

Teachers' Beliefs on English as a Medium of Instruction

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

**Submitted by
Sital Subedi**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu
2023**

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Declaration

I, hereby, declare that this study entitled "Teachers' Beliefs on English as a Medium of Instruction" is based on my original research work, no part of it was earlier submitted for the candidature of research degree to any University I have duly acknowledged all the sources of information which have been used in the thesis.

Date :

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Recommendation for Acceptance

This is to certify that **Mrs. Sital Subedi** has prepared this thesis entitled **Teachers' Beliefs on English as a Medium of Instruction** under my guidance and supervision.

I recommend this thesis for acceptance.

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Dedication

I would like to dedicate this thesis to my husband, family, gurus and friends who consistently persuaded me to complete this thesis. Without all of their support, encouragement and contribution, I would not have been able to reach this milestone.

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Abstract

The present thesis entitled **Teachers' Beliefs on English as a Medium of Instruction** aimed to find out to explore the beliefs of teachers on English as a medium of instruction and to find out the challenges faced by teachers in the implementation of English as a medium of instruction. Keeping these objectives under consideration 10 non-English language subject teachers were chosen from Nawalpur district. These data were collected through the interview. The findings showed that teachers were encouraged towards teaching non-English subject through English language. Teachers believe English language is increasing in academic field. The finding also showed that teachers' beliefs were developed by learners, society, training, society, and their graduation. Teachers can modify through some learner's curiousness, learners' achievement, teachers, education and social requirements compiled to change their beliefs. Teachers changed their beliefs through the content knowledge, educational materials and nature of teacher also effect to change their beliefs.

This chapter is divided into five chapters. Chapter one deals with introduction which consists with teachers' beliefs on their teaching learning strategy, English language classroom, education act, Nepalese schools' policy and teachers' experiences. Moreover, it consisted of objectives, problems and significance of the study preceded by review of related literature. Chapter two was related with literature review and conceptual framework with sub-topics. Simply chapter three included methodology and procedures of the study. This chapter consisted of sources of data, population of data and also added data analysis and interpretation procedures. Chapter four included data analysis and interpretation of the results. Similarly last chapter five included findings, conclusions and implications where implication was given on the basis of findings.

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Chapter 1

Introduction

This research explores the teachers' belief, and challenges faced by non-English subject teachers in EMI classroom. In this chapter, there includes general background of the study, statement of the problem, objectives of the study, research questions, delimitations of the study, and operational definitions of the key words.

Background of the Study

Beliefs are related with the human behavior and learning. Zhebg (2009) remarked that teachers' beliefs are significant ideas in comprehending teachers' thought processes, teaching methods, and learning to teach. Teachers beliefs are significant subject in teacher education that has been designed to help teachers develop their thought and principles. Li (2012) represented that beliefs have a key role in language teaching simply, the scope of English language is increasing highly within this in Nepalese school it also covers as foreign language in that causes teachers beliefs affect the instructional program. Teacher's beliefs have great effect than the teachers' knowledge on lesson plan. Teachers beliefs identify their real behavior towards their learners. If teachers can determine their learners' abilities, they will be able to choose and modify their behavior and educational choice appropriately (Li, 2012; Pajares, 1992). Beliefs play a key role in teachers' classroom practices and their professional development.

English language plays the role of vehicle to the transmission of modern civilization. It has been perceived as the world's mirror and instruction medium in school level. Nepal is multilingual country and there have 131 indigenous languages but Nepalese schools are practicing English language as a medium of instruction. Non- English subject teachers are compelled to accept the school's new strategies, policy and beliefs. While, teachers get new challenges these help to progress their career within this, they have to face various challenges and issues. Simply medium of instruction concerns with the delivering tools which share information and knowledge. In Nepal from the 2003 English subject is teaching as the compulsory subject from these days' teachers are regularly get chance to develop their experiences. Similarly, English language covers in community school as a deliver

language that provides positive and negative vibes towards the non- English subject teachers. English has been one of the very essential means for grasping ideas from its rich vocabulary and written literature. It is the instructional language used in science and technology, business, literature, politics and education (Poudel, 2020). Santillana (2013) argues that, “English is the most commonly spoken language in the world. One out of five people can speak or at least understand English, and English is the language of science, of aviation, computers, diplomacy, and tourism”. For the English medium instruction school practices various strategies and policies.

The Education Act-1971 allows school to adopt Nepali and English or both the language as the medium of instruction without any legal restriction. According to Nesbit and Aberdeen (1990), over 80% of all information stored in computers all over the world is in English and more than half of teaching language, modern communication technologies, medicine, electronics and space technology. Simply English language instructor should be updated with modern technologies and new web site that may be challenging for non- English teacher and school management team for adjust in social requirement so, teachers have to progress them within the modern society and adjust them in new curriculum. In Nepal, school level curriculum is designed by curriculum development center (CDC). This center is responsible for training, implementing, evaluating and reviewing the curriculum. By the training and teachers’ self-esteem they get chance to reduce their problem and utilize new technologies and strategies in English classroom but EMI has also produced challenges. Teachers need to adjust in their curriculum, teaching approach, teaching materials and students’ assessment to switch from L1 instruction to EMI, which demands takes more time and energy. Our nation is multicultural and multilingual country in that situation, in a school there may be gather heterogynous students, so to analyze their language capacity school management team should be cooperate and hypothesis the best and perfect language as a medium of instruction. Nepal is home of 131 indigenous languages. The Constitution of Nepal provided right to open school with community language. So that indigenous languages are in trouble. Education Act, 1971 also aroused English and Nepali language medium instruction programed.

Teachers’ beliefs effect the classroom management and instructional strategies. Specially, novice teachers have difficulties to maintain the classroom and interaction

with student but expert teachers have experiences to maintain the classroom and classroom's problems. Mostly teaching experiences are related to specific beliefs. Borger, Girardet, Vaudroz and Crohgy state that; self-efficacy for classroom management and student engagement was positively related to years of experiences. On average teachers increase their abilities which helps the teachers adopt autonomy, supportive and structuring practices. The more experiences teachers believed in constructivism and the less they believed in direct transmission. So, to develop students' cognitive power experiences teachers have more idea for dealing with learner's problems. In the content of Nepalese school, English language teachers should be fresh and active to maintain the classrooms' problems. Because of Nepal is multicultural and multilingual country so in a class there gather multilingual students. In that causes, teachers have to face various problems. Teachers should use problem solving activities and strategies. Problem solving activities and strategies may help to the novice teachers for developing positive beliefs on EMI. In fact, according to Calderhead (1996) it seems that novice teachers tended to hold more simplistic views on teaching and learning than their more experienced peers, in another word novice teacher believes more in direct transmission beliefs and less in constructivism than their more experiences.

Some schools have not full of infrastructures and proper policy within this mostly schools are in local area where mayn't be outer atmosphere to use English language. Simply in my research, community Schools are adopting English medium for instruction, which are located in village area and out of the school's four walls there has no any proper area to use English language. Some schools practice Nepali and English medium of instruction in one schools' atmosphere so, there occurs challenges. In the context of Nepal, there has not proper infrastructure and has not proper English atmosphere. In that causes, students' English competence will not be well and that blame is directly gone towards the teacher. English language is aroused as an issue. Teachers face challenges for adjusting in English instructional medium classroom.

Statement of the Problems

Nepalese community has full of diversity in culture, caste, economic class, and language. Due to the variety of languages, some community school selects English as a medium of instruction to deliver education for non- English subject. In English medium schools, there have been larger members of English subject teacher. Within this, they got chances to interact with other teachers and expert teachers. English language demand is not private because national development strategies are also conjoining with international language. Instead of these, there have various problems occurred in English language class. In the name of English medium instruction, school takes fees which totally destroy the constitutional's free educational right. Mostly teachers' beliefs are determined by their effort and proficiency towards their duties and more than these, teachers' training, education, cognitive ability, experiences, schools managing strategies, interaction between peers, discipline and self-esteem also effect to progress teacher's beliefs. Teachers beliefs arise from the teacher's own direct experiences. Simply, teacher's beliefs are more influential than a teacher's knowledge on determining his or her teaching activities. Specially, I have chosen community school's instructional medium because this school has been chosen English language as an instructional medium. I want to explain the existing situation of community schools' non-English teachers who teach non-English subjects and their beliefs.

Objectives of the Study

Objectives of this research were as below:

- a) To explore the beliefs of teachers on English as a medium of instruction.
- b) To find out the challenges faced by teachers in the implementation of English as a medium of instruction.
- c) To suggest some pedagogical implications.

Research Questions

- a) How do the teachers develop their beliefs on English medium instruction?
- b) What are the challenges occurred in EMI classroom?
- c) What types of beliefs do the teachers have on their EMI classroom?

Significance of the Study

Teachers' beliefs effect the classroom strategies and atmosphere. Teachers progress their capacity to control the classroom problems. Within this, teacher could progress the students results. This study explored the way, how do the teacher develop their beliefs and diagnosis the teachers challenges so, my research had benefited for non-English teachers to overcome the problems that they would face in their professional life. Within this, my research also supports to progress the teachers' positive beliefs towards duties. Furthermore, this research suggested new researchers, policy makers, administrators and so on. Because of this research existed the teachers' problems and will find out solution of these problems.

Delimitations of the Study

- a) For the sample there involved some non- English subject teachers from Nawalpur district.
- b) This research was based on survey research design.
- c) Interview was including in my research for data collection procedure.
- d) This study was limited with teachers' beliefs on the medium of English language.

Operational Definition of Key Terms

Operational Definition of Key Terms used in this study were as follows:

Beliefs: Beliefs concerns with habit of mind; it's trust or confidence is placed in some person or thing. My research includes teachers' beliefs which concerns with the teacher's behavior and mind towards their instruction medium.

Instruction: It concerns with the teaching activities and learn through how the people operated or deliver any information.

Medium of Instruction: Medium of instruction is a language used in teaching. It may or may not be the official language of the country or territory.

Policy: Policy is a systematic rule conducted by particular member and strategies which covers holistic rules and regulations related with education section.

Language: language is a system of communication used by particular country or community.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter included the related recommended document which published in National Rajpatra, journal articles, research proposal, and also provided unpublished articles. This chapter separated by subtopics such as; review of theoretical, empirical literature, implication of the review for the study, and conceptual framework. Some of the literature review provide the idea of research and make success to collect data and answer my research problem.

Review of the Theoretical Literature

This section provided clear guidelines for my research. By analysis the theoretical literature I found out the national and international issues and problem which are related to my research. To collect main problems and explore new idea theoretical literature review provides best concept and core ideas for my research. There included some topic such as; Medium of instruction, English as the medium of instruction, historical development of English as MOI in Nepal, teachers' beliefs, teachers challenge and difficulties, and Challenges of medium of instruction in Nepal.

Medium of Instruction. Medium of instruction concerns with instructional tools which may be English and community languages. In the context of Nepal, English language medium instruction is arousing highly. Medium of instruction is the powerful means of maintaining and revitalizing a language and a culture; it is the most important form of intergenerational transmission. An instructional period, most of the school choose English language. Instructional medium is depended with School's policy and practice. According to the Education Act, 1971 medium of instruction can be Nepali or English or both. Medium of instruction determine that social phenomena and culture. Especially private school mostly choose English medium for instruction similarly, some community schools are also courageous towards English medium of instruction. Medium of instruction is not big issue because some policy and managing strategies directly related with that medium. If school has not proper strategies and policy medium of instruction is not appropriate for instruction. Ambika. P (2020) arouses some challenges and problem of ELT, which are related with insufficient infrastructure and choose of professional

environment. So that, only adopting English medium is not appropriate for the quality education. Nepal Constitution 2072, provides every Nepali Community living in Nepal shall have right to acquire education in its mother tongue.

Education Act (1971) brought the provision of adopting Nepali or English or both languages as MOI which was the great turning point of development of English education in Nepal. Simply community schools are also attracting to English medium instruction and some of the model schools adopt both English and Nepali medium of instruction in one school environment.

SSDP (2013- 2023) states that, the goal is for all student 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 socially and economically vibrant society. SSDP also arouse three types of school catchment communities which are generally adopted by use of language accordingly: Type 1 schools are made up mainly for learners who are homogeneously Nepali speaking on entry to ECED/PPE or grade 1 (estimated as accounting for 60-70% of schools). In these schools, no interventions other than early grade reading (EGR) and effective English language teaching are needed. Type 2 schools are made up of learners that homogeneously speak a language other than Nepali as their mother tongue on entry to ECED/PPE or grade 1(estimated as 10-15% of schools). For these schools the mother tongue will play a prominent role in children's learning in ECED/PPE through grade 3. Progressively their mother tongue will be supported and developed as well as used to assist children to transition to Nepali as the medium of instruction. Type 3 schools are made up of learners from diverse language backgrounds with no common mother tongue on entry to ECED/PPE or grade 1 (estimated as 15 -20% of school). For these schools, all the children's languages will be valued, but Nepali will be used as the medium of instruction throughout basic and usually throughout secondary school. Children who do not speak Nepali upon entry will be given additional support to learn it as a second language and to develop their skills in Nepali as the medium of instruction. Special attention will go to comprehension as part of the EGR program, and English will be taught as a subject from grade 1 and may be developed in the same way as for the homogeneously Nepali speaking schools (Type 1 schools).

Medium of instruction is basically depended with the schools' linguistic background. Medium of instruction should be proper for learners and teacher has power to concentrate learner towards instruction activities and teacher get chance to develop their career.

Importance of Medium of Instruction. Medium of instruction determines with tools and language for sharing knowledge. Community school practices English and Nepali language. Basically, best medium of instruction has capacity to deliver best information and that will be fruitful in learners' future. Dharma (2020) argued that, Nepali language is the influential national language of Nepal, it has been functioning as a national lingua franca for intercommunication between the people of different places. Proper medium of instruction attracts the learner's concentration towards the learning. If the learners are not interested to any particular language, he/ she may not be acquiring knowledge, so while teaching teacher should be choose best medium of instruction. If we see the history of English language it has not been very long. In 1850, Janga Bahadur Rana Prime minister of Nepal was influenced by Britain education system (Giri 2015). After that English language was not develop as medium of instruction in Nepal. Giri also argued that, English was only adopted as a foreign language into the formal education system in the first half of the twentieth century, and it continues to have this status, despite the fact that scholars and users of the language claim that it is anything but foreign. So, in instruction instructor should be analyses the various languages and observe the learners' cultural language then can choose the best instructional language which provide the fruitful instruction in class and that help to develop the interactional, and co-operation between students to students and students to teachers.

Medium of instruction requires for interaction between teacher and student about the curriculum. Without medium of language teaching learning will not be success. To deliver information and knowledge medium of instruction play vital role. If the medium of instruction is not understandable for learning, the instruction aim and objective will vain. Best and understandable language should be recognized before instruct any context. In the content of Nepal, school should be updated teachers and learners' cultural phenomena and language. Students think English medium of

instruction provide quality education and it develops their bright future. Similarly, English language scope is increasing in society.

Historical Development of English as MOI in Nepal. English language is become global language. By the end of twentieth century English was already well on the way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first language. Karchu (1985) argued that English has been spread in its three concentric circle i.e. inner circle that of native countries like the UK, the USA, Australia, Canada and New Zealand, outer circle those of colonial countries like India, Nigeria, Singapore, etc., and expanding circle where English is learnt as foreign language. Similarly, Nepal is aroused as expanding circle.

In Nepal English language was firstly taught in Thapathali, at Durbar school which was established by Janga Bahadur Rana. So Janga Bahadur Rana was first person who aroused the English language concept in Nepal (Neupane 2017 p.13). Tri-Chandra Collage was establishing in 1918. It started teaching English course under the supervision of Patna University India in the early fifties. In 1939 Nepal's, first education Act was recommended and gave the right to open private school, that Education Act, recommended the medium of instruction was English for English and math (hisab) subject and other subjects were instructed by Nepali language. The first University of the country, Tribhuvan University was established in 1959 which gave high priority to its curriculum in English. When a well know master plan I.e. National Educational Planning Commission 1956 recommended to remove English from MOI and to adopt Nepali. National Education System plan (NESP, 1971-75) brought drastic change in system of Curriculum textbook, examination etc., from beginning of university level. First this plan reduced the weight age of English. Second it reduced the credit hours, from 200 marks to 100 and 25 hours to 10 respectively from high school. The majority of educators and students were in favor of "continuing English in secondary level". Meanwhile the government made its decision to "Switch over from English to Nepali" as a medium of instruction in schools (Malla, 1977, p.69). Later 1981, Tribhuvan University brought a change in the structure of English syllabus and kept weight age of 200 marks instead of 100 to the campus level English. The University also discontinued the semester system and reintroduced the annual

system of teaching and assessment (Malla, 1977). But when king Birendra came to the regime, private schools were encouraged to apply English medium instruction and English education during 1990s. English began to grow in Nepal second time. Education Act 1971 allowed school to adopt Nepali or English or both languages as MOI. Nepal Constitution of 2072 also arouse the concept of free and compulsory education.

Nepal practiced various policy and strategies under the MOI (medium of instruction). By observing the history, we can change and modify our policy. Simply, from 170 years Nepal practiced English medium of instruction, from these days we faced lots of problems and modify them accordingly national and international requirement. Nepalese schools are courageous towards English Medium and develop various strategies for improve the quality education. Private school and community schools are impressing towards the English medium within this parents and students also show their interest towards English medium so English language develop as dominated language.

English as the Medium of Instruction. English language arouses in university as lingua- Franca. Mostly popular books and article are written in English language and e-services also seen cover by English language so, English language demand is increasing as medium of instruction in school. Similarly, English language is also covering the medium of instruction in Nepal. According to Dearden (2014, P. 2); the working definition of EMI is: the use of the English language to teach academic subject in countries or jurisdiction where the first language of the majority of the population is not English. The use of English as the lingua franca medium of instruction (EMI) at higher education institution across the globe is today considered the most significant trend in education internationalization (Chpple, 2015,p.1) .Ghimire (2022 Jan 29) concluded on his English literature review in title English as a medium of instruction in Government school of Nepal; that English has been adopted as a medium of instruction in government schools in Nepal because of its growing use in a global context. In 1850, as the prime minister of Nepal, Janga Bahadur Rana visited Britain and was influenced by its education system and started English in academic field (Giri, 2015). Since then, English has held a greater symbolic value than Nepali, being limited to the people of the highest social class in stratified

Nepalese society (Phyak 2016). So that Nepal has not long history in English medium of instruction. In Nepal the first university was established in 1959 which gave more priority to the English language. Nepal's first Educational Act (Sixya ko Istihar) 1934, provided right to open private school. Private schools are mostly following the English medium instruction similarly community schools are also affected by English medium instruction and modern school is also a part of community school which follow the both English and Nepal medium of instruction in Nepal.

English language grows in global content and English language demand is increasing in academic field. Simply, SSDP plan to every community school into model school and arouse the policy of English and Nepali medium instruction. English language medium concept was developed by British education and Nepal practice this from Rana period. Private school and community school developed new policy and strategies for implement English medium instruction and government of Nepal also provide right to choose English medium in school sector.

Challenges of Medium of Instruction in Nepal. Nepal is multilingual, multicultural and multi-ethnic country. There has 123 language and 126 ethnic group and 60 indigenous communities (Census of Nepal, 2011). However Nepalese community schools are highly courageous to adopt English language medium for instruction. Shrestha, (1983) argue that in Nepal English language is nor an official language and not an international language, nor a language of wider communication or a language of group identification. However, English is spread highly in school environment. If English language is used as medium of instruction there mostly use grammar translation method. Nepal is richest in language so that there arouses debate while selecting medium of instruction because of English language dominated national language. Ministry of Education (2016) has published school sector development plan (SSDP: 2016-2023) recently and adopted the multilingual educational approach in school education. Multilingual educational approach arouses as debate to choose perfect medium of instruction. While Shishya ko Istihar 1991 BS provides rights to open private school then these schools take fees for educational fund and mostly use English medium of instruction similarly now a days modern schools are also adopted English medium of instruction and take fees from the student

but that indirectly effect the learners psychology and free education rights are go in vain.

There are many responsible factors that cause problems in ELT such as administrative and infrastructure factors such as insufficient infrastructure and technical support, little access to ICT and class time (Umar & Jalil, 2012; Sauchie & Salehi 2012). Likewise, the problem in ELT can be related to training to teachers, course content, and physical environment (Goktas, Gedik & Baydas, 2013). Poudel (2020) also, stated some problems and challenges of ELT in Nepalese Secondary Schools through his journal article which are; Poor physical infrastructures, insufficient instruction supervision, worse professional environment, adverse socio- linguistic situation. Within these challenges there arouse some problems related to teacher, students, administration and teaching learning environment. Mostly the teachers have overload, and that has lack of appropriate instructional materials and refresher training. The class size is often large and the teachers have to teach student in poor infrastructures without support of modern technology tools.

English medium of instruction in Nepal is such a challenging job because it is not an official language and has not proper atmosphere to use it in society. Without practice language is not developed properly, simply English language has not proper large place to practice that causes directly goes to the multilingual and multicultural sector. Instead of this, English language teaching medium is highly adopted in Community school and private school as well as also in modern school. SSDP (2013-2023) has plan to ensure equitable access to quality education for all but only the English medium of instruction is not sufficient for quality education because for the quality education there require proper policy, infrastructure, proper environment and teachers training. While using English medium instruction teacher, students and school management team face various challenges because Nepal is multicultural and multilingual country, so there have heterogynous culture and language. To understand second or foreign language is not easy job. Within this for best instruction there require various teaching and well managing strategies. Usable and understanding language can deliver quality education. Teacher and student can interact to each other through understanding language. Parents also show curiosity towards English medium

but for English medium instruction school takes fees which is very challenging for poor parents. Parents forcefully sent their children to join in global language class and learners also show effort to acquire this language but there occur various problems and challenges.

Teachers Beliefs. Teachers beliefs concern with the teacher's behavior. Teachers' beliefs play vital role in teachers classroom practice and their professional development. Zhebg (2009) remarked that teachers' beliefs are significant ideas in comprehending teachers through processes, teaching methods, and learning to teach. Teacher beliefs are significant subject in teacher education that has been designed to help teachers develop their thought and principles. Li (2012) represented that beliefs have a key role in language teaching. Beliefs help persons to make sense of the world, impacting how new information is understood, and whether it is accepted or rejected. Teachers beliefs are affected by their experiences. Teachers beliefs relate with teacher's behavior and their behavior directly connected with their profession and characters. While teachers develop their mind and progress their work, that is directly related with their beliefs.

Additionally, Gilakjani and Sabouri (2017) state that teacher's beliefs are affected by training course, learning experiences, professional development, teaching experience, and teaching practices. Teacher use their previous beliefs for teaching and learning and these beliefs impact on what they learn and how they learn them in their teaching program. Some studies indicated the great impact of teachers educational on changing teachers' beliefs. They argue that teachers' beliefs on English language reaching and learning are impact by teachers' previously existing beliefs. Teachers' beliefs affect teacher's awareness, teaching attitudes and teaching method. Teachers' beliefs impact teachers teaching behavior, learner development, guide their decision-making and interactions with their learners. Teachers' beliefs help teachers from their planning, curricular decision, and identify what should be taught in classroom.

Li (2012), presented three types of teachers' beliefs and their significant roles in the language teaching- learning process:

Beliefs about learners. Teachers may hold any one or a combination of beliefs about those whom they teach. The sociologist Roland Meighan (1990) has suggested

that learners may be construed metaphorically as: resisters, receptacles, raw material, clients, partners, individual explorers, democratic and explorers.

Such constructions reflect individual teacher 's views of the world and also have a profound influence on their classroom practice. The first three constructs are heavily teacher-dominated while the latter constructs involve increasingly active learner participation. If teachers consider their students as resisters, receptacles or raw materials, they will force learners to master a language, fill learners with knowledge, and shape learners according to the teacher 's wishes. While, if teachers consider their students as clients, partners, individual explorers or democratic explorers, then they will alter the nature of the relationship between teachers and learners. The teachers will have the language learning activities from learners' needs, and take themselves as co-learners, facilitators and co-operators.

Beliefs about learning. It is impossible to contemplate teaching in isolation from learning. Teachers' beliefs about what learning is affected everything that they do in the classroom, whether these beliefs are implicit or explicit. Even if a teacher acts spontaneously, or from habit without thinking about the action, such actions are nevertheless prompted by a deep-rooted belief that may never have been articulated or made explicit. We can only be really effective teachers if we are clear in our minds what we mean by learning, because only then can we know what kinds of learning outcomes we want from our learners. If, our aim is to teach enough language items to pass an exam, then this will have significant implications for the way in which we teach. If, on the other hand, we see learning a new language as a lifelong process with much broader social, cultural and educational implications, then we will take a very different approach to teaching it.

Beliefs about themselves. After having studied teachers' beliefs about learners and learning both in China and abroad, we think some more advanced beliefs about teachers ourselves, such as teacher self-efficacy and teacher emotions can be important ways for us language teachers to enhance our overall quality. Teachers self-efficiency beliefs determine how people feel, think, motivate themselves and behave. These beliefs include cognitive, motivational, affective and selection process. It has been shown that high self-efficiency teachers place higher expectations on learners, thinks himself/herself to be responsible for the learners' development and believes.

Simply teacher's emotion plays an important role in teachers, teaching and students. Teachers emotions may influence not only teachers' cognition like attention, memory, categorizing, thinking and problem-solving, but also teachers' motivation, attributions, efficacy beliefs and goals.

Teachers beliefs is impacted by previous existing beliefs and their understanding level is also an effecting factor. Persons' beliefs determined by their personal personality. In my research, beliefs are related with the non- English language teachers' beliefs. Teachers beliefs is directly connected with the teacher's habit emotion self-efficiency, learners, learning strategies, training, learning experience, teaching experiences, professional development, teachers' education and behavior. Teachers' beliefs help teachers to signify their instructional plan, curricular decision and identify what should be taught in classroom. If the teachers have perfect beliefs, they can improve instructional problems and provide the quality education in classroom.

Teachers' Challenges and Difficulties. Teachers face various difficulties and challenges in their professional life. Teachers are as a burning lamp. They share the information and built the children future within this they have to cross the challenges and difficulties that provide chance to develop the experiences and construct their identity. Comparatively novice teachers ace more challenges. Phyak & Baral (2019) state that, in absence of strong institutional support mechanisms and supportive collegial relationship and mentoring, novice teachers face challenges such as inability to deal with courses and building strong sense of confidence among students. In the case of Nepal almost all the classes are heterogeneous in terms of age, intelligence, culture, language, society etc. when it comes to mother tongue or first language, the heterogeneous classes are said to be multilingual (Shrestha 2021). Ghimire (2011), Nepal has been a country of multilingualism since the pre-modern era, and people living in various ethnic groups speak different languages. In that causes, teachers teaching in such classes have their own experience of facing challenges with certain strategies, as the popularity of EMI is growing constantly not only among schools but also among students and parents. Therefore, it is interesting to explore their perception and practice of teaching in multilingual classes in the English medium (Shrestha, 2021).

In the English classroom, there have some language related challenges which are directly and indirectly faced by teachers. According to Pun and Thomas (2020), some challenges are related with language. These challenges are summarized as; teaching and exploring abstract scientific ideas in English, providing opportunities for students to receive corrective feedback in English, developing students' scientific skills for investigative study in English, encouraging students, scientific skills for investigative study in English, and initiating students to apply existing knowledge to unfamiliar situation in English. These challenges should be minimized otherwise that hamper the whole quality of curriculum and instruction will be valueless. Simply Gomleksiz and Yetkinor (2010) states some challenges of teachers:

Demographic challenges. It is not more rhetoric but a reality that demographic factors influences the education poverty and destination affect the school climate it's in totality. Uniform of students, behavior of the teacher and cleanliness of the school bear testimony to this fact and observation. It is bitter fact that the students living in slum areas cultivate a different approach to morality as compare to those who reside in clean area. According to Coiso-Zavala (1999), demography is the scientific study of characteristics and dynamic pertaining to the human population. Demography requires to study of specific information that may be census or vital statistical records. In nutshell, Population plays an important role in demographic change of school climate. It also creates a hindrance for the teacher to disseminate his/her knowledge to the students effectively.

Economic challenges. It is one of the biggest challenges of professional teachers. To develop the teachers, experience economic is also stand as a challenge because to improve teaching materials and join in training there require economics and to participant in ELT relates seminar, conference.

Geographic challenges. Rural areas' schools are located far from the center and capital city in that situation interaction with export and connection of ELT related classroom is unreachable so that, geography is also arouse as a challenge for cumulate experience to the language teachers. School culture is the set of norms, value and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school. These unwritten expectations build up over time as teachers, administrator, parents and students work together; solve problems deal with challenges and, at time

of cope with failure". School culture is responsible for the way members of school regard themselves, their relationship with one another, and the intuition and its goals. Good administrators provide communicators, organizers, and evaluators of professional development. Because of their organizational leadership functions, they are instrumental in providing faculty with expert help and when they can't, they should arrange for it to be provided.

Administrative challenges. Teaching can be an isolating job, particularly for primary school teachers with a one class where a large amount of time is spent in their classroom with little peer interaction or feedback. Teachers and student's interaction progress the teachers experiences and teachers get chance to reduce instructional problems by engaging in classroom. Teachers should be facing various administrative and managing problems while interacting in classroom. According to Bradely (2010), administrators need to ensure that development strategies help manage teachers, intention. Just as it is vital for administrators to ensure that the necessary conditions for teacher learning to thrive are in place, an orderly environment is essential for satisfaction of all involved: by helping teachers organize the strategies they pursue administrators provide a safe and orderly environment for learning happen.

Challenges related to new environment. Environment is another challenge for teachers. Environmental problems include transportation, accommodation, climate, communication, lack of health service and lack of running water and electricity. These things directly and indirectly hamper for teachers work.

While adopting English as a medium of instruction there, occurs various problem and to reduce these problems teachers have to face challenges situation. Teaching in multilingual classroom is such a challenging job for every teachers and also administrative problems to maintain classroom atmosphere. Within these above challenges' teachers have to develop their career and cumulating experience is also the challenging job for teachers. To adjust in new curriculum, training and adopting new educational policy are also the challenging thing within these challenge teachers progress their confidence level and improve the effective teaching for getting the quality result on their subject. While teachers' get success to adjust in any problems, he /she gets experience and change them into expert teachers so challenge and problems are sources to improve the teachers' career.

Review of Empirical Literature

Review of empirical literature provided me guidelines for my research because there I collected some researchers' ideas and their research findings. This section provided me benefits for my research and helpful for data collection. These researches were review in this section as below:

Aryal (2012) has carried out the survey research work entitled; "Difficulties and Attitudes of Primary Teachers Regarding the Use of English as a Medium of Instruction". The objectives were to explore attitude of primary level teachers and to find out difficulties faced by primary level teachers teaching through English medium in public School. Forty teachers were the sample of Syanja and Tanahu districts he used both open- ended and close- ended question as the data collection tools. Data were analyses distractively and applying simple statistical tools i.e. tables. He found that primary level teachers knew the global needs and importance of the English languages. So, they were practicing to use it to bring and adjust the students in English Environment. Majority of the teachers were interested to support and teach their respective subjects through English medium. Moreover, most of the teachers found that students as different environment, less exposure, scarcity of instructional materials, lack of trained and fluent English teachers, less motivation and less interaction are the difficulties. Due to these difficulties they can't clear concept to the students. All the informants agreed and presented their views supporting English as a medium of instruction in public school.

Bist (2015) carried out the survey research work entitled "Shifting the Medium of Instruction in Nepalese School: And Attitudinal Study of ELT Practitioners." The main objectives were to find out ELT teachers; attitudes on shifting the medium of instruction from Nepali to English language in school of Nepal. He used non- random sampling procedures to select the sample and data were elicited from them using an open- ended questionnaire. Sample size consisted of 30 ELT practitioners of Kapilbastu district. Data were analyzed descriptively and interpreted using sample statistical tools. Main finding was the most of government- aided schools are not well- prepared to adopt English medium instruction. It also opined that there exist potential opportunities as well as threats of adopting EMI in Nepalese school education.

Dhakal (2016) conducted research on the topic of “English as a Medium of Instruction in the Government Added School: Teachers’ Perception and the Use.” He had put some objectives to find out the teacher’s perception about English as a medium of instruction in the government aided schools, to find out the current situation of using English language as medium of instruction in government aided schools, and next is to suggest some pedagogical implication. As a sample he selected four Secondary and lower secondary schools and ten English language teachers from each school of Dhading district and use survey research techniques for descriptive type of research. In this research he chose questionnaire and classroom observation form, and dairy note to take response of the teachers for data collection. He found that 80% teachers are positive towards English medium. However, they have not training to each other subject in English medium.

Neupane (2017) researched on the topic of “Parents Perception on English as the Medium of Instructional in Public School of Nepal.” His research objectives were to find out perception of parents from public school towards EMI and draw some pedagogical implication. In his research design, he adopted a survey research for find out the information about the parent’s perception towards EMI in public schools of Nepal. All parents were the population for his study and thirty parents from public school of Parbat district were the sample population for his study. He used interview as a tool to collect the data. He interviewed in Nepali and later find convert into English. Interview data was analyzed in descriptive manner. Through the parents interview he found that 100% parents are in favor of EMI. Because in parent’s perception English medium instruction can improve the quality educational so parents want to admit their children in English medium school. Most of the parents have voiced that children should be taught in English medium in primary level. They want their children having completed their primary level study at least in English medium schools.

Bhusal (2017) conducted a research study on “Implementation of English as a Medium of Instructional: Non – English teachers’ Perception”. On his research he had had objectives; to explore the existing situation of English as a medium of instructional applied by the Non – English teachers at the community secondary and lower secondary school s in Kathmandu district. To explain perception of secondary

and lower secondary level non – English teachers regarding the use of English as a medium of instruction and to postulate some implication for policy as well as practice level. He used survey research design which is most commonly used method of investigation in Educational researches. Non- English teachers from Kathmandu district are the population in his study. He used a set of questionnaires as the measure tool for data collection. And include thirty-three informants with non- English teachers from community schools. Information was analyzed by using descriptive and statistical tools i.e., percentages and tables. It obtains that, the existing situation of EMI was not favorable in terms of training materials, languages proficiency, and orientation class to non – English teachers. Through the school of Nepal applied EMI for purpose of effective teaching and communication of EMI is not effective at community school. But teachers’ perception towards the implementations of EMI and it was found that teachers have positive attitude towards EMI and its implementation due to the global needs and demands of English.

Phyak and Baral (2019) conducted a journal article on the topic of “Teacher Identity in Higher Education: A Phenomena Logical Inquiry.” Specially this study explores the lived professional experiences of University teachers and analyze their identity, with a focus on their struggle and negotiation in the existing sociopolitical context of higher education. This study adopted a phenomenological research design to collect and analyze data as a quantitative method, a phenomenological study focusses on the in-depth analysis of teachers’ experiences in Tribhuvan University. There they choose six teachers from only two teams- education and humanities and social sciences. Through a series of in-depth interview, they collected teachers experiences so in-depth interview is tool for this article. These interview and field notes were transcribed and the transcription was code by using analytic and comparative approach to grounded theory. This research concluded that lack of motivation factors influences professional development of the lectures and their evaluation vis-a vis political identity hinders their professional life.

Dharma (2020) in his M-Phil thesis entitled “Medium of Instruction in Nepal: Exploring Necessity of Promoting Nepali as Medium of Instruction in the Context of Nepalese School Education.” He used deductive approach to generate the themes out of the data gathered. The objectives of this study were to define and established a row

of language as MOI in education by studying different existing literature and analyzing the data collected through research. He chose a case study design to fulfill his objectives. He included sample from public school and private schools' students, managers, officials, experts. In data collection method, he chose semi-structural interview and document review has the main data collection data techniques in this study. In his research he interviewed individually to participate and gave codes for recognition such as T stands for teacher, P stands for parents, S stands for students, O stands for government office, M stands for manager and E stands for expert in Nepali Subject. He conducted his research in small part of Nepal with limited time and limited sources. And he concluded that Nepal is struggling for economic and educational development, more priority should be given towards developing the quality of education through different measures. He argued that language is not perceived directly improve the quality of Education, but it has been found to play crucial role to develop several factors that are the parts of quality education. It indicates that the MOI should be taken seriously to address the issues of quality education in Nepal. The education policy on medium of instruction needs to study the possibility and scope of these issues. Instead of blindly acknowledging the policy aligned with internal interests and claims that do not mostly have contextual ground

Many researchers conducted researches on EMI in community school teacher related phenomena. However, no any researchers carried out on teachers' beliefs in EMI. Mostly researchers were based on others perception and challenges of EMI but my research searches to explore the challenges of non- English subject teachers and their beliefs. Therefore, my research study is completely different from other researches.

Implications of the Review for the Study

Through the intensive study' theoretical and empirical literature, that provided new strategies and scientific guidelines to progress my research. Literature review progress my research ideas and improve methodology to achieve the objectives as well as to integrate findings with existing body of knowledge.

While, I chose this research topic, I collected some EMI related research topic and study them for literature review. Empirical researches are carried out from the

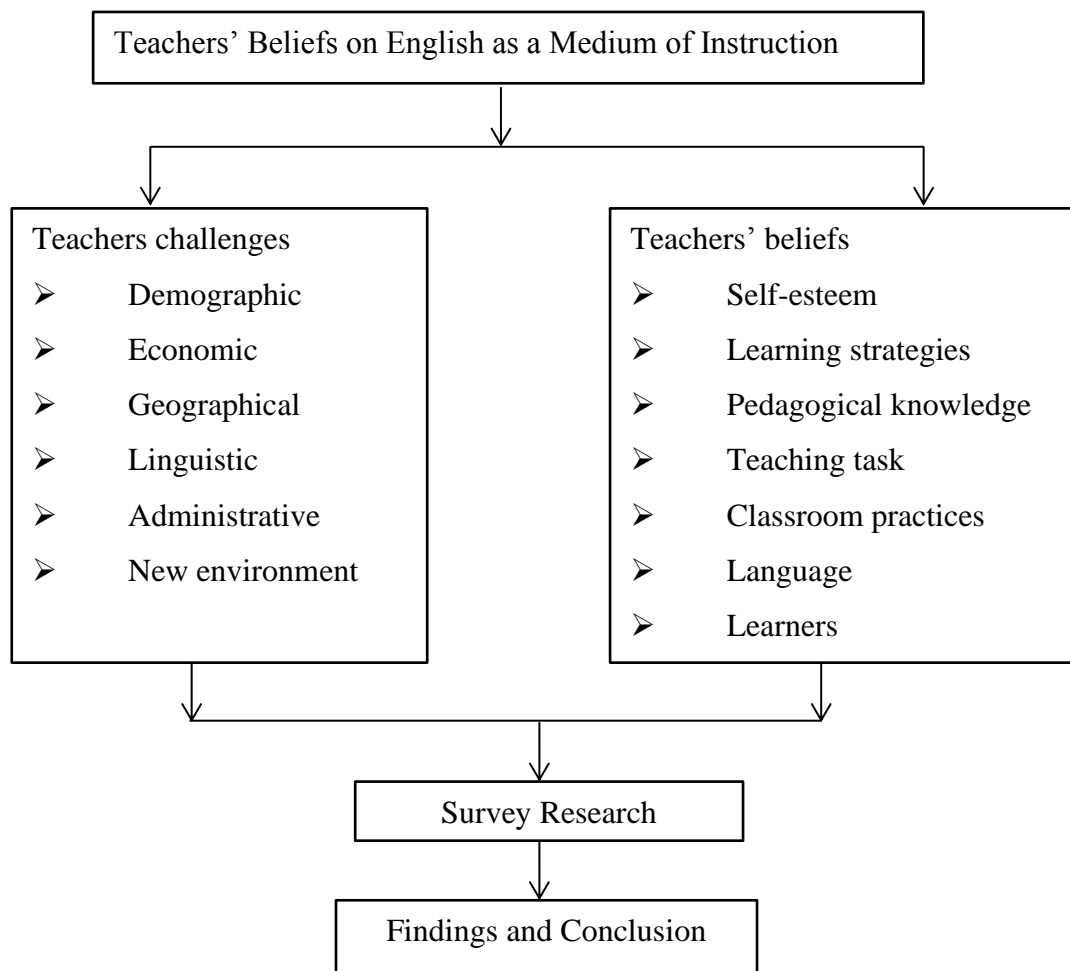
central department of English education and some are gathering by the online sources. After reviewing these studies, I gathered ideas and knowledge. Firstly, the research studies carried out by Aryal's work (2012), this research provide me some difficulties and attitudes of primary level teachers and help me to choose the teachers for sample. Similarly, Bist (2015), this research provides me information about EMI teachers' attitudes on shifting the medium of instruction from the Nepali to English language in school of Nepal. Likewise, Dhakal (2016), I got ideas of thesis writing methodologies and help me to make dairy note from the data collection. In the same way, Neupane's research (2017), helps me to adopt survey research for finding out information about the interviewer. Simply, Bhusal (2017) provides some reasons to implement the EMI in community school. Dharma (2020) provides some ideas for codes the participate to recognize them such as, T stands for Teachers. And Phyak and Baral (2019) research article, provide me some ideas to collect data and analyze data as a qualitative method.

Similarly, theoretical literature review provides the specific knowledge about my search topic. Theoretical literature review develops my concept beliefs and system about my topic. These theoretical reviews are basically on the topic of EMI and teachers' beliefs. From the theoretical review I got the EMI history and challenges for non-English language teacher and their beliefs. There conducted various research among them I included an example of Li (2012) provides me some types of teacher's beliefs and progress my concept about the teacher's beliefs. In theoretical framework there included some recommended article and policy which provide me some ideas of Nepalese educational strategies. And there attend some researchers' study which developed my concept about the teacher's beliefs and English medium instruction.

I reviewed various literature, which update me with the research process and methodological tools. Within this, literature developed my concept for my research study, which are very beneficial to my research work. These all literature works helped me with speedy idea about the way of organizing the different components of a research and provide me the guidelines, references and citations and also to select appropriate research design and tool for data collection.

Conceptual Framework of the Study

Teachers learn in their professional life by practice and involving in their professional life. They always get chance to acquire new things from their classroom. Within this, there occur various problems but he and she should think positive beliefs towards any problems to get the progress their experiences. While teacher develop the experience there stand the teachers beliefs and challenges, if they take their challenges and develop the positive beliefs toward their profession, they will acquire teacher's efficiency and teacher's efficiency is directly related with teachers' career development. Furthermore, in multilingual classroom teachers face various challenges and problems but teachers should take them easily.



Chapter 3

Methodology and Procedures of the Study

This chapter provided some identical procedures and method for thesis study. It included some sub-heading such as; design and method of the study, population, sample and sampling strategy, study area, research tools, sources of data, data collection procedure, data collection and interpretation procedure and ethical considerations.

Design and Methodology of the Study

There are so many research designs which have scientific procedures and provide some statistical way to any research work simply I chose descriptive survey research design. Survey research is one of the quantitative research designs which provide scientific evidence for educational research work. Survey research is most commonly used in descriptive method in educational research. Through the help of survey research researcher can study population and analyze their social and psychological condition. My research study was based on survey research design which provided descriptive result. Survey research describes the present situation and practice then arouse proper guidance for reduce problems by developing plan. Its major objectives are not only considering with present situation analyzes because it also compares presents situation and result. So, that survey research plays vital role to collect quantitative data collection. Mainly survey research collects three type of data such as, data concerning existing status, data useful for the composition between established and present status and data related to the means of improving present status. Likewise, the survey research is one kind of research which studies longer and small population in universe by selecting and studying sample chose from population to discover the related incidence, distribution and interrelationship of social and psychological variables. Survey research is usable cross-sectional survey. In my research it helped to analyze non-English language teachers' beliefs, attitudes and their behavior towards EMI and it also helped to evaluate populations' perception. So, I thought survey research was best for my research design.

Population, Sample and Sampling Strategy

Conducting all the Nepalese schools' non- English teachers as population was impossible for my research so that I chose non-English subject teachers from Nawalpur district. As a survey research there I chose 10 non- English teachers from different school. In that research I conducted 15/15 questions for interview to each population.

Research Tools

I used interview guidelines as the main tool of data collection. I conducted in-depth data to the interviewee which was reliable for my research study.

Source of Data Collection

I used secondary and primary sources of data collection. These sources were essential in research for cumulate information and help to reduce problem.

Data Collection Procedures

Data collection procedures are main things to evaluate the research problems. I prepared some questions for interview. I had prepared question then, I went to the Nawalpur district for field visit. I selected different schools and built the rapport authority. I took permission for interview to the non- English subject teachers. Then I asked relevant question to them in interview then note out them in my research study.

Data Analysis and Interpretation Procedures

Data analyzed, and present in descriptive manner. After collecting the data. These data analyzed and interpreted systematically and descriptively.

Ethical Considerations

While preparing research we should be aware in scientific responsibility. And we shouldn't hamper any participants' physical and psychological perspective. While I took interview, I became careful about their physical, social, cultural and psychological phenomena and respect their information. If my interview's questions made them uncomfortable, I modify these questions and develop the suitable

atmosphere for participant, because researcher should respect the scientific rules and regulation. After finishing the data collection, then I analyzed them and if any questioner request to make his/ her information takes privacy I respected them.

Chapter 4

Analysis and Interpretation of Results

This chapter deals with the analysis and interpretation of the collected data obtained through primary sources. All the data have been presented, analyzed and interpreted under this topic. The data were collected with the use of interview consisting of set of interview questions. These questions were constructed being based on the objectives of the study.

I arranged the question thematically into two groups to meet the objectives of the study. The collected data were analyzed, interpreted and discussed under the Teachers' beliefs on English as a medium of instruction and challenges faced by teachers in the implementation of English as a medium of instruction.

This section is mainly concerning with the presentation, analysis and interpretation of the results. This has been done separately on the basis of tools employed. Fifteen questions are selected to analyze and interpret the data and there include fifteen non-English subject teachers as an informer. The data obtained from those questions forms with non-English subject teachers' response have been analyzed and results have been made according.

Experience of Teachers' in EMI Classrooms

Teachers beliefs are directly connected with teachers' experiences. Experiences are related with the teachers teaching period of time. In this section, time concerns with the teachers' professional periods. If the teachers spent more time in teaching field, he/she cumulate more experience and they can easily maintain the classroom problems. I asked a question to the 10 participants about their period of time in this school they separately express their teaching periods of time. Out of 10 one of the teachers shares his teaching expression as below:

Umm, I have spent my 10 years in professional life within this I have passed my 5 years in EMI classroom. In the beginning I had lots of problems to teach through English language because, School developed new strategies and choose English language as an introduction language that compiled me to change in to new instruction system.

Similarly, another teacher shares her experience of EMI. She said

I have passion to teach through the English language but from 3 years I got chance to fulfill my passion by instruct through the English language in school. Firstly, I have difficult to make good interaction with students but now a day English language becomes easier for me.

The aforementioned statement explains that in community schools are newly adopted English medium of instruction in their school. English language become as an international language so that non-English language teachers are compiled to adjust schools' new strategies. In this regard one of the participants said:

I have 10 years experiences. I teach science subject. While teaching this subject I used English vocabulary little bit but after some period school make new policy and make English as a compulsory instruction language. That new strategies provide me chance to learn English language and it becomes easier language for me. But still students are not properly capable to use English language.

These themes are generated from the answer of the respondents when non-English subject teachers were asked about how long have been teaching in EMI classroom. They have presented their professional time periods. Most of the teachers were new in the EMI classroom because English language is newly growing in community school. In this question they spend the time from five years, ten years and so on. According to participants' experience using English is interesting job but there arouse various challenges.

Necessary to Adopt EMI in Community Schools

The scope of English is aroused highly. Teachers are those people who share knowledge in school through the medium of language. In that causes teachers are mostly use English medium for share the knowledge. To find out the teacher's perception towards the English medium of instruction there I asked a question as; You think it is necessary to adopt EMI in community school? Teachers presented their perspective about the EMI and provided me fruitful data for my research. Teachers' responses were as follow:

I think English language is English spread as an international language, and English language scope is highly growing in society as a social requirement so community school needs to adopt EMI.

To fulfill the social requirement community schools should be accept English language. Day by day English language scope is increasing so that community schools are forcefully ready to change instruction medium of instruction. Simply another participant said:

English language can progress students' career, for economic enrichment, and it provide guidelines to adjust in contemporary society because English language scope is highly spear in society, develop the quality education, provide the chance to involving in English environment.

Among them one of the teachers said: *it hampers the national language authority and it is difficult job in multilingual classroom, so I think it is not necessary in Nepal.*

The aforementioned points depict the necessary for adopting EMI in community school. The teachers reply that English spread as an international language, social requirement, progress students' career, for economic enrichment, for adjusting in contemporary society, develop the quality education, provide the chance to involving in English environment. Within these benefits it hampers the national language authority and it is difficult job in multilingual classroom. Non- English subjects are also instructing through the English subject that reasons are directly gone to the social requirement, and the English language is spread in world so community schools are practice the English language as a medium language. In the context of Nepal, some of the teacher thought English language develops the quality education and provides job opportunities for the learners. To fulfill social requirement community schools are compiled to use English language as a medium for non-English subject.

Teachers' Challenge Faced by Using English Language

While we use English language there arouse various challenges. To generate this theme from the participant, there asked a question in interview as, what are the challenges do you face while using English language? Teachers answer and shows

their problem which occur while teaching non-English subject with the English medium. Participants presented their challenges which are faced by using English Language as:

Yes, there were many challenges in classroom. Some of these problems are disturbed environment in classroom, lack of linguistic knowledge, differences between English language and national language.

This above statement shows while using English language at classroom there occur various challenges and difficulties. There arise various challenges among them he said environment matter is most important thing to deliver quality education.

Limited teaching infrastructure, center-based curriculum, numbers of students, multilingual classroom and students mostly used their mother tongue in the classroom.

Yeah, I faced lots of problems in classroom. I used to teach social subject in that causes I have difficult to explain the lesson through English and there are not proper materials for explain the whole lesson these are my challenge which are shown in my class.

The aforementioned points depict the challenges of non-English subject teachers. Teachers are particularly faced problems or challenges relating to classroom environment, teaching infrastructure, number of the students and multilingual classroom. Disturbed environment in classroom, limited teaching infrastructure, center-based curriculum, numbers of students, multilingual classroom and students mostly used their mother tongue in the classroom are the main problems of the EMI. Beside these challenges, they have to manage the classroom, adjust schools' strategies and policy, and also have difficulty to understand new linguistic phenomena.

Tackling of Instruction Problems

Teaching professional job concerns creative and difficulty job. While teachers enter into the classroom there arise various problems within this teacher should be creative and maintain these problems regularly. Teachers asked a question how do

you tackle the problem of instruction? They have presented some tackle to control the problems such as:

Umm while teaching non-English subject through English language there I had faced various problems instead of these problems I mostly use multimedia, during lecture, I have not long experiences into English medium so I used to lesson plan which provide me strong tackle to control classroom's problems.

We know that teaching learning activities have problems but we have to search solution simply one of the teachers use some materials while teaching non-English subject. Through the help of multimedia, he makes interesting classroom and students easily learn the theme of lesson. One of the teachers has similar beliefs that he said:

I usually used timetable and prepare materials for provide interesting classroom. While, I show the materials students distribute their attention towards lesson. Although I teach social study subject so for the better instruction, I used audio and visual material in that way I reduced my classroom's problems.

Newly appointed teachers and experiences teachers believe on the materials an, timetable for finishing their course in time. Some of the causes, materials provide the semantic meaning and help to tackle the problems. In the addition, one of the participants gave her experience to throughout the instructional problems. She said:

I mostly use playing games and make involve them in games that provide some vocabulary knowledge and students give their attention towards the lesson.

The aforementioned responses show that non-English subject teacher can reduce the classroom activities. In teaching and learning process there arouse problems and teachers have to be maintain them for providing proper knowledge in. To reduce the instructional problems teacher should be select the alternative methods and materials mostly they used multimedia during lecture, design lesson plan, distribute conversation session between teachers and students, teaching through the game, using infrastructure, manage timetable.

Impress to Adopt the English Language

English language is impressed to adopt in school as medium of instruction. English language is aroused as contemporary issue so its scope is highly aroused school. For inquiry the teacher's concept towards adopting the English language as in non-English subject there asked a question, which things impress to adopt the English language in non-English subject? Teacher deliver their concept for this answer as like;

I am impressing to adopt the English language because English is international language and its requirements increasing highly in society. English is mostly used everywhere so non-English subject is also practice with the English medium.

One of the teachers express his beliefs and way of impressing factors of adopting English language:

Umm. teachers are impressed to adopt English language but I think English language is not only one solution to develop quality education and create cognitive environment in classroom.

Additionally, one of the teachers said,

English language provides the job opportunity and provide chance to develop the employers' career development, all the information is available in internet through the English language, so while I use English language that develop my English fluency.

These above responses show that English language impress learners and parents with in this non-English language subject teachers are compelled to adopt the English language. English is international language and it' requirement is increasing highly in society, English is dominating language, English is mostly used everywhere, English language provide the opportunity for job and provide chance to develop the employers career development, information is available in internet through English language and English language has connected the world. English language can help maximum numbers of people to develop the skills and help to adjust in society. If the learners have competence of English they can interact with more people and get chance to

know the various cultural phenomena. English language is become a channel language to join the world in a row teacher are also impress to teach the English language.

Linguistic Problems Faced in Classroom

While using English medium of instruction there arouse linguistic problems. Students may have difficulty to understand the English language. To analyze the linguistic problems there asked a question what kind of linguistic problems have you faced in classroom? Teachers present some linguistic problems which occurred in EMI classroom. They represent some linguistic problems such as:

While teaching non- English subject through English language, there come linguistic problems which hamper to deliver information properly and hamper to fulfill the curriculums objectives. These problems are grammatical disorder, lacks of phonological system, difficult to understand semantic statement, e.c.t.

If linguistic problems occur in classroom that teaching and learning activities will not be success because grammatical error doesn't provide proper information. Within this student can't success to give proper answer of the questions. One of the teachers expressed the similar beliefs like above teacher. Additionally, he said:

For non-native teacher have difficulty in syntax, semantic meaning, grammatical disorder, tense that discourage teacher to share proper knowledge. Within this teacher and students' interaction section will passive.

One of the participants said:

I teach social subject there come some linguistic problems. In my class some of the students used their indigenous language in classroom, that creates funniest situation in classroom. In my classroom there have pronunciation problems, overlapping semantic meaning.

These above points represent the main problems of linguistic which are lexical problems, semantic problems and syntactic problems occurred in EMI classroom. Additionally, grammar, pronunciation, woored meanings are also linguistic problems. That linguistic problem hampers teaching and learning activities and objectives of the

lesson. While the students did not understand teachers lecture that teaching and learning activities will not be success. Non-native learners have the lower linguistic competence, in that causes teaching and learning activities will not be success.

Teachers Beliefs on Sufficient Infrastructure

In teaching and learning infrastructure are alternative sources. Teacher mostly used resources in teaching learning classroom for achieving the objectives of curriculum. To collect data teacher asked question have you believed in sufficient infrastructure progress your infrastructure? They response as below:

Yes, sufficient infrastructures help to achieve the teaching and learning objectives. Materials help to create active classroom. While I used infrastructure, all student gives their attention towards me so that sufficient infrastructure has power.

Simply, one of the participants said, *Infrastructure contribute to develop the educational quality, it develops the teachers and student's relationship, it helps to acquire the objectives of curriculum, and promote the learner's concentration towards lesson.*

One of the participants who teach social subject she said:

Yes, only sufficient infrastructure can progress instruction because materials can attract the learners' concentration towards the lesson and that develop the interesting classroom.

Teachers believe sufficient infrastructure can develop the teaching and learning. It makes learning more interesting, practical, realistic and appealing. Infrastructure also enable the students and teacher's participation and effectively in lesson sessions. Teaching infrastructure helps every non-English subject teacher for produce quality education. If teachers are able to choose best infrastructure for particular lesson, then after objective of the curriculum will be fulfill and students and teachers' relationship have strong. So non- English subject teachers use proper materials for teaching and learning which are suitable for the lesson.

Way to Develop the Teachers' Beliefs on EMI

Teachers beliefs on EMI is directly related with the teachers experiences and teacher's positive beliefs can change the teachers teaching learning and progress effective relationship. Teacher asked a question how do you develop your beliefs on your EMI classroom? Why? They represent some elements such as;

I am non-English subject teacher. Most of learners showed their interest to acquire knowledge through English language and English language spreads as an international language so that school develop their instructional strategies within this, I am also accepting EMI.

I get chance to involve in training that training develop my knowledge which courage me to adopt the EMI in classroom. Because of cognitive knowledge develop my confident level.

I realize English language is international language and its scope is highly growing up within this student are ready you learn through English medium of instruction.

These aforementioned responses are shown that non-English teacher can develop their beliefs towards the EMI classroom. Most of the teachers show learners' activities play the vital role to develop the teacher's beliefs on EMI. By the training teacher get chance to develop their competence and that competency develop the teachers' beliefs. So, learners, society, training, time, knowledge, modify their beliefs on EMI, because these elements effect the teaching and learning strategies.

Elements to Progress the Teachers' Beliefs on EMI

The participants were asked a question as- which elements progress teachers' beliefs on EMI? In response to the questions, they have presented their response as:

I am impressing towards EMI because I have capacity to use English properly. Within this social requirement is focused in English language and administrative support me to use EMI.

Similarly, one of the teachers showed his interest towards EMI.

He said: *Schools' administration provides English language materials to achieve curriculums' objectives through the English language.*

One of the participants said that; *I'm impressed to change the teaching learning strategies because now a day's English language become as a social requirement, and learners are curiously attended in classroom.*

The aforementioned responses show that non-English subject teachers' beliefs are affected by the aspect of EMI and contemporary requirements of society. Within the learners and social requirement, teachers have to modify and change their teaching strategies. Learner's curiousness, learners' achievement, teachers' education, social requirements, subject curriculum, administrative support and new policy, are the elements of the teacher's beliefs which helps to develop their beliefs towards the EMI. Within this teaching strategy is also one of the elements which provide teachers attention towards EMI.

Understanding the Delivered Content

Teaching means delivering information to the student. Teacher often deliver effective information and provide best path for the students. Instructional interaction has power to share knowledge to each other. In that causes there might be proper language to deliver the knowledge. If the language is not understandable teaching instructional will be fail so to inquiry the teaching learning outcomes, there I asked a question; do your students understand the content that you delivered by using EMI? Participants share their experience with curiously as below;

Off course I'm a science teacher. While I am teaching science there, I mostly use electric device which easily provide the picture and definition of hard word meaning. In some of the cause students are shy to interact with me through the English language in that situation I gave them chance to use their mother tongue and later explain that through English language. So, I my class learners are easily learn my lesson.

Teaching is not based on lecture methods there have various methods. This above statement state that electric materials help to reduce the confusion of learners and teacher gives chance to use their mother tongue for involving shy students. That teacher's idea is best to deliver the knowledge. Next one of the teachers said:

Umm... students are acquired my lesson but there arouse some problems. First, I choose best technique to reduce classroom problems and as well as possible I use action research to make my classroom effective. And while learners have some confusion there, I reduce their problems and respect this lesson. In that way my students can understand my lesson.

These aforementioned statement present teachers' share some techniques to reduce classrooms problems and choose an idea for make their lesson understandable. While using English language there might be occur problems so they used to action research to control problems and do interaction with student by using materials.

Modifying the Teachers' Beliefs on EMI

Teachers' positive aspect on EMI helps to progress the instructional strategies, so for knowing how the teacher modify EMI beliefs in their professional life.

Teachers reply way to modifying teachers' beliefs on EMI as:

Umm, firstly I have difficult to accept the school's new strategies based on EMI then after I accept this because my training progress my confident level, learners' awareness force me to change my instruction style.

Next participant shares his ideas,

For EMI classroom there require various policy and support simply I got chance to develop my instructional strategies through the school.

These above points show teacher modify their beliefs through the training, looking learner's awareness, support from administration, time and situation, school's policy and strategies modify the teachers' beliefs on EMI. While the teacher modifies their beliefs on EMI then they prepare their mind and lesson plan and provide the effective instruction. To adjusting in contemporary academic requirement teacher should be modify their behavior towards the school's policy and change themselves.

Source of Teachers Beliefs on EMI

The non-English subject teachers were asked a question as- what are the sources of teachers' beliefs in instruction? Teachers' response to this question they believe on EMI is

Umm, English languages' scope is growing as an international language and foreign language, social requirement and I have desire to teach my subject through English because I have trained for it.

Simply one of the participants said: *I have experience for teaching non-English language through the English medium and I have done master with major English so I like to join in English classes.*

Above points show the teachers beliefs on EMI. Now-a-days in community school teachers are forcefully adopt the English medium of instruction and compelled to change their old strategies of instruction because English languages' scope is growing as an international language and foreign language, social requirement, contemporary issues, international language, students and parents desire and dominate language. So, these points present teachers' perception about the English language.

Self-esteem in Teachers' Instruction

A question was asked to the participant as-do you believe on self-esteem can progress your instruction? In response to this question, they have responded as:

Yes, self-esteem can progress teachers' instructions because it develops teachers' confidents on EMI classroom, within this to develop the self-esteem there require training, exports support, sufficient infrastructure.

Self-esteem can progress the teacher's instructions. My teaching instruction is depended with my self-confident. Which provide me through the training and I also take help from exports.

The aforementioned points hint to develop the teacher's confidents and cognitive power self-esteem is requiring. If the teachers have self-esteem, they can progress the teaching strategies and objectives of the lesson will be successes.

Teachers' Beliefs and Teaching Practice

Teachers were asked a question related to the teachers' beliefs and teaching practice. There asked to the participant as--do your beliefs are connected with your teaching practice or not? If connect how is it? In response non-English subject teachers responded as:

Yes, teachers' beliefs are connected with their teaching practices, because teacher make plan accordingly to their beliefs and conduct the classroom activities.

Simply one of the participate said:

Off course, my beliefs are connected with my teaching practice because before entering in classroom I make plan and that plan is linked with me behave so that teaching practice is link with my beliefs.

These above statements present teachers' beliefs help to progress the teaching and learning practices because, while teachers have knowledge and experiences, they can easily develop proper classroom activities and conduct the best learning strategies. Furthermore, beliefs guide the teachers work and improve the teachers' weakness. Next one participant said that:

Teachers' beliefs are directly connected with the teachers training, education and experiences. While teachers are in work there, develop their behaviors because, teachers' beliefs are connected with their teaching practices, because teacher make plan accordingly to their beliefs and conduct the classroom activities.

Chapter 5

Finding Conclusion and Implication

Findings

This study aimed to find out the non-English subject teacher's beliefs on English medium of instruction. English language is emerging in schools' instructional tools within this teacher have to change their beliefs and modify their instructional strategies. This research collects some data to find out the teacher's perception towards their beliefs on EMI. By this data there I have collected some finding as a result these are as below:

Teachers' beliefs on EMI

Teacher's experience is generating within their period of profession on teaching field. English language is spread as an international language and its requirement is increasing highly so EMI is necessary in community schools to empower the learners' creativeness.

Teachers' challenges and solving the problems

Non-English subject teachers face challenges in to classroom due to the disturbed environment, limited teaching infrastructure, center-based curriculum and multi-lingual classroom. Teacher mostly used multimedia during lecture period and design lesson plan to handle or tackle disturbed environment. English language impresses the learners and society. English language is dominating language. It mostly used in everywhere. It develops the learner's career and provide capacity to adjust in new society. Non-English language teacher have difficult to maintain phonological problem grammatical problems syntactic problems, and they may have lower confidence in pronunciation. To solve their problems, they used materials and took help from administration. Sufficient infrastructure progresses the instruction and help to achieve the teaching and learning objective of curriculum.

Developing teachers' beliefs on EMI

Teacher's beliefs are developed by learners, society, training and their graduation. That means teacher can modify through some effected elements. Learners' currishness, learner's achievement, teacher education social requirement, subject curriculum, and teaching strategies are elements which progress the teacher's beliefs. Content knowledge, educational material teacher's nature are sources of teacher's beliefs in instruction. Teachers can modify their beliefs thorough training, looking learner's awareness, support from administration, school's policy and strategies.

Conclusions

English medium of instruction is developed in formal Education system as a dominate language. English language provides chance to progress the learners' creativeness. Non-English subject teacher faces challenges in classroom due to the disturbed environment, limited teaching infrastructure, center-based lesson plan to handle or tackle disturbed environment. Teacher beliefs are influence by learners, society, and contemporary requirement force to change their beliefs. English language spread globally and it impress the learners, society so non-English language subject teacher compelled to progress their strategies for using English language and they use multimedia. Before instruct teacher should be update towards learners and administrative strategies. The concept of EMI grows up to develop quality education. Simply teacher is always having beliefs to change themselves to adjust in school environment.

Teachers' beliefs identify their real behavior towards their lesson. While teacher is in EMI classroom, they have to modify their older lecturer methods and choose the best one technique. Non-English subject teachers are faced various disturbed in classroom, because teachers have difficult to maintain phonological problems, grammatical problems and syntactic problems. Most of the non-English subject teachers have hesitation to create English environment in classroom. Because of they have less confidence in English language. Non-English teachers are progressed their teaching strategies for adjusting in new policy so they modify their beliefs through training, learner's awareness and they get chance from the administrative support.

At last, this thesis finds out teachers beliefs have a greater effect then the teacher' knowledge.

Implication of the Study

On the basis of the above conclusion, following implications have been suggested to non-English subject teacher for choosing best techniques and progress their beliefs towards the international language.

Policy Level

Hereby, some policy-related implications have been suggested to non-English teacher. The untrained teachers are teaching, so it is implicated that the regular EMI training should be provided to the teachers. There have lack of resources materials, so the schools should be aware of being equipped with essential teaching learning resources materials. As the school now-a-days are focusing on growing the numbers of students' enrollment, now it should be focused on the quality then the quantity in education.

Practice Level

Teachers is the main agent to practice the program inside the classroom, so is the cause with EMI, it is needed that the teachers should create the EMI friendly environment in the school premises. Teachers should be self motivate to develop their professional beliefs with the EMI. Today social and students mostly choose the English medium of instruction so the schools administration practices to use English language in instruction. Teachers are required to teach the English language through English utilizing the proper tools and techniques to better the performance of the students. The teachers should create the base of the student regarding English proficiency in students from the basic level. The teachers should focus on activity-based teaching learning pedagogy in school.

Further Research

Here under sub-titled, the researchers suggest some possible researchable area for further study regarding teachers' beliefs on EMI. This study is delimitation for non-English subject teachers' beliefs towards EMI. It is also investigating the

teaching challenges of teachers for using English in non-English Subject. This research has expectation to reduce the teachers' problems and provide the guidelines for using EMI in non-English subject. It also seems important to carry out a research to identify the causes of teachers' unwillingness to transfer their training in the classroom for better result.

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Appendix –I

The research entitled "Teachers' beliefs on English Medium of Instruction." This is going to be carried out. The main purpose of the study is to explore the beliefs of teachers on English as a medium of instruction and find out the teacher's challenges. Therefore, in order to explore the teacher's beliefs and challenges of the EMI the following interview guideline the teachers' beliefs for the interview questionnaire.

The list of the guidelines as follows:

Experiences of teacher' in EMI.

Necessity of EMI in community school.

Teachers' challenges faced by using English language

Tackling of instructional problems

Impress to adopt the English language

Linguistic problems faced in classroom

Teachers' beliefs on sufficient infrastructure

Way to develop the teachers' beliefs on EMI.

Elements to progress the teachers' beliefs on EMI

Understanding the delivered content

Modifying the teachers' beliefs on EMI

Types of teacher's beliefs on EMI

Self-esteem in teachers' instruction

Teachers' beliefs and teaching practice

Appendix
Interview Transcription I

Interviewer: Will you give your brief instruction?

Interviewee: My name is Divya Panday. I am from nawalpur district.

Interviewer: How much time did you cumulate experience in EMI classroom?

Interviewee: Umm I have spent my 10 years in professional life within this I have pass my 5 years in EMI classroom. In the beginning I had lots of problems to teach through English language because, School developed new strategies and choose English language as an introduction language that compiled me to change in to new instruction system.

Interviewer: Do you think it is necessary to adopt EMI in community school?

Interviewee: I think English language is English spread as an international language, and English language scope is highly growing in society as a social requirement so community school needs to adopt EMI.

Interviewer: What are the challenges do you faced while using English language?

Interviewee: Yes, there was many challenges in classroom. Some of these problems are disturbed environment in classroom, lack of linguistic knowledge, differences between English language and national language.

Interviewer: How do you tackle the problem of instruction?

Interviewee: Umm while teaching non-English subject through English language there I had faced various problems instead of these problems I mostly use multimedia, during lecture, I have not long experiences into English medium so I used to lesson plan which provide me strong tackle to control classroom's problems.

Interviewer: Which things impress to adopt the English language in non-English?

Interviewee: I am impressing to adopt the English language because English is international language and its requirements increasing highly in society. English is

mostly used everywhere so non-English subject is also practice with the English medium.

Interviewer: What kind of linguistic problems have you faced in classroom?

Interviewee: While teaching non- English subject through English language, there come linguistic problems which hamper to deliver information properly and hamper to fulfill the curriculums objectives. These problems are grammatical disorder, lacks of phonological system, difficult to understand semantic statement, e.c.t.

Interviewer: Have you believed in sufficient infrastructure progress your infrastructure?

Interviewee: Yes, sufficient infrastructures help to achieve the teaching and learning objectives. Materials help to create active classroom. While I used infrastructure, all student gives their attention towards me so that sufficient infrastructure has power.

Interviewer: How do you develop your beliefs on your EMI classroom?

Interviewee: I am non-English subject teacher. Most of learners showed their interest to acquire knowledge through English language and English language spreads as an international language so that school develop their instructional strategies within this, I am also accepting EMI.

Interviewer: Which elements progress teachers' beliefs on EMI?

Interviewee: I am impressing towards EMI because I have capacity to use English properly. Within this social requirement is focused in English language and administrative support me to use EMI.

Interviewer: Do your students understand the content that you delivered by using EMI?

Interviewee: Off course I'm a science teacher. While I am teaching science there, I mostly use electric device which easily provide the picture and definition of hard word meaning. In some of the cause students are shy to interact with me through the English language in that situation I gave them chance to use their mother tongue and

later explain that through English language. So, I my class learners are easily learn my lesson.

Interviewer: How do teacher modify EMI beliefs in their professional life?

Interviewee: Umm, firstly I have difficult to accept the school's new strategies based on EMI then after I accept this because my training progress my confident level, learners' awareness force me to change my instruction style.

Interviewer: What are the sources of teachers' beliefs?

Umm, English languages' scope is growing as an international language and foreign language, social requirement and I have desire to teach my subject through English because I have trained for it.

Interviewer: Do you believe on self-esteem can progress your instruction?

Interviewee: Yes, self-esteem can progress teachers' instructions because it develops teachers' confidents on EMI classroom, within this to develop the self-esteem there require training, exports support, sufficient infrastructure.

Interviewer: Do your beliefs are connected with your teaching practice or not?

Interviewee: Teachers' beliefs are connected with their teaching practices, because teacher make plan accordingly to their beliefs and conduct the classroom activities.

Interview Transcription II

Interviewer: Will you give your brief instruction?

Interviewee: My name is Dolaraj Kafle. I am from Madyabindu 7 Chormara Nawalpur.

Interviewer: How much time did you cumulate experience in EMI classroom?

Interviewee: I have passion to teach through the English language but from 3 years I got chance to fulfill my passion by instruct through the English language in school. Firstly, I have difficult to make good interaction with students but now a day's English language becomes easier for me.

Interviewer: Do you think it is necessary to adopt EMI in community school?

Interviewee: English language can progress students' career, for economic enrichment, and it provide guidelines to adjust in contemporary society because English language scope is highly spear in society, develop the quality education, provide the chance to involving in English environment.

Interviewer: What are the challenges do you faced while using English language?

Interviewee: limited teaching infrastructure, center-based curriculum, numbers of students, multilingual classroom and students mostly used their mother tongue in the classroom

Interviewer: How do you tackle the problem of instruction?

Interviewee: I usually used timetable and prepare materials for provide interesting classroom. While, I show the materials students distribute their attention towards lesson. Although I teach social study subject so for the better instruction, I used audio and visual material in that way I reduced my classroom's problems.

Interviewer: Which things impress to adopt the English language in non-English?

Interviewee: Umm..teachers are impressed to adopt English language but I think English language is not only one solution to develop quality education and create cognitive environment in classroom.

Interviewer: What kind of linguistic problems have you faced in classroom?

Interviewee: For non-native teacher have difficulty in syntax, semantic meaning, grammatical disorder, tense that discourage teacher to share proper knowledge. Within this teacher and students' interaction section will passive.

Interviewer: Have you believed in sufficient infrastructure progress your infrastructure?

Interviewee: Simply one of the participants said, Infrastructure contribute to develop the educational quality, it develops the teachers and student's relationship, it helps to acquire the objectives of curriculum, and promote the learner's concentration towards lesson.

Interviewer: How do you develop your beliefs on your EMI classroom?

Interviewee: I get chance to involve in training that training develop my knowledge which courage me to adopt the EMI in classroom. Because of cognitive knowledge develop my confident level.

Interviewer: Which elements progress teachers' beliefs on EMI?

Interviewee: He said: Schools' administration provides English language materials to achieve curriculums' objectives through the English language.ci

Interviewer: Do your students understand the content that you delivered by using EMI?

Interviewee: Umm... students are acquired my lesson but there arouse some problems. First, I choose best technique to reduce classroom problems and as well as possible I use action research to make my classroom effective. And while learners have some confusion there, I reduce their problems and respect this lesson. In that way my students can understand my lesson.

Interviewer: How do teacher modify EMI beliefs in their professional life?

Interviewee: Next participant share his ideas, For EMI classroom there require various policy and support simply I got chance to develop my instructional strategies through the school.

Interviewer: What are the sources of teachers' beliefs?

Simply one of the participants said: *I have experience for teaching non-English language through the English medium and I have done master with major English so I like to join in English classes*

Interviewer: Do you believe on self-esteem can progress your instruction?

Interviewee: Self-esteem can progress the teacher's instructions. My teaching instruction is depended with my self-confident. Which provide me through the training and I also take help from exports.

Interviewer: Do your beliefs are connected with your teaching practice or not?

Interviewee: Off course, my beliefs are connected with my teaching practice because before entering in classroom I make plan and that plan is linked with me behave so that teaching practice is link with my beliefs