maintain their social and economic dominance.
- ii. Some of the community schools are practicing EMI in their schools to provide quality education, increase enrollment rate, reduce dropout rate, for reputation of the institution etc.
- iii. This research showed that there is no real practice of EMI inside the classroom. It is seemed as fashion. The community schools are saying that they are implementing EMI but the reality is different.

- iv. The data and information collected in this study showed that the administration forces the teachers and students only to use English language. But, it is not acceptable in many ways. So that EMI has become a popular slogan beyond the reality.
- v. Study finding indicates that the schools only used textbook written in English, the students read and write answers in English and written examination are conducted in English while Nepali is used for most day to day communication.
- vi. The English medium community schools are not getting sufficient materials related to EMI. Therefore, teachers are teaching on the basis of their experience.
- vii. This study also found that there are various challenges in implementing EMI such as diversity in class, unavailability of authentic textbooks, no English Environment for students at their home and so on.

English Medium of Instruction as a Trend and Necessity Related

- i. EMI is just means of classroom delivery or teaching learning facilitation.
- ii. It is found that EMI just hindrance the student's creativity and learner's autonomy. Therefore, it is taken just as a trend.
- iii. However, EMI is really necessity in the sense that the number of students in community schools are decreasing. Therefore, community schools are using EMI to increase enrollment rate.
- iv. The data showed that EMI based schools have more enrollment rate than others. Therefore, their compulsion has been configured into necessity.
- v. The community schools don't have availability of sufficient materials for EMI though they are implementing it. So, it is taken as trend in community schools.

Pedagogical Implication Related

- i. For effective implication of EMI, there must be access of internet. Nowadays, internet becomes a tool for teaching and learning.
- ii. To get better result students participants in discussion must be decrease.
- iii. There must be clear plan and vision to implement EMI in public schools.

- iv. By analyzing the collected data, it was found that there is no real practice of EMI for better outcome. Teacher should use English language for actual shifting of English as medium of instruction.
- v. Teacher should create clear autonomy in the classroom to encourage students to use English.
- vi. Teacher must keep one thing in the mind that they should focus their activities to develop creativity rather than imposing.

CHAPTER-V

CONCLUSION AND RECOMMENDATIONS

This chapter concludes my study which I have drawn from chapter I to chapter IV. Based on the analysis of data and interpretation of results, the findings of the study were derived. The findings of the study led to some conclusions and recommendations based on the study. More especially, the final chapter discusses the main findings of the study presented in chapter four. It also deals with major findings of the study, conclusion and recommendation to the policy maker, ELT organization, teacher educator, ELT researchers and ELT practitioners. It is all about the brief description of my research study.

Conclusion

This research is the study of assumption and existing practices of EMI in community schools of Nepal. The main objectives of this study were to explore the perception of teachers towards EMI in terms of its assumptions and practices and to explore the existing practices, trend and necessity of EMI in community schools of Nepal. The prerequisites for the EMI implementation in community schools were not fulfilled. So direct shifting of MoI to English from Nepali created various challenges. People believe that EMI fosters students' latent capacities and enhance learning outcomes. Applying this assumption, now public schools are trying to imitate EMI since the early grades. Most of the community schools are implementing EMI to increase enrollment rate, provide quality education and reduce dropout rate. It is found that everybody was well known about the benefits of EMI implementation. Some teachers said English is an international language and some others said ability to English language helps student to communicate all over the world. So they are waiting for the help of government of Nepal to support EMI implementation. Parents have wrong concept about EMI. If their children speak English before them they think that their children are intelligence in both language and content even if their children are poor in content. The parents stopped to shift their children from community school to private English medium schools developing the positive view towards EMI in community schools. The teachers don't have knowledge of about internet. So they can't get any resources from internet. Some teachers mentioned EMI as necessity but others argued that EMI is just trend in the context of public schools of Nepal. They

are implementing EMI though they don't have sufficient materials related to EMI. Therefore, they are facing various challenges.

Recommendations

On the basis of finding and conclusion of the study, I have suggested some of the recommendations at policy and practice level. In this section, I have also mentioned the things that can be studied in this field of EMI.

Policy related

The recommendations at policy level are pointed below:

- i. The enrollment rate is increasing day by day where EMI has been implemented but the government has less concern towards EMI. So the government must formulate clear plan and policy regarding EMI.
- ii. The English medium schools don't have authentic textbooks. So the government has to provide authentic textbooks in the schools.
- iii. The teachers do not have knowledge about internet. So they are unable to find necessary resources from internet. However, government should provide them training regarding ICT.

Practice related

On the basis of data analysis and findings of this study, the following recommendations have been made at practice level.

- i. This study shows that EMI should be implemented according to the need, interest and level of students.
- ii. For the effective implementation of EMI teachers must be aware of teaching approaches and methods.
- iii. To make implementation of EMI effective teacher need to have proficiency in English language.
- iv. This study also shows that implementation of EMI in community school should be oriented to real practice rather than fashion because Students who are studying in EMI schools are neither developing English nor getting content.

Further researches

This research is not complete in EMI because it doesn't cover all the areas of EMI. So some possible areas which are related to EMI are recommended for the future research.

- i. Student's and parent's perception towards EMI.
- ii. Benefits and challenges of EMI implementation.
- iii. Gap between the policy and practice of EMI.

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Appendix

Teacher Narrative Guidelines

Dear sir/ madam,

These teacher narrative guidelines have been prepared to draw data or information for the research work entitled **Assumptions and Practices of English as Medium of Instruction in community schools of Nepal** under the supervision of Professor **Dr. Tara DattaBhatta**, the Central Department of English Education, T.U.Kirtipur. This research study attempts to explore existing situation of EMI and whether EMI is taken as a Trend or Necessity in community schools of Kailali, Nepal.

Therefore, your kind co- operation in responding all the questions will be extremely valuable to fulfill the objectives and to address the research questions of the study. Please feel free to express yourselves. I assure you that any information that you provide will be kept confidential.

Thank you for your valuable time!

Researcher,

ChampaBhatta

Department of English Education

T.U, Kirtipur, Kathmandu

Interview transcript

Participant: 1

Interviewer: Namaste sir.

Interviewee: Namaste.

Interviewer: Are you fine?

Interviewee: yes, and you?

Interviewer: yes, I'm also good. What is your teaching Experience? May you share with me?

Interviewee: I have sixteen years teaching experience but I came here two years ago.

Interviewer: when does your school implemented English as a Medium of Instruction?

Interviewee: Three years completed.

Interviewer: Does your school implemented EMI in all subjects in basic level?

Interviewee: Yes, from one to ten.

Interviewer: Which subject are you teaching here?

Interviewee: English.

Interviewer: What are the main causes of implementing EMI in your school?

Interviewee: There are various causes of implementing EMI. In my view are, to motivate students, student's and parent's willingness towards English, to compete with private schools etc.

Interviewer: What are the challenges do you face in implementing EMI?

Interviewee: Firstly, we have students from different background. On the one hand some students are from public schools that haven't good command in English and some are shifted from private schools they also haven't good command in English language. We started to teach all subjects in English. Thus, students can't do better in English and we are having various challenges.

Interviewer: What do you think English Medium of Instruction helps to develop or destroy student's creativity?

Interviewee: It depends on student's interest towards EMI. Medium is not only hindrance for students. They are habituated in their mother tongue everywhere.

Interviewer: suppose, they are from Nepali background but you taught them in English language in their early schooling, it might affect them even they cannot express their opinion in English.

Interviewee: yeah, they really feel difficult if we teach them everything in English language because they do not understand English language. Most of the students feel difficulty in terms of words in some subjects such as science, social, etc.

Interviewer: Did you take any training about EMI?

Interviewee: I am an English teachers and also from education background. So it was not necessary for me but I do a lot of preparation before entering the class. And I didn't get any training regarding EMI.

Interviewer: What are the benefits do you think having English as medium of instruction in community schools?

Interviewee: Student seems discipline; if they make noise we ask them questions in English. So they feel difficult to answer. It compels them to be quit. But sometimes they become more silent which may destroy their creativity. So it has some disadvantages as well.

Interviewer: what is your view towards EMI whether it is just a trend or really necessity in community schools of Nepal?

Interviewee: Medium is not everything. It is just means of learning.

Interviewer: Why not, if your students are unable to get what you deliver inside the classroom how they learn?

Interviewee: In the sense we can say that it is a trend but English is taken as global or international language therefore, we are teaching them in English without giving concern on their learning.

Interviewer: would you like to add anything more related to EMI what we discussed?

Interviewee: He he...To talk more about it students are habitual to read and write in Nepali language because they are grown up in Nepali background. But English is taken as international language therefore they need to increase they knowledge about English. However, we should focus on subject matter than the medium of learning. We should teach them according to their need, interest and level of knowledge.

Interviewer: Ok. Thank you for giving me your time from your busy schedule.

Interviewee: Thank you.

Participants 2

Interviewer: Sir Namaste.

Interviewee: Namaste, How are you?

Interviewer: Fine. And you?

Interviewee: I'm also good.

Interviewer: What is your teaching experience? May you share with me?

Interviewee: I have been teaching here for five years.

Interviewer: when does your school implemented English as a medium of instruction?

Interviewee: It has been three years.

Interviewer: What are the causes of implementing EMI in your school?

Interviewee: There are several causes of implementing EMI in public schools in my view, are quality education, enrollment incensement, reduce dropout rate, reputation of the institution etc.

Interviewer: What is the existing situation on EMI in community schools in Nepal?

Interviewee: The stakeholders proudly announce themselves a pioneer of English medium in the institution. In the urban area, private schools have colonized and created a whim to convince the parents to earn benefits showing the banner of quality education through EMI. Now, community schools are compelled to apply this model for the existence. Obviously, some of the community schools have done well regarding the learning outcomes.

Interviewer: What are the benefits do you think having English as medium of instruction?

Interviewee: EMI has become the best play card to increase the number of students obviously it has also changed public perception towards the institution. The school which applies EMI gets more attention and reputation.

Interviewer: What do you think EMI develop or destroy student's creativity?

Interviewee: The weaker students cannot make progress using EMI. I meant to say that the weak students cannot express their idea through English medium. So, it proves that EMI is creating barriers to the students to impart the knowledge and develop creativity.

Interviewer: What are the challenges do you face in implementing it?

Interviewee: The most challenging thing I found is the teachers' proficiency. We have digital dinosaurs in our community schools that have no idea how to search the new information and handle ICT in the classroom. Digital literacy, professional development trainings, human resource management, survival and dignity of the teachers, additional expenditure are the major challenges of EMI in community schools.

Interviewer: What do you want to share about practice of EMI in community schools?

Interviewee: The existing situation of community schools, I see following models except language classes; 1) only Nepali medium or local language of the particular area up to primary level 2) mix classes; using both English and Nepali { local language of the particular area for primary level}. 3) Only EMI based schools.

Interviewer: What do you think whether EMI is just a trend or really necessity in these days?

Interviewee: I think EMI is trend rather than necessity. But these days it is going to necessity for those schools which have very less enrollment rate. They use it a tool to fascinate the students and teachers. The data show EMI based schools have more enrollment rate than others. Their compulsion has been configured into necessity. Now it has been a blind trend for others to use EMI for the existence. As an ELT practitioner, I strongly disagree with the fact that EMI promotes learning and learning outcomes.

Interviewer: Do you want to add something regarding EMI implementation?

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

Interviewer: Thank you so much for your valuable time.

Interviewee: Thanks you too for giving me chance to share my experiences.

Participant: 3

Interviewer: Sir Namaste.

Interviewee: Namaste.

Interviewer: How are you?

Interviewee: Fine.

Interviewer: When does your school implemented English as a medium of instruction?

Interviewee: We had implemented it from 2073. Now it has been 3years.

Interviewer: What are the causes of implementing EMI? This is community school there is a provision of teaching basic level in their mother tongue but you are implementing EMI.

Interviewee: This is the demand of time and guardians. Guardians are willing to teach their children in English medium and it is also competition with private school as well.

Interviewer: Did you get any training?

Interviewee: We did not get any training related to EMI.

Interviewer: Without getting any training you may face various challenges...What are the challenges do you face in implementing EMI?

Interviewee: Yeah, there are some challenges. At first, we have students from Non-English background they feel difficulty in language. There are some challenges related to materials. We didn't get materials easily. The government provides us some books but these are not based on English medium, just translated from Nepali to English language.

Interviewer: What are the benefits do you think having English as a medium of instruction?

Interviewee: It will be beneficial for higher study. Nowadays, examinations are taken in English medium, they cannot understand the questions and unable to answer. Most of the guardians send their children in English medium school. Therefore, students who are studying in Nepali medium feel monotonous and inferior to those who are studying in English medium. To overcome these situations we have implemented EMI for those who are unable to get education from private school but they wanted to study in English medium. However, medium is just way of learning.

Interviewer: you say medium is not problem for students but many of the students become silent if they are unable to get your lectures and can't express their view than what will happen?

Interviewee: yeah, learning is important. We are implementing EMI for various reasons but if students feel difficult to understand lectures then we use mixed approach to make them clear about content.

Interviewer: what do you think whether EMI helps to develop or destroy student's creativity?

Interviewee: I think it doesn't destroy student's creativity.

Interviewer: Do you think children can express themselves in English because their mother tongue is Nepali language and they are habituated with it.

Interviewee: we have created familiar environment for them. They are allowed to speak Nepali language if they feel uncomfortable to express their view in English.

Interviewer: What do you think whether EMI is a trend or really necessity in present era?

Interviewee: I think it is both trend and necessity it is necessity in the sense that people want to study in foreign country and English is medium of instruction their so they learn English as necessity. On the other hand, it is just a trend because we don't have availability of sufficient material for EMI though we are implementing it. So, it may bring various problems in the days to come.

Interviewer: Do you want to add something related to EMI?

Interviewee: Nothing more.

Interviewer: ok, thank you sir for giving me your valuable time.

Interviewee: welcome miss.

Participant 4

Interviewer: Sir Namaste.

Interviewee: Namaste.

Interviewer: How are you?

Interviewee: I'm good.

Interviewer: when does your school implemented English as a medium of instruction?

Interviewee: This is the first batch of SEE students. It's been three years.

Interviewer: what are the causes of implementing EMI in government school?

Interviewee: This is the demand of time and guardians. Guardians are willing to teach their children in English medium school. Therefore, we have

implemented EMI to make our students learning effective and increase number of students.

Interviewer: What are the challenges do you face in implementing it?

Interviewee: In case of math and English it is not a big problem but teachers who are teaching social, science, etc are having some problems in terms of vocabulary.

Interviewer: To talk about materials....?

Interviewee: we get textbooks from JanakSikshyaSamagri Kendra but these textbook lacks examples but books from private publications are good for both teachers and students.

Interviewer: What is your students view towards EMI because most of the students are from non-English background?

Interviewee: Yeah, most of our students are from Doteli and Nepal background. If they are unable to get us we can use mixed method to make them clear. Similarly, it is not complicated to our students because we have pre-primary class where we taught them using bilingual or multilingual method. So it helps them to understand English language.

Interviewer: What are the benefits of implementing EMI in public schools?

Interviewee: Both guardians and students become more active. In the comparison of Nepali medium, guardians who have send their children in English medium give more time to their children's learning because they think how to make my child's English language better and children also seems more active inside and outside the classroom.

Interviewer: What do you think whether EMI is just a trend or necessity in public schools?

Interviewee: I think EMI is really necessity in present days. Learning English language helps students to their higher education. On the other hand, most of the academic documents are available in English language. Therefore, students must be able to read these documents to increase the level of their knowledge.

Interviewer: What do you think whether EMI develop or destroy student's creativity?

Interviewee: It helps to increase student's creativity. We can see students more active and happier.

Interviewer: Yeah, this is true but children can't express themselves easily in English language...

Interviewee: we are developing their English base therefore they are feeling comfortable to express themselves.

Interviewer: Do you want to add anything related to EMI?

Interviewee: we are having some issues regarding materials. The government has given some English translated book but they are not translated systematically. If the government provide us authentic curriculum and textbooks it would be helpful to implement EMI.

Interviewer: ok, sir thank you for giving me time from your busy schedule.

Interviewee: ok.

Participant 5

Interviewer: Madam Namaste.

Interviewee: Namaste.

Interviewer: How are you?

Interviewee: Fine.

Interviewer: What is your teaching experience? May you share with me?

Interviewee: I have been teaching here for five years.

Interviewer: When does your school implemented English as medium of instruction?

Interviewee: Three years completed.

Interviewer: What are the causes of implementing EMI in your school?

Interviewee: We have implemented EMI to make students learning effective and to increase number of students.

Interviewer: Did you get any training about EMI?

Interviewee: Yeah, our senior staffs provide us training related EMI.

Interviewer: What are the benefits do you think having English as medium of instruction?

Interviewee: public schools are adopting EMI to increase the number of students so that we can retain quotas of teachers in schools. Otherwise, schools lose the quotas of teachers from the government if they do not have required number of students. It also helps to develop students study habit and helps them to communicate with teachers and their friends.

Interviewer: But students may feel difficult to communicate in English in their early days because their mother tongue is different....?

Interviewee: Yeah, they feel difficult but we have pre primary class where they can use both English and Nepali language which helps them to develop their communication skill.

Interviewer: What do you think EMI develop or destroy student's creativity?

Interviewee: They are more excited to share their view in English. If they feel uncomfortable to express their opinion they can use Nepali language as well.

Interviewer: what is your view towards EMI whether it is just a trend or really necessity in community schools?

Interviewee: I think this is really necessity in present days because English is taken as international language. Therefore, students must be familiar with it. Moreover it can be taken as a trend because we are also copying private schools policy.