

Teachers' Experiences on the Implementation of EMI in ELT Class Room in the Doti District: Narrative Inquiry

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Abstract

This paper explores the experiences of English Language teachers' experiencing on the implementation of EMI in ELT classrooms in community schools through qualitative study research methodology. This research investigates the experiences of English as a Second Language (ESL) teachers in implementing English Medium Instruction (EMI) in their classrooms, utilizing a narrative inquiry approach framed by Vygotsky's sociocultural theory. The study explores the challenges, strategies, and perceptions of teachers who have adopted EMI in their teaching practices. Through analysis of their narratives, the study seeks to understand the impact of EMI on teachers' professional development, classroom dynamics, and ultimately, student learning. The study looks at how English Language Teachers' Experiences the use of EMI in the different ESL classroom having heterogeneous sociocultural backgrounds settings through in-depth interviews of English Language teachers and classroom observations. This study has revealed that the teachers experience English as a medium of instruction as a practice to boost up their confidence personally as well as academically despite their EMI hardships in and outside their educational settings.

Keywords: EMI, Experiences and Implementation

INTRODUCTION

English as a medium of instruction (EMI) is the general term for the use of the English language in the classroom as a pedagogical instruction tool. In nations where English is not the primary language, EMI is specifically defined by Dearden (2014) as the use of the English language to teach academic courses. Thus, teaching non-academic disciplines like science, engineering, medicine, finance, and so forth in English is an instructional technique (Zhao & Dixon, 2017). In other words, EMI is essentially the practice of using English to teach classroom material in situations where English is not the primary or official language. The global EMI trend in education has been seen as a necessity for students to improve their proficiency in English and stay up to date on new information that will allow them to participate in the global market (Tran & Nguyen, 2018). Despite its passive practice from previous years, Bolton et al. (2024) has said that EMI has emerged as a separate subfield of applied linguistics, with 75% of books on the subject written only in the last five years. The unstoppable and unavoidable trend of EMI practice has been highly demanding for many years for various reasons including internationalizing the education of a particular country (Aizawa & McKinley, 2020).

This research investigates the beliefs and concerns of subject matter experts (SMEs) using English as an Instructional Medium (EMI) in subject classrooms. I am conducting this study due to my experiences of the various attitudes and concerns of subject matter experts using

EMI. This narrative inquiry will investigate the experiences of teachers in English Medium Instruction (EMI) in English Language Teaching (ELT) classrooms, revealing the challenges, possibilities, and connectedness of this pedagogical stance. During interviews and when providing reflective narratives I was fascinated by how teachers make the transition to English Medium Instruction (EMI) as they investigated and transformed their understandings as they navigated the complexities of implementing EMI in different cases of ELT. When I was a subject teacher, I remember that during breaks, we would often talk about what we were doing with English instruction or other educational experiences we were working on together. The trend of English as a Medium of Instruction (EMI) worldwide has created a demand for ESL teachers working with students to effectively learn the curriculum in English. However, EMI is more than simply having the teacher use English and students consume curriculum in English; EMI requires an understanding of the pedagogies that surround it and the support necessary for teachers and students alike. This study looks at the experiences of teachers as they transition into using EMI.

I recall that something happened in the staff room at the school that I worked at as an English teacher. A student complained about her English marks. She was adamant that she should have received higher grades when the term results were released. I was blown away when my colleague, also an English teacher, replied to her complaint by reprimanding her, in English, for a number of minutes. Later, after having spoken to a subject teacher who witnessed the event in the staff room, she opened up to me about how she also struggles with English, and that was comforting to know that I was not the only one. Over time, more teachers joined in our conversations about the challenges and issues of using English as a Medium of Instruction (EMI), especially the complexity of our differing levels of competency. I found both favorable and challenging contexts the practice of EMI, which motivated me to explore the experiences and issues of teachers regarding its use in their classrooms. This led me to undertaking research.

EMI refers to the process of teaching and engaging students in a class through the medium of the English language which has gained a degree of international popularity as a pedagogical approach. Proficient spoken English abilities are highly valued in the contemporary global society. While EMI has gained world-wide popularity, it has already been experienced in other parts of the world such as Nepal for many years (Smith & Carse, 2010), as indicated by the reasons that this country has a complicated, perhaps even convoluted multilingual situation, with 123 languages utilized by 126 different ethnic groups (NPCS, 2011). Han et al. (2016) found that teachers see EMI in a positive light in the classroom as they do not consider the English language to be too difficult for them when running class activities. Graham (2022) noted that EMI produced significant levels of anxiety in some of the teachers.

As so far as Simpson (2017), any educational environment where students who are learning English as a second language receive all or some of their instruction in the language is considered to be using English as a Medium of Instruction (EMI). In essence, English is used by teachers and students in situations where it is not the native tongue to teach and learn various disciplines. Simpson (2017) argues that in contexts where there students and teachers have majority to speak English as second language. By the same vein, is utilized to teach a variety of disciplines, including science, math, and social studies, at all educational levels. Many

people view English as a medium for transferring civilization and culture throughout the world. English is widely used on signs, adds and medication labels. As a result, a sizable percentage of significant resources in numerous disciplines and nations are authored or published in English. Many academics have described EMI as a modern problem. Deardon (2015) correctly points out that academic courses are taught in English in nations. It is found that most of the people do not used their first language as a means of communication.

Teaching academic subjects in English is a part of EMI. Sociocultural elements have an impact on schools since they are microcosms of society. Since the National Curriculum Framework (NCF, 2006) permitted the use of mother tongues or other languages as mediums of teaching, government schools have accepted languages other than Nepali. However, English is not officially spoken and taught as a second language in Nepal, using EMI can be particularly difficult (Shrestha, 2018). Genuine materials are hard to come by, and native English speakers are far away. EMI has a big influence on hiring and staff mobility, which frequently has an impact on academics. It brings up significant concerns about a new professional order in education where linguistic be crucial (Wong, J. & Waring, H. Z., 2010). Due to the trend of sending children to English-medium schools in both urban and rural areas. So, in this 21st century English is becoming a major means of instruction. Coleman (2011) pointed out that English education is frequently connected to the economic growth, progress the way of entering to a property of knowledge in many emerging countries in Asia and Africa. Nonetheless, governments have the authority to select the teaching medium in accordance with stakeholder demands, interests, and situations.

In order to community schools in Nepal to compete with institutional schools, there is code switching from Nepali to English as the primary language of instruction has become crucial. Mainly, the field of education, this change in instructional language is currently quite popular, especially in public institutions. Consequently, it is imperative to find out the experiences of teachers and the implementation of EMI in the community schools. Since English Medium Instruction (EMI) has been used for a long time in Nepal, it is important to know how teachers view it. In Nepal, where many students speak more than one languages in the classroom, but as a teacher, I found that most students communicate in their first language i.e mother tongue rather than second language (L2) in my classroom. I remember talking to a teachers of Doti, two months ago. He noted that he had to use English as the primary language of instruction when teaching Social Studies and English. Both his students' English language competence and his own were areas of weakness, he acknowledged. The larger problem of EMI in schools was brought to light by this instance. In a similar vein, EMI was informed by a science teacher at a nearby boarding school about his personal struggles. He thought he was insecure, reticent, bashful, and nervous a lot. In these situations, teaching content in a language other than the teacher's native tongue presents many challenges for teachers. EMI is common in Nepal, but it doesn't always translate into higher-quality instruction (Ojha, 2018). In actuality, EMI frequently adds to the workload of educators (Graham, 2022). This causes anxiety to rise and results in a variety of encounters with EMI in the classroom.

In order for students to understand the material, the language used to teach is important. It has an impact and is an impact based upon teachers' attitudes toward classroom activities. Jiang et

al. (2019) show that the opinions of teachers on EMI also has an impact on pupils' language performances. This study highlights the major challenges encountered by subject matter specialists when they are asked to deliver instruction in a language other than their own. The aim is to illuminate the experiences and challenges of these teachers with EMI, so as to provide significant insights that may assist policymakers and other stakeholders, researchers, and practitioners to improve the use of EMI in educational contexts. The research examines the topic of teachers' experiences with EMI and identifies their challenges with using English as a medium of instruction. The purpose of this research is to investigate the experiences of English Language Teachers of community schools with EMI classroom based on the following research question.

1. What are the difficulties faced by Secondary Level English teachers in the implementation of EMI in ESL classroom?

EMI in Nepalese Educational Context

It is believed that English is the universal language. It is regarded as the most popular communication method. According to Pennycook (2001, p. 81), English has taken on such a significant role in many educational systems worldwide that it is now one of the most effective ways to be included in excluded from further education, work and social positions. Additionally, English has been serving as the universal language to help people from different linguistic backgrounds communicate with one another. The history of English language instruction (ELT) in Nepal spans several decades, nearly fifty years (Bista, 2011). ELT's history began in 1850 when then-prime minister Junga Bahadur Rana visited Britain. Following his four-year stay, he established Darbar High School to offer English instruction to the Rana family (Royals) at the palace (Aryal, 2016). The British-Indian system was then directly influenced by the Nepali educational system when Tri-Chandra College, founded in 1918, began offering instruction in English (Pandey, 2020). In order to support the growth of ELT in Nepal, Tribhuvan institution (TU), the country's first institution, was founded in 1959 and gave English top priority in its curriculum (Bista, 2011). Additionally, the 1971 Nepal Education System Plan (NESP), which established English as a mandatory language of instruction in higher education, was another significant development in Nepalese educational policy (Pandey, 2020). ELT has now been used in Nepalese education for more than 40 years. Despite not being Nepal's official second language, English is widely used in many fields. Additionally, it served as a teaching medium at some private schools, colleges, and universities in Nepal (Bista, 2011), which encouraged its later widespread adoption in public schools today. Thus, it seems that the ELT practice was the catalyst for the development of the EMI concept in Nepalese education. Therefore, it appears that the ELT approach has been successful in laying the groundwork for the use of EMI in Nepalese education.

Dearden (2014) has noted that English Medium Instruction (EMI) is now very much on the global surface in education. Especially in the private sector across primary, secondary, and tertiary levels in many quite uniquely organized contexts (including in Nepal). Lately, many government and community schools in Nepal have switched (or are switching) from Nepali to English as the dominant medium of instruction (Republica, 2016 as cited in Ojha, 2018). Sah (2022) commented that the number of different kinds of schools such as elite private schools,

and low-fee private schools, offering EMI, reflect that need and rising demand. Reflecting this rising necessity in Nepalese education, Phyak and Sharma (2020) observed that English Language Teaching (ELT) is stressed in curricula from first grade- to eventually make sure learners could level up their competence against English to compete in with global peers/esg (as stipulated in the national curriculum). This also indicates the high importance of EMI in the school education of Nepal, and the EMI concept has been promoted by a greater need for English language development. English Medium Instruction is viewed in a similar manner by many non-native English speaking nations who have adopted EMI partly to improve communicative competence in English. In similar ways, many countries are restructuring their education systems to favor English, in order to position themselves in a world of increasing globalization, benefitting from the growing demand and popularity of English as

METHODOLOGY

Descriptive research, which is categorized as qualitative research, is the design I choose. I used a cross-sectional technique to gather data for my study by conducting in-depth interviews, and I will evaluate the data in accordance with my research goals. To find the answers to difficult problems, a variety of research designs are employed, but descriptive research in particular motivated me to find out my research area. Thus descriptive research is the foundation for my study design. I carefully examine the lives of the participants, who are teachers, in order to narrow down my research by following recommendations from professionals in the field of descriptive research. Research studies, questionnaires, conversations, observations, documentation, photographs, pieces of art, footage, and recording made in educational environments will all be employed as data sources. I believe that descriptions will aid in "documenting and analyzing what actually goes on in the classroom rather than simply asking participants about their personal and professional lives." merely quantifying the culmination of education," as proposed by Nunan (1989, p. 6).

Since my topic is qualitative in nature, I have decided to employ descriptive research as my design. The most reliable and efficient design for carrying out qualitative research, in my opinion, is descriptive research. Furthermore, I think that asking questions in a flexible setting will help me get the greatest results. Since, in my opinion, it's critical to record participants' real answers without the use of artificial influence so that my research stays authentic and natural.

The article emphasizes the need for refined professional development plans that recognize and address the different needs of Secondary Level English teachers in Doti district.

The participants who have been teaching English at secondary level of rural for nearly two decades in Doti. I talked causally with them. I kept their names as (Pseudo) Kalpana Bhatta, Anup Khadka, Naresh Ayer and Bikash Bist. On the basis of my interview question I have mentioned their narratives and responses. The interviews are entirely bounded with the major question of my research paper.

T1: kalpana Bhatta I am secondary level English teacher in Pa. Pa. Ma Bi. 6, Doti. Teaching in a rural secondary school in Doti has really showed me the huge challenges in the classroom using EMI. Several students come to school where language spoken is only in Nepali and the

Doteli. Students do not have any exposure to English before entering to school. It happens due to lack of linguistic ability students are not understanding the lesson which I taught entirely in English. They feel content very difficult. So I think, the policy of EMI play important role to improve English proficiency. She tells that without contextualized language support and resources it is being difficult to teach effectively.

T2: Anup khadka reveals his experience that he is a rural secondary English teacher. He found that the implementation of EMI because useless for him. He has not got sufficient training in Methodologies as a Secondary Level English Teacher of rural school of Nari Dang, 3 Doti. Therefore, he often finds himself reverting back to Nepali and also a local dialect Doteli to clarify difficult concepts and reduces the difficulties. This is the reality, which is anxious with tensions, between policies aimed at. Similarly multiple languages are spoken amongst a wide variety of student levels, and few resources are provided for their use.

T3: Naresh Ayer Secondary Level English Teacher of Kumalikot Secondary School 4, Doti. For me, EMI has also shown me Low level of vocabulary, Interference make less engagement and Doteli language in my rural secondary classroom. The students are with Basic English vocabulary relating to the subjects taught in English overcome them of disengagement and low participation that lowers their confidence. Many students also feel anxious, because their language is so far behind that they fear making mistakes and are judging each other. These emotional barriers in their learning process reflect that EMI needs to be more gradual and more experiential in rural schools where the foundation for students' English is still developing.

T4: Bikash Bist experiences his opinion, in my experience of teaching English in a secondary school in Doti, I feel the policy applied of EMI are encouraging but that is not implemented. Students do not listen English outside from school which makes difficult to learn English. Only teacher forced them to learn English in my School. Moreover, I also experience pressure of speaking English while teaching, which creates me communication gaps, students' frustration, at the time of speaking. Guardians wanted to see their children to speak English as a English medium school. Though I felt difficult to use EMI in my ELT classroom.

According to Marsh (2006), the use of English as a medium of instruction (EMI) in schools can lead to educational marginalization and failure in some of the world's poorest countries. EMI is being used more often by educational institutions in Nepal, a developing nation where English is a second language. However, Nepal's language diversity makes EMI implementation challenging. Although EMI can affect the educational system in both positive and negative ways, Nepal confronts a number of problems and obstacles when implementing it. Similarly,

the Participants Teachers come from their different family, social, economic and political background which also becomes the factors affecting in teaching profession. I collected the data through the interviews of four secondary level teachers from four community schools where EMI is being implemented. The backgrounds of these participants have been mentioned below. The used names are not their original names. Teacher 'Manish': He has 25 years teaching experience. He is quite satisfied with teaching profession. He had completed his Master degree in health education from Tribhuvan University. He is teaching English from lower secondary level to secondary level. Furthermore, he says that classrooms are linguistically diversified so,

EMI is the good option because it is difficult to use one's mother tongue in that kind of classroom. Teacher 'Janak': He has 6 years' experience in the field of teaching. He is teaching English from class six to ten. He has qualification of bachelor's degree from Doti Multiple Campus. He says, mother tongue is better for comprehend the lesson at the moment. If mother tongue i.e Doteli is not used in English classroom students do not understand. Fully English medium does not work well at secondary level. It happens because of poor English rooted background. But EMI has equal number of opportunities for students and teachers. Teacher 'Hari': He has 7 years teaching experience. He is English teacher and has been teaching English from grade 6 to 10. He had completed Master's degree in related field. Moreover, he is completely positive towards EMI and its advantages in the field of teaching and learning. Further, he explains, community schools problem of English is only possible through well implementation of EMI.

Teacher 'Simran': She has a long teaching experience of 14 years. She has been teaching English at lower secondary to secondary level. She is quite popular among her students. She is fond of teaching and learning. She uses English language more than Nepali language while conducting teaching learning activities as she said. Likewise, she told me that she used to participate in different training, workshops, seminars, etc. Additionally, she argued that parents, teachers, students, administration, and society all have equal role for effective implementation of EMI.

English used as medium of Instruction, mentioning the four issues are noted by Simpson (2017, pp. 8–9). These include the disparity between the EMI policy and its actual application, the teachers' and students' inadequate English language skills, the short transition period to EMI, and the policy's early acceptance.

Dearden (2014) has noted that English Medium Instruction (EMI) is now very much on the global surface in education—especially in the private sector—across primary, secondary, and tertiary levels—in many quite uniquely organized contexts (including in Nepal). Lately, many government and community schools in Nepal have switched (or are switching) from Nepali to English as the dominant medium of instruction (Republica, 2016 as cited in Ojha, 2018). Sah (2022) commented that the number of different kinds of schools such as elite private schools, and low-fee private schools, offering EMI, reflect that need and rising demand. Reflecting this rising necessity in Nepalese education, Phyak and Sharma (2020) observed that English Language Teaching (ELT) is stressed in curricula—from first grade- to eventually make sure learners could level up their competence against English to compete in with global peers/esg (as stipulated in the national curriculum). This also indicates the high importance of EMI in the school education of Nepal, and the EMI concept has been promoted by a greater need for English language development. English Medium Instruction is viewed in a similar manner by many non-native English-speaking nations who have adopted EMI partly to improve communicative competence in English. In similar ways, many countries are restructuring their education systems to favor English, in order to position themselves in a world of increasing globalization, benefitting from the growing demand and popularity of English as demand of a day. Critical attention and theoretical study in the field of education.

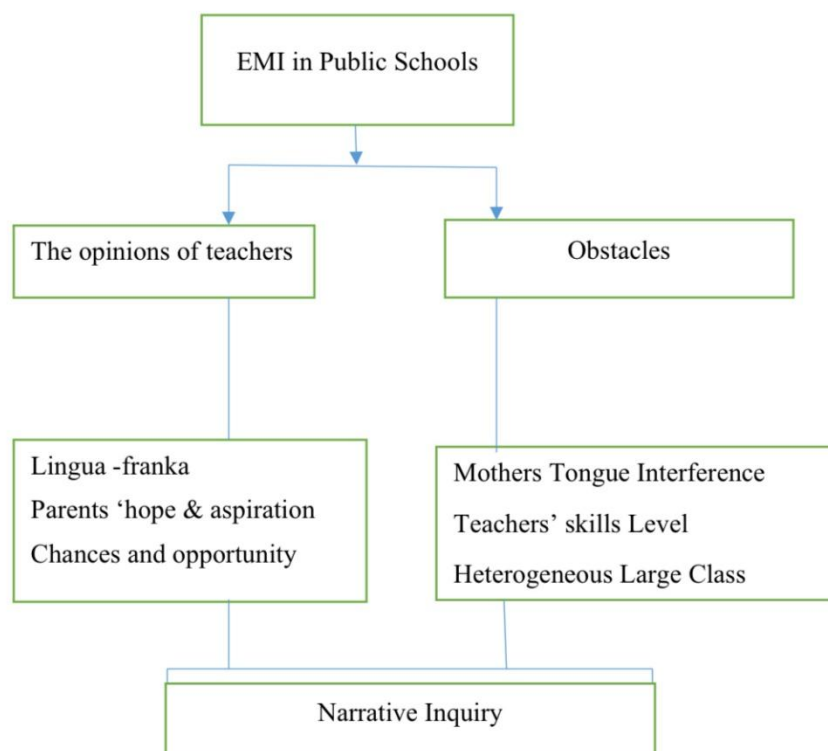
Literature Review

Various issues including definitions of EMI, the rise of EMI, Nepal's usage of English as a instruction language, the value of EMI, challenges relating to EMI, and the teaching-learning experiences when using EMI will be mentioned. English now is a legitimate global language that is spoken all around the world. It is a bond in Nepal. It brings people together. Students flock to institutions and schools that offer education with an emphasis on the English language all over Nepal. These public classes are for all learners formatted at flexible hours. Learning English is attractive to learners of all ages who are all convinced that enhancing their English language capability will increase opportunities for them in the workforce and beyond. Enormous amounts of money are presently being consumed for the purpose of improving spoken English. English speakers are perceived as more elite and academic all of the time. The use of language can facilitate human expression and encourage communication, enabling us to interpret each other's ideas, thoughts and functions. Here, the introduction of English as a Medium of Instruction (EMI) in respect to English Language Teaching (ELT) classrooms has received substantial attention and theoretical study. Gaire (2017) conducted a case study: "Expectations and Challenges of Public Schools in adopting English Medium Instruction". Likewise, she also examined what happened to the EMI program at the end of its lifetime. A non-random sampling approach was followed for sample selection and case study research design was used in the study. Data was provided by the community school in the Doti, district, who started EMI (2067--2071 B.S) and stopped in 2072 B.S. Based on the research of Gaire, the rationale was for the school to use EMI to keep students from going to private schools, close the academic gap between rich and poor kids, enhance the learners own level of English language, and make sure a student could speak it as well as students at private school. The school also wanted to help teachers develop as professionals and people. She noted however, there were some significant issues when implementing EMI. The school relied on expensive texts from private publishers and parents refused to contribute to the costs. Furthermore, there was a lack of skilled, certified teachers to implement EMI. There is low usage of EMI in the classroom everything is begun in situ. The

Research Gap

The specific needs of educators for professional development related to EMI are largely unknown. Likewise, little is known about the effects of long-term exposure to EMI on students' academic results and language capabilities. The specific environments in which teachers are working, particularly in under-resourced or remote schools, require further exploration as they provide unique challenges for teachers. We need to understand how teachers' perceptions of EMI shape their approaches to teaching. There has been insufficient work completed on the tools, office support and other networks of support to educators. Future research should continue to explore additional EMI data from multiple educators in different contexts to provide a more comprehensive understanding of the components of EMI.

Conceptual Framework



Findings and Discussion

The analysis revealed important themes that confirmed previous literature or theoretical aspects that deepened our knowledge of the participants' lived experiences and perceptions. In the discussion, we examined these themes we examined them in detail, drawing connections to broader studies, through curating new understandings and implications of our findings. Barkhuizen's (2011) construction of narrative knowledge, provided a backdrop for my thinking about narrative analysis. My steps included identifying the stories (2016), transcribing them, coding the data, and thematized their narrative report (2016). I used Saldaña's (2016) coding processes to conduct the transcript analyses and cross-reference revisions within more than one cycle of time. In the first cycle of coding, I took time to read and reread the transcripts and code the data, and in the final cycle, I categorized and thematized the codes, and identified momentous occurrences from participants that embraced all aspects of the research question and were of study's purpose. I then compared the categories/themes that emerged first rounds with findings from the prior literature studies and theoretical aspects.

The research on teachers' experiences of English Medium Instruction (EMI) in ELT classrooms in the Doti district revealed a complex reality in which teachers are experiencing substantial linguistic and contextual barriers yet remain committed to helping their students improve their command of English. Teachers represent that many of their students enter the classroom having little, if not no, exposure to English. Similarly, they still speak Nepali or their

local dialect, making it difficult to comprehend and engage with classroom lessons mostly conducted in English. The linguistic gap between the students and teachers, different levels of proficiency in English between teachers, and the overall lack of training for teachers, all contribute to teachers executing EMI with frequent code switching and other challenges. While teachers acknowledge this struggle, they also view EMI as a platform to build their confidence and competence in English, and they also acknowledged the students' confidence and competence in EMI to be important as English skills are required for today's globalized educational setting. This research, situated within the framework of Vygotsky's sociocultural theory, exemplifies the social interaction, cultural context and interactions, and collaborative learning strategies teachers enacted to overcome EMI barriers. Given the variability of levels of English proficiency of students being taught in ELT classrooms, teachers used a variety of scaffolding and adaptable methods of support for different students where possible. But they felt there had to be more opportunities for professional development, contextually relevant resources. The others to support teachers and EMI in schools to address the gap between EMI ideals and their reality in the classroom. The study emphasizes the importance of teachers' perceptions and experiences on the success of EMI implementation.

Conclusion

The research on "Teachers' Experiences on the Implementation of EMI in ELT Classroom multifaceted challenges and strategies educators face when implementing English as a Medium of Instruction (EMI) in the remote Doti District. Through the lens of Vygotsky's Sociocultural Theory, the study underscores the importance of social interaction and cultural context in shaping teachers' experiences and pedagogical practices. As Vygotsky (1978) asserts, learning is inherently a social process, and this research demonstrates how teachers actively engage with their students to facilitate language acquisition and content comprehension. The findings reveal that teachers employ scaffolding techniques, drawing on their understanding of the Zone of Proximal Development (ZPD) to support students in navigating the complexities of EMI. This aligns with the perspective of Johnson (2009), who notes that effective teaching requires a deep awareness of students' linguistic backgrounds and the sociocultural factors that influence their learning experiences

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