

**NON ENGLISH LANGUAGE TEACHERS' PERSPECTIVES ON EMI: A
NARRATIVE INQUIRY**

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Abstract

Increasingly, non-English speaking countries in the colossal world use English as the medium of instruction (EMI) to teach academic subjects. English as medium of Instruction (EMI) has been a great issue of discussion in today's pedagogical field among the concerned stake-holders . This qualitative research aimed to investigate on – English teachers' perspectives on language shifting in classroom teaching practice (from Nepali to English and again from English to Nepali in 12 years' time span) in terms of their practice , motivation , challenges and results of the shifting in a secondary school located in a rural setting of Gulmi. For this, three secondary level English teachers were selected purposively and data were collected using in-depth interviews. The results of the study revealed that teachers of the public schools were found aware of the basic concept of the notion of English as a medium of instruction. They were found positive in implementing EMI in conducting their daily teaching and learning activities. The study also showed that teachers of secondary level have been facing different challenges in adopting EMI in the

classroom like students' weak exposure to English, mother tongue interference, un-resourceful schools and government policy interference. The study recommended that there should be a favourable and encouraging environment in the public schools for the teachers for adopting EMI in the class. In spite of some challenges of the medium of instruction, they were found to be in favour of the continuation of EMI .

Keywords : EMI , non-English teachers, perspectives, policy, language

Introduction

Because of the growing need for developing communicative competence in English that will fulfill the increasing demand for English language in order for social economic and social political development many non-native English speaking countries have taken on English as a medium of instruction. Rise of English as a global lingua franca seems to be further forcing non-native speakers to learn English and many countries are trying to drastically overhaul this education system in favour of English in order to meet the challenge of global integration . Rapid change to English as medium instruction in developing countries for example Ghana and Yuganda unprepared for such a vast change is causing havoc in some educational systems EMI therefore has become much hyped issue today and it attracts a wide range of studies globally (Sah, 2015)

Nepal has not yet been able to sustain a single educational policy with full effects was implementing EMI education in public schools for teaching academic subjects .The decision of introducing this huge change was made with no proper plans ; however, some mere studies are on track .It has been evident that some countries such as Ghana ,Turkey and Rwanda have failed to continue EMI education because of the lack of education infrastructures, teachers proficiency in English ,proper teacher education programs and in service professional development (Tylor ,2010) . If we have a close look at the present

Nepalese situations the ministry of education does not seem to be well prepared to meet the basic requirements for the successful implementation of EMI. Questions would thereby arise as to why the the MOE has opted for EMI education over mother tongue based multilingual education.

EMI policy has also benefited many countries like India , Pakistan and Spain, with suitable outcomes .They ,however, used appropriate plans and principles (Marsh, 2006) . Some countries initially failed to receive the set objectives and further developed plans that could lead to a successful implementation of EMI education .One of such contexts is the Ghanaian context where they introduced bilingual transitional literacy program and Bridge to English in order to build up suitable situations for the implementation of EMI education.(Sah,2015)

EMI is therefore an interesting topic to discuss and is consequently receiving a huge attention from language policy researchers . This article explores the views of the school principal and two teachers regarding the need and use of English as a medium of instruction and the classroom practices of using English in a public school in Nepal. This paradigm shift from Nepali as a medium of instruction (NMI) to English as a medium of instruction (EMI) and again from English as a medium of instruction (EMI) to Nepali as a medium of instruction(NMI) has raised controversy in the education system of Nepal. As this study found, there has been a growing demand of teachers for EMI viewing English as linguistic capital in the global socio-economic market and they have taken it as an economic investment in education. However, there seems a noticeable gap between the true spirit of EMI policy and actual classroom practice in public school education. Public schools in Nepal need to adopt EMI only after a thorough study on its effects in the implementation of the policy.

The choice of language as a medium of instruction has been an issue of policy concern in the education system of a country. Generally, the national language becomes the medium of instruction in a country. However, even the international language can be the medium of instruction in the global context. Being an international language, English language has been enjoying preferences as the medium of instruction in the world, especially in “non-native English speaking countries” (Bradford, 2016, p.2). Due to the global spread of English, there has been a paradigm shift from teaching English as a foreign language to adopting English as a medium of instruction (EMI) in many non-native English speaking countries including Nepal.

In fact, English has been used as a medium of instruction and as a subject around the world. EMI is “the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (Dearden, 2014, p.2). Thus, EMI is teaching all the academic subjects in English rather than teaching the English language. Like in many non-native English speaking countries around the world, Nepal has been shifting the status from English as a subject to as a medium of instruction in public schools.

Considering this context, this study explores the views of the school principal and teachers, regarding the paradigm shift from NMI to EMI and again EMI to NMI for teaching the subjects , Social Studies , Economics and Education in the secondary schools in Nepal. To fulfil this objective, this study answers the following question:

1. What are the perceptions of the non-English teachers on paradigm shift from NMI to EMI and again from EMI to NMI ?

Literature Review

Under the literature review, I discuss a range of language related policy issues, empirical studies, and theoretical framework along with practical implications relevant to this study. I start with language policy and English Education in Nepal followed by empirical and theoretical issues relevant to this study.

Language Policy and English Education in Nepal

Nepal has been declared as the 'Federal Democratic Republic of Nepal' with seven provinces (The Constitution of Nepal, 2015). Despite its small geographical landscape, Nepal is a multilingual, multi-ethnic and multicultural country with 123 ethnic languages spoken as mother tongues by 125 ethnic groups as stated by Central Bureau of Statistics (2012). Nepal's linguistic diversity can be seen with cultural diversity closely linked to biodiversity of the country. Nepali, with its official status, has been used as a lingua franca in Nepal used for communication among speakers of different ethnic groups in the country. The education policy of Nepal has been guided by political motives rather than academic needs and foundations from the very beginning of formal education.

The formal education in Nepal began in English medium with the establishment of Durbar High School in 1854, to provide education only to the elite Rana families. Education became formally available to the public only after the establishment of democracy in 1951. Later, Nepal National Education Planning Commission (NNEPC, 1956) proposed Nepali, being the national language, as the medium of instruction in schools to strengthen the national integrity in the linguistically and culturally diverse country Nepal.

All Round National Education Committee (ARNEC, 1962) and National Education System Plan (NESP, 1971) followed the same path. Moreover, NESP (1971)

made the provision of both public (government-aided) and private schools. After the restoration of multiparty democracy in 1990, the Constitution of the Kingdom of Nepal (1990) stated that “Each community shall have the right to operate schools up to the primary level in its own mother tongue for imparting education to its children” (Article 18, Clause 2).

National Education Commission (NEC, 1992) reflected this spirit of the constitution. Thus, the post 1990 period moved towards pluralistic language policy (Weinberg, 2013) accepting multilingual education. As the literature shows, the development of English education in Nepal can be discussed in three phases: during the Rana regime (1846-1950/1), during the Panchayat system (1950/1-1990), and after the restoration of multi-party democracy (from 1990 onwards) (Awasthi, 2004, 2011; Eagle, 2000; Giri, 2011; Phyak, 2011; 2000; Sonntag, 1995, Weinberg, 2013). The Rana period was the period of opposition to education as only a few elites, especially the Rana families, received education. The Panchayat period followed the “one-nation-one-language ideology” (Phyak & Ojha, 2019, p.344) in the education system of Nepal.

The Democratic period (1990-2007) was the period of multilingualism in education allowing mother tongues in schools. Political interest in each shift seems to be the sole cause in the revision of the education system in Nepal. However, in Federal Republic Nepal, the history of Nepal’s language policy, planning and practices can be divided into four periods: Rana period, Panchayat period, Democratic period and Republican period.

The Republic Nepal, from 2007 with the introduction of the Interim Constitution of Nepal (2007) onwards, has now embraced the neoliberal language ideology in education allowing mother tongues, Nepali and English as mediums of instruction in schools as per the local needs and demands of the learners and parents. EMI in public

schools is the result of this neoliberal language policy which has taken English language as a commodity or as capital. In this regard, School Sector Development Plan (SSDP, 2016-2023) mentions “most private schools use English as the medium of instruction and a number of community schools have also started using English as the medium” (p.29). Now, EMI has become a demanding phenomenon in the Nepalese public school education system. The adoption of neoliberal economic ideology after 1990 encouraged privatization in education and in other sectors. English medium private schools started establishing throughout the country since then. These English-medium private schools have developed the ideology in people that teaching and learning through English medium brings so-called high quality in education. The Ministry of Education (MoE) has also encouraged the public schools to introduce English medium policy in their schools as stated in the document of NCF (2007) that I have mentioned above. NCF (2007) further mentions that the medium of education will generally be in mother tongue up to grade 3. Likewise, the Constitution of Nepal (2015) mentions, “Every Nepali community living in Nepal shall have the right to acquire education in its mother tongue” (Article 31, Clause 5), but in practice we see EMI from the elementary level in public schools. Thus, seems a mismatch between policy and practice regarding the use of language education policy in Nepal. This is what Phyak (2016) calls “local-global tension in the ideological construction of English language education policy in Nepal”p.199). SSRP (2009) asserts, “English will be taught as a subject from grade one onwards” (p.81). However, it mentions that the choice of medium of instruction in school can be determined by the SMC at the micro-level. This assertion encouraged the public schools to adopt EMI in their schools. Because of this policy, public schools in Nepal are adopting EMI to fulfil the demands of the parents and communities.

Now, English is being taught as a foreign language from Grade one onwards as a compulsory subject. However, it is being used as a medium of education in private schools, and even in public schools. Giving power to the schools and communities

through decentralization, public schools are managed by School Management Committees (SMCs). “Any community (government) school can decide to change from Nepali to English as its medium of instruction” (Chiluwal, Ranabhat, & Thompson, 2018, p.83). The right of deciding the language of instruction is with the CMC.

Thus, the English language has been getting increasing space in the Nepalese education system from general social discourse to micro-level educational policies and practices due to the demands of the parents as social capital along with the influence of globalization and neo-liberalism in education. Though EMI has been a debatable topic in the Nepalese education system, it has been being adopted in public schools around the country.

Though Nepal is a multilingual country with diverse ethnic groups, EMI has become a demanding need in public schools all over the country due to the influence of neoliberalism in education. As a result, many public schools have adopted EMI in their schools to fulfill the needs and demands of the public and to address the “crisis in education” (Tollefson, 2014, p.1) that they have been facing. That crisis is the decrease of students in public schools. As Dearden (2014) reports, “there is more EMI in private than public education” (p.8) and the situation of Nepal is also the same. Almost all private schools have been conducting medium of instruction exclusively in English since the establishment of their schools, but just a few public schools have adopted EMI fully or partially and some are in the process of adopting it. EMI, therefore, has become a global issue and the area of interest to be researched especially in multilingual public school contexts of Nepal.

English as a Medium of Instruction (EMI): An Overview

English language is viewed as the global language. It is taken as the most widely used means of communication. In this line, Pennycook (2001, p. 81) is of the opinion that English taking up such an important position in many educational systems around the

world, it has become one of the most powerful means of inclusion into, or exclusion from further education, employment, or social positions. Moreover, English has been playing the role of global lingua franca to facilitate the process of communication between the people from diverse linguistic background. Along with the global importance of English, the notion of English as medium of instruction (EMI) has become a growing global phenomenon in the present day academia. Simply, the notion English as a medium of instruction (EMI) refers to the use of the English language in the classroom instruction where contents of various subjects are taught and delivered in English. In addition to this, the idea can be interpreted in terms of its practice in relation to different dimensions. For example, EMI means teaching all subjects as prescribed in the curriculum in English. Moreover, EMI is the use of English where professional courses are taught in English. In addition, EMI may mean giving lectures in English while assisting the students to learn the contents and matters of different subjects as offered in the schools or university curriculum. Dearden (2014, p.1) defines EMI as “The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English”. He further states that there is a fast-moving worldwide shift towards using English as a medium of instruction (EMI) for academic subjects such as science, mathematics, geography and medicine. EMI is increasingly being used in universities, secondary schools and even primary schools. This phenomenon has very important implications for the education of young people and policy decisions in non-Anglophone countries (Dearden, 2014). Thus, the medium of instruction has always been a key issue among educational institutions across the world especially in those nations who were once British colonies. Even though those nations have gained independence from the British rule yet its legacy still exists in one form or to the other. English language is one of the most prominent legacies left behind by the British Empire. Despite the unceasing global debate on English as the international lingua franca or as ‘killer language’ (Coleman, 2006), the adoption of English as a medium of

Instruction (EMI) has been sweeping across the higher education landscape worldwide (Crystal, 2004). In this context, Nepal cannot remain in exception. Thus, the global spread of EMI has led the schools and universities of Nepal to adopt English as a medium of instruction. Since English is used to serve different functions in different settings. Among the various functions that we perform with English, EMI is one of the important uses of the English language in the academic context. Many non-native English speaking countries have taken the notion (EMI) owing to the growing need for developing communicative competence in English that may fulfill the increasing demand for English language development. In the same way, the rise of English as a global lingua franca seems to be further forcing non-native speakers to learn and use the English language and many countries are trying to drastically overhaul their education system in favor of English in order to meet the challenge of global integration. In this very situation, Nepal, one of the developing countries, however it has not yet been able to sustain with the full effects of implementing EMI in the public schools and higher education institutions. The decision of introducing this huge change is made with no proper plans; however, some mere studies are on track (Sah, 2015). In the similar vein, as the instances of international practice of EMI, the countries, such as Ghana, Turkey and Rwanda have failed to continue EMI education because of the lack of educational infrastructure, teachers' proficiency in English, proper teacher education programs, and in-service professional development (Tylor, 2010). Nonetheless, EMI policy has also benefited many contexts, namely India, Pakistan and Spain, with suitable outcomes. They, however, used appropriate plans and principles (Marsh, 2006). Moreover, some countries initially failed to receive the set objectives and further developed plans that could lead to a successful implementation of EMI education. One of such contexts is a Ghanaian context where they introduced 'bilingual transitional literacy program' and 'Bridge to English' in order to build up suitable situations for the implementation of EMI education. EMI is therefore an interesting topic to discuss and is consequently receiving a huge attention from language

policy researchers. Similarly, Dearden (2014) reported some issues regarding the EMI practice globally include, the lack of EMI-qualified teachers and teaching resources, questions as to which subjects are to be taught through English medium, the age at which EMI starts, the lack of a standard level of English for EMI teachers, the role of the teacher, and the role of language centers and professional development. Since these are the global issues for implementing EMI, they seem to be identical in the Nepalese context. Thus, these very issues have paved the way to make an attempt to investigate this area in the context of Nepal. Moreover, the choice and adoption of language of instruction in the multicultural and multilingual setting like Nepal is not a new phenomenon but it is a very difficult task. With reference to multilingual setting of various countries, Tsui and Tollefson (2003) put forward their view that choosing a language as a medium of instruction, which is part of the language-in-education policy, is not a novel issue as it has been discussed and studied worldwide, especially in the countries where multilingualism exists with diverse people and multi-ethnic groups such as Singapore, Malaysia, Indonesia, India, Canada, Hong Kong, etc. Thus, the selection of medium of instruction is sensitive in these countries because it profoundly impacts on political, economic, and sociolinguistic aspects of a country and may “lead to war and bloodshed” if ill-managed (Tsui & Tollefson, 2003). So, the concerned authority should be very much careful in selecting and implementing the medium of instruction at any level.

Previous research on EMI

Many developing countries have policies promoting EMI in schools. Though the spread of English is taken as “linguistic imperialism” (Phillipson, 1992), the demand for EMI has been seen throughout the world, including Europe (Aguilar, 2015; Dearden & Macaro, 2016), Africa (Viriri & Viriri, 2013) and Asia (Chapple, 2015; Lei & Hu, 2014). The British Council conducted a survey in 2014 involving 55 countries across the globe and discovered that 62% of these countries use EMI (Dearden, 2014). EMI originated

from Europe in the late 1990s (Brown & Bradford, 2017) and now it has been a “growing global phenomenon” (Deardon, 2014, p.2) at present and has been growing rapidly in Asia (Walkinshaw, Fenton-Smith & Humphreys, 2017). Despite the fact that EMI is a new phenomenon, several studies have been conducted about the perceptions (Al-Qahtani & Al Zumor, 2016; Nguyen, 2017 ; Sorrell & Forlin, 2015), outcomes (Williams, 2014; James & Woodhead, 2014), challenges (Uwambayinema, 2013; Ibrahim, Shafaatu, & Yabo, 2017) and classroom practices (Annamalai, 2013; Nguyen, 2017) of EMI in various countries including Nepal. However, most of the studies have been carried out in higher education on EMI and EMI related issues (e.g. Vu & Burns, 2014; Hu & Lei, 2014; Huang, 2015). To take a few, Paulsrud’s (2016) study found that “EMI is offered for prestige, an international profile, marketing potential and personal interest”. Similarly, Wijayatunga (2018) found that teachers teaching in English medium in urban schools were enthusiastic but majority of them were not proficient enough in the language to teach in English. Regarding the use of EMI in Nepal, Sah and Li (2018) found that “parents, students, and teachers regarded EMI as a privileged form of linguistic capital for developing advanced English skills, enhancing educational achievements and access to higher education, and increasing the chance of upward social and economic mobility.” Similarly, Ojha’s (2018) study found that EMI has been adopted in public schools in Nepal without careful planning and the necessary preparation to make it a success. He further states that schools are shifting to EMI mostly because of demand and pressure from parents.

Notwithstanding its extensive application around the world including Nepal, the EMI policy is not still an indisputable issue. In this regard, Saud (2019) views “EMI policy seems to be against linguistic and cultural diversity in multilingual English classrooms in Nepal” (p.78). Much research and reports on EMI show that “the use of English for delivering contents encounters various pedagogical challenges and difficulties” (Floris, 2014; Erling, Adinolfi & Hultgren, 2017; Ibrahim, Shafaatu, & Yabo,

2017; Simpson, 2017; Wijayatunga, 2018). While research into EMI is growing, only a few studies have been conducted in school education in Asia, particularly in Nepal.

Therefore, this study explores the non English teachers' perspectives on EMI and again its shifting to NMI , practices on the use of EMI in the school context ,

Theoretical framework

For this study, I have employed language attitudes, language ideology (Woolard & Schieffelin, 1994), linguistic capitalism (Bourdieu, 1993), diglossia (Ferguson, 1959), and English-medium paradigm (Schmidt-Unterberger, 2018) as the main theoretical frameworks for the analysis of information. Language attitudes are the feelings people have about their own language and the languages of others. Ryan and Giles (1982) define language attitudes as “any affective, cognitive or behavioural index of evaluative reactions toward different language varieties or speakers” (p.7). As Obiols (2002) writes, the study of language attitudes “can predict a given linguistic behaviour: the choice of a particular language in multilingual communities, language loyalty, language prestige...” (p.1). People’s attitudes show their behaviour towards a certain language.

EMI is rooted in the ideology of monolingualism (Blommaert, 2006; Heller, 2007), “English as a global language” (Crystal, 2003) and “English as a lingua franca” (Seidlhofer, 2005) ideology and the ideology of neoliberalism in education. English language is taken as a capital to get jobs and other opportunities in the society with high prestige and social status. Diglossia is a situation in which high prestige language or language variety is used in certain situations like formal education and the low prestige language or language variety is used in community’s everyday communication – this is what Ricento (2000) calls “stable diglossia” (p.198). English medium paradigm “characterises the various instructional types in English-medium teaching contexts” (Schmidt- Unterberger, 2018, p.4).

The theories I have discussed here are the theoretical lenses that guide the thematic findings. Moreover, English medium paradigm is guiding the study throughout this article.

Method

This research project is based on an analysis of preexisting literature and qualitative data that was gathered through interviews with three participants. This approach to inquiry is strictly qualitative, focusing on the literature and participant's perspectives and experiences (Creswell, 2007). To further explore the main research question, research based literature including books and peer-reviewed journals were reviewed. Upon reading the literature, several themes became apparent regarding the use of EMI in the classroom. This method of data collection provided an in depth understanding of the different frameworks, methods, and pedagogy regarding this topic. Two face-to-face interviews were conducted and one interview was conducted through messenger correspondence. All three participants were asked the same questions, which were a mixture of open and closed ended questions. The interviews ranged between 30 and 40 minutes in length, and occurred in the participant's natural setting in their own residence by strictly following health protocol. The interviews were very informal, and encouraged the participant to voice their experiences and share their stories. This was done to minimize the power relationship between the researcher and the participant (Creswell, 2007), which is an important aspect of qualitative research. The data collected through participant interviews was transcribed, coded and categorized. This process allowed for themes to emerge that formed the major findings of this research project.

Participants

Purposeful selection was used to select participants to contribute to this research study. Participants were chosen based on their understanding of the research problem and their ability to contribute to the study (Creswell, 2007). Three participants were chosen, all with very different experiences of teaching different subjects.

Participant A was Social Studies' teacher .Participant B would teach Science and EPH and participant C , the Principal , taught Economics. They had a very long experience of teaching in the Secondary level.

Data Collection and Analysis

Data analysis occurred once participant interviews were complete. The two audio files and message correspondence were transcribed and coded. An in-depth analysis began by transcribing the interview to create a rough draft of codes. The codes were compared and a process of elimination occurred to create codes that best represented the data. Once a set of codes was created they were applied to the transcriptions by inserting them in bold lettering and underling the sections of the interview that the codes applied to. This allowed for the researcher to read through the transcription and seamlessly incorporate the codes. After all interviews were transcribed and coded, the data from all three participants was amalgamated together under each code. This created one large data file of information separated into 5 codes, allowing for the main themes of the findings to emerge. The codes were then analyzed to decide how the findings were to be presented. Some codes were deleted and others were further sub categorized to create precise findings. This method of data analysis allowed for a comparison between the participants data to occur, which made the process of finding themes and discovering key findings easier. The data from all three participants in each code was analyzed and sorted allowing

for strategies, experiences and important quotes to emerge to be used to support the findings of the research.

Ethical Review Procedures

All participants were originally contacted through phone calls, where a brief description of the research and the interview process was given. Once the participants agreed an interview was set up. A Letter of Consent was provided that detailed the research study, the data collection process, how the data will be used and the importance of confidentiality. Each participant signed the letter and a copy was provided. The participant who was interviewed through messaging was given an electronic copy of the consent letter. All interviews were professionally conducted and any questions asked by the participant were answered. Transparency was important to make sure all participants felt comfortable. Participants were offered a copy of the transcript and a final copy of the research project for them to read upon completion. There was one instance when a reminder was given that students could not be interviewed for the research project..

Limitations

A limitation of this research study is the small sample size, which is due to time constraints, lack of funding and ethical procedures. This limitation is due to the nature of the type of research that is being conducted and is not in control of the researchers. A more specific limitation regarding the participants is the resources available to them .The participants have little control over resource allocation, which can impact their pedagogy and lived experiences in the classroom. A final limitation of this research study is how quickly the medium of instruction changes . This research study focuses on EMI, impacting the experiences of the participants and the validity of the data collected

Results and Discussion

After the transcription and analysis of the data, four themes have been emerged.

EMI practice in the school

Public schools in Nepal have been adopting EMI as a new linguistic market in education in recent years. This trend is due to globalisation and socio-economic power of English language, viewing English as a linguistic capital (Bourdieu, 1993) for better “socioeconomic mobility” (Khubchandani, 1978, as cited in Bhattacharya, 2013, p.165) in the globalised socio-economic market. When the Constitution of Nepal (1990) followed the economic liberation policies (Phyak, 2016), private English medium schools have been mushroomed in Nepal. National Curriculum Framework (NCF, 2007) stated, “The medium of school level education can be in Nepali or English language or both of them” (p.34). Since then, public schools have been free to choose either English or Nepali language as medium of instruction in their schools. As a result, a large number of public schools have adopted EMI in Nepal since 2010 (Sah & Li, 2018). However, the shift from Nepali as a medium of instruction (NMI) to EMI has been a controversial issue in Nepal. The Constitution of Nepal (2015) clearly states that “Every Nepali community living in Nepal shall have the right to acquire education in its mother tongue, and the right to open and run schools and educational institutions as provided for by law” (Article 31, Clause 5). The constitution has recognised mother tongue based multilingual education (MTB-MLE) at school level. However, EMI has been adopted by private schools and this trend has been growing even in the government aided public schools. EMI has become a demanding phenomenon in public schools at present in Nepal and this issue is challenging the MTB-MLE policy of the government. Formalising in 1990 and implementing in 2007, Nepal has been following a ‘trilingual’ policy (learners’ first language, Nepali and English) at school level education as stated in School Sector Reform Plan (SSRP) report (2009). However, it has not been fully implemented until now. Most of the schools are

adopting NMI from the early grades; some schools have fully adopted EMI while others both EMI and NMI. In this regard, Nepal's language-in-education policy seems to be controversial. Written policy documents recommend using trilingual policy but most of the public schools are using bilingual policy, both Nepali and English. The school I visited started EMI in 2057 to teach a few subjects in a section in Grade 6 . After the experiment in the section and the guardians' positive responses, it implemented EMI from Nursery class to teach all the subjects in English except Nepali. After almost 20 years the school has again shifted the medium into Nepali to teach the subjects Social Studies , Economics , Moral Science and the Vocational subjects . The study showed that the EMI policies in Nepal are not consistent. Inconsistency in EMI policies resulted in confusion in school administrators and subject teachers.

Motivational side of EMI

First of all, English is the International Common Tongue. English is the most well-known unknown dialect. This implies that two individuals who come from various nations (for instance, a Mexican and a Sri Lankan) generally utilise English as an ordinary language to convey. That is the reason everybody needs to get familiar with the language to connect on an international level. Talking it will assist you with speaking with individuals from nations everywhere in the world. Learning English is significant as it empowers you to communicate effectively with your kindred worldwide residents. (Nishanthi, 2018) The emergence of English as a World language is now indisputable. Crystal (2000) and Nunan (2001), as well as British Council (2013), argued that the spread of English provided unlimited access to the modern world of science, information and communications technology (ICT), money, power, international communication, and intercultural understanding as well as entertainment and many more fields. The participants of my research were also of opinion that the school was the 22nd secondary school of Gulmi and it was popular in the district because of its good achievements in the

academic arena . They maintained that due to mushrooming of the institutional schools in the country and the increased globalization and rapid migration from the villages to the towns in pursuit of the quality education ,the survival of the public schools was in question and the medium shifting was felt an urgent need of the time. 'Especially ,to get entries in the world recognized national and international institutions and to get good job opportunites in the job market EMI was felt necessary and the school was motivated to implement EMI' , said the principal. And also English makes it easier for us to understand technology so that we can continue our education to a higher level easily.

Challenges of EMI

Despite its benefits, EMI has many challenges in terms of language and instructional concerns as the studies suggested above. Still then, Alptekin (2003, cited in Sert, 2008) takes a more positive position stating the benefits of EMI on cross-cultural and mental development of the learners. Kırkgöz (2005) reported that the students had difficulty in acquiring the academic content which is very similar to Sert's study (2008). In accordance with the other studies, Dalkız (2002, cited in Sert, 2008) also emphasized the language related problems in EMI including difficulties in grasping the questions, giving appropriate answers. Notably, it can be said that without considering its benefits, EMI is not without its challenges in other contexts as well. Building on this argument, the workload of students and instructors, the decrease in the quality of education are noted by Gao in Chinese settings (2008, cited in Gökmenoğlu & GelmezBurakgazi, 2013). In line with this argument, Smith also highlighted “lack of interest of non-native speaking students toward EMI courses, loss of confidence and failure of students in EMI courses” are among the cited challenges, but a few (2004, cited in Gökmenoğlu & Gelmez-Burakgazi, 2013). Similarly, in a Hong Kong university “the risks of traditional language attrition and culture loss” were the central arguments in terms of EMI policy reported by Poyung and Hang- Yue (2014). The language-related challenges in EMI at a Hong Kong

University were also investigated in a longitudinal study carried by Evans and Morrison (2011). 3 000 students completed a questionnaire in which the challenges were detailed as skills “planning written assignments”, “following a discussion”, “using appropriate academic style”, “expressing ideas in correct English”, “understanding specialist vocabulary”, “understanding key vocabulary” “taking brief, clear notes” in an EMI classroom. When it comes to the second research question dealing with the instructional challenges teachers encounter, Sert (2008) highlighted the lack of humour and colourless classroom environment. Surprisingly in her study the teachers did not mention any language or instructional related problems they faced. On the contrary, Kılıçkaya (2006) indicated that covering the materials faster and deeper was challenging in EMI in accordance with the Gökmenoğlu and Gelmez-Burakgazi’s study (2013) .

My investigation under this theme has come out with the following challenges the teachers faced while implementing EMI

In the first few years they had financial problem . They had to hire some more teachers to teach in both media , that is Nepali and English; specially in the lower secondary because the students from the neighbouring Nepali medium schools would join the school. Since the books by good publications would cost more all guardians were not able to afford them. They also added that since it had heterogeneous type of teaching practice it was very difficult for them to implement EMI. And ,what's more , the school administration was afraid of the erosion in the quality of education while teaching the subjects like social studies , economics ,etc. through English. They had the challenge too that they had to impart quality education in under-resourced situation. And in the beginning they were discouraged by the DEO and the office would set questions especially for grade 8 in Nepali medium only . Though the school collected extra fund as fees in agreement with the guardians some political parties interfered with it.

Paradigm Shifts and its Results

When the Constitution of Nepal (1990) followed the economic liberation policies (Phyak, 2016), private English medium schools have been mushroomed in Nepal. National Curriculum Framework (NCF, 2007) stated, “The medium of school level education can be in Nepali or English language or both of them” (p.34). Since then, public schools have been free to choose either English or Nepali language as medium of instruction in their schools. As a result, a large number of public schools have adopted EMI in Nepal since 2010 (Sah & Li, 2018). However, the shift from Nepali as a medium of instruction (NMI) to EMI has been a controversial issue in Nepal. The Constitution of Nepal (2015) clearly states that “Every Nepali community living in Nepal shall have the right to acquire education in its mother tongue, and the right to open and run schools and educational institutions as provided for by law” (Article 31, Clause 5). Formalising in 1990 and implementing in 2007, Nepal has been following a ‘trilingual’ policy (learners’ first language, Nepali and English) at school level education as stated in School Sector Reform Plan (SSRP) report (2009). However, it has not been fully implemented until now. Most of the schools are adopting NMI from the early grades; some schools have fully adopted EMI while others both EMI and NMI. In this regard, Nepal’s language-in-education policy seems to be controversial. Written policy documents recommend using trilingual policy but most of the public schools are using bilingual policy, both Nepali and English. The school I visited started EMI in 2057 to teach a few subjects in a section in Grade 6 . After the experiment in the section and the guardians' positive responses, it implemented EMI from Nursery class to teach all the subjects in English except Nepali. About two decades' interval it has again gone back to NMI for teaching Social Studies , Economics Moral Science , Vocational Subjects as per the Nepal Government's policy to preserve culture , values and assumptions ,nationality , religion ,morality etc. The Ministry of Education circulated a direction to teach some subjects in Nepali so as to develop the sense of ownness and national character and to address dissatisfaction due to

the financial burden upon the guardians. The participants stated that although the school was almost accustomed to EMI the government of Nepal again changed its policy and the teachers ,guardians and students are at loss. Participant B suspected whether the Nepal Government is again letting the private schools the opportunity of making money again.

Conclusion

The school I visited started EMI in 2057 to teach a few subjects in a section in Grade 6 . After the experiment in the section and the guardians' positive responses, it implemented EMI from Nursery class to teach all the subjects in English except Nepali. After almost 20 years the school has again shifted the medium into Nepali to teach the subjects Social Studies , Economics , Moral Science and the Vocational subjects . The participants of my research were also of opinion that the school was the 22nd secondary school of Gulmi and it was popular in the district because of its good achievements in the academic arena . They maintained that due to mushrooming of the institutional schools in the country and the increased globalization and rapid migration from the villages to the towns in pursuit of the quality education ,the survival of the public schools was in question and the medium shifting was felt an urgent need of the time. 'Especially ,to get entries in the world recognized national and international institutions and to get good job opportunites in the job market EMI was felt necessary and the school was motivated to implement EMI' , said the principal. And also English makes it easier for us to understand technology so that we can continue our education to a higher level easily. My investigation under this theme has come out with the following challenges the teachers faced while implementing EMI. The school I visited started EMI in 2057 to teach a few subjects in a section in Grade 6 . After the experiment in the section and the guardians' positive responses, it implemented EMI from Nursery class to teach all the subjects in English except Nepali. About two decades' interval it has again gone back to NMI for teaching Social Studies , Economics Moral Science , Vocational Subjects as per the Nepal

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