



## Impact of EMI to Multilingual Learners at Secondary Level Students

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### ABSTRACT

The study entitled as the impact of EMI to multilingual learners at secondary level education is based on qualitative research design. This paper tries to find out impact of EMI in secondary level students and its effects in students' indigenous knowledge into multilingual class room. To conduct study, both primary and secondary sources of data collection procedure have been analysed clearly. For its primary source, interview was conducted with the English teachers, parents and students to find out impact of EMI towards students' indigenous knowledge in multilingual class room. And, for secondary sources of data collection, various many different policies, education act, SSDP, SSRP, research-based articles, and other related information from various websites have been analysed and reviewed. The result of the study included that all the participants viewed impact of EMI in secondary level education has more limitations than merits as the students' indigenous knowledge differs among them in multilingual classroom. There are many mother tongue interferences in teaching learning. And it is found that there are many more things to be improved for betterment of the secondary level school education; conducting seminar, workshop or conference which enhance effectiveness of EMI in secondary level education.

## INTRODUCTION

The study is on “Impact of EMI (English as Medium of Instruction) to Multilingual Learners in Secondary Level Education” as area of research is related to how EMI affects students’ indigenous knowledge in multilingual classroom. However, English as a medium of instruction is widely emerging throughout the world. It deals with the teaching through English language. In this situation, non-native students face more problems in learning to gain indigenous knowledge in multilingual class room. The use of English as a Medium of Instruction (EMI) is gradually increasing in universities, secondary schools and even primary schools. This trend has salient role for the education of young people.

When reflecting back to the history of medium of instruction policy in Nepal, Jung Bahadur Rana, a powerful Rana Prime Minister, had established Durbar (Palace) School after his return from Europe as he was greatly influenced by the use of English in the west. However, it was open only to members of the Rana family. Thus, the first government-run school in Nepal practiced EMI. Likewise, the first post-secondary educational institution in Nepal, Trichandra College, opened in 1918, also practiced EMI in its beginning days. The ministry of Nepal has resulted in a policy that adopted English language as the medium of instruction for the education system in the whole country. The ministry of education Nepal states that the medium of instruction in language teaching should be the English at the primary level (primary classes 1-5) of Nepal.

EMI is defined by Dearden (2014, p. 4) as “the use of English language to teach academic subjects in countries or jurisdictions where the first language of the majority of the population is not English.” 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 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).

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.

English has reached the position of international lingua-franca which is being used as the second or foreign language in context of Nepal. Some of the schools in Nepal selected English as the medium of instruction to the education in different levels and subjects whereas; there are many subjects which are taught through English. The brief background of EMI setting might not capture all other contexts, but it certainly sets a scenario of EMI implementation and its impact on broader educational practices in Nepal. Parents and children have been influenced by the global meaning of content taught in English. It raises the question of cognitive development of learners. Hence, is EMI an appropriate

medium of instruction for students' indigenous knowledge in multi lingual class room, or is it the sole objective at all? In a nutshell, the question of whether EMI is producing satisfactory learning outcomes for students' indigenous knowledge in multi lingual class room, still remains unanswered and needs further explorations.

### **LITERATURE REVIEW**

I have selected to review on the topic Impact of EMI in secondary level education in order to provide the effect of EMI in secondary level multi lingual students and also how it affects in same level students' indigenous knowledge. The purpose of this review is to explore EMI policy and practice in public school of Nepal in secondary level education. I have reviewed the documents which are related to EMI policy and practice conducted by the government of Nepal in secondary level education. The documents I have selected are; Constitution of Nepal, 2015, Compulsory and Free Education Act, 2075, School Sector Reform Plan, 2009- 2015, Education Act, 2028, and School Sector Development Plan, 2016-2023

Constitution of Nepal 2015, Part-1 (Preliminary), article 6, Language of the nation mentions that all the mother tongues spoken in Nepal shall be the national language. Article 7, Language of the nation depicts that the Nepali language written in Devanagari script shall be the language of official business in Nepal. In addition to Nepali language, a province shall select one or more national language that is spoken by majority of people in that province as the language of official business as provided for by the provincial law. Other matters concerning language shall be as decided by the Government of Nepal on the recommendation of the Language commission.

Similarly, Part-3 (Fundamental Rights and Duties), article 31 Right to Education indicates that every citizen shall have the right to access to basic education, compulsory and free basic education, and free education up to the secondary level. The physically impaired and citizens who are financially poor shall have the right to free higher education as provided for in law. The visually impaired person shall have the right to free education with the medium of brail script. Every Nepali community living in Nepal shall have the right to acquire education in its mother tongue up to the secondary level, and the right to open and run schools and educational institutions as provided for by law. Article 32 Right to language and culture remarks that each community living in Nepal shall have the right to preserve and promotes its language, script, cultural civilization and heritage.

The interim constitution of Nepal ,2063, Article 17, remarks that every community shall have the right to get basic education in its own mother tongue, every citizen shall have the right to get free education up to the secondary level from the state; every community residing in Nepal shall have the right to preserve and promote its language, script, culture, cultural civilization and heritage, as provided in law.

National Curriculum Framework for School Education in Nepal (2063), article 2.8 made the provision that the students shall gain education in mother tongue up to primary level, then after they will get the education in national language.

Compulsory and Free Education act, 2076, article 3 (p.3) Right to education has depicted that every citizen shall have the right of equal access to quality education. No one shall be discriminated on any ground to get education. Every Nepali community residing in Nepal shall have right to acquire education in the mother tongue. In the same way, article 26 (p.11), Language of instruction has mentioned that the medium of instruction to be provided by the schools shall be the Nepali language, English language or both the languages or mother tongue of the Nepali community concerned.

And, article 28 (p.13) Provisions relating to mother tongue education has revealed that any citizen of every Nepali community residing in Nepal shall have the right to acquire education up to the basic level or secondary level in his or her own mother tongue. The government of Nepal may make arrangement to establish and operate schools or teaching institutes for the sake of providing mother tongue education. Notwithstanding, Nepali citizens may be provided mother tongue education on any particular subject according to their demands in the education institutes or public schools operated or granted by the Government of Nepal, provincial Government or Local Level.

School Sector Reform Plan (2015) states a view to promoting a child friendly environment in ECED centers and to ensure children's right to learn in their own mother tongue, children's mother tongue will be employed as the medium of instruction. ECED facilitators will be recruited locally as per the ECED operational guidelines.

On the basis of Education Act 2028, article 7, Medium of Language, the medium of education in school shall be Nepali language, English language or both languages. The education up to the primary level may be imparted in the mother tongue. A non-citizen of Nepal, while studying at a school in Nepal, may study any other language subject instead of Nepali language. While teaching a language subject in a school the medium of education may be the same language. While teaching of compulsory subject of English language, the medium of education shall be English

School Sector Development Plan 2016-2023, Language of Education states that Languages of Education Nepal is a linguistically diverse country. Although this is a strength, it also presents challenges for the country's under-resourced education system. The medium of instruction in most schools is Nepali; but there has been a shift in two directions. On the one hand, many educationists and some political groups have advocated that education should be provided to children in their mother tongues, and MoE has a policy of supporting mother tongue-based multilingual education up to grade 3 (DoE 2009). The move to federalism is likely to give this fresh impetus.

On the other hand, most private schools use English as the medium of instruction and a number of community schools have also started using English as the medium. There is a general demand for English from parents and communities. However, most community schools are not resourced in terms of teachers or of teaching and learning materials to effectively deliver the curriculum in English. The same is true for schools in terms of teaching in children's mother tongues. The acquisition of literacy skills is also a challenge.

Recent research confirms what has been observed for a number of years. Many children are not acquiring adequate literacy skills in the early grades of schooling. One survey (RTI 2014) found that of the children assessed over 50% of third graders were unable to understand half of what they were reading and most were reading only at a grade 1 level. The same study found that 19% of grade 3 students and 37% of grade 2 students could not read a single word! The reading skills of children who did not speak Nepali as their mother tongue were even more problematic. The proportion of non-Nepali speaking grade 3 students who scored zero on reading comprehension was 70% higher than for the Nepali speaking

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

The sequence in which the various languages are used for instruction and/or introduced as subjects will depend in part on the type of communities served by individual schools. School catchment communities are generally of three types and the use of languages should be adapted accordingly: Type 1 schools are made up mainly of 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 schools). 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.

English in schools through the widespread use of multimedia resources, the development of learner-friendly and attractive teaching and learning materials, the recruitment of capable users of English as English subject teachers, and the professional development of English teachers in modern technologies and the use of multimedia resources. The professional development of teachers: Training program will be provided for mother tongue teachers on how to develop children's language skills in these languages and to facilitate their transition to Nepali. Provision of bilingual support: Provision will be made for schools to engage bilingual teachers, ECED/PPE teachers and/or assistants to ensure that students who speak only limited Nepali language upon entry to school receive necessary language support in their mother tongue

These all document that I reviewed has made different types of policy and planning regarding the language policy in basic level education. Constitution of Nepal (2015) has given attention in right to access in education for all the students, despite of different lingual background. The Interim Constitution of Nepal (2063) has made the provision that every community shall have the right to get basic education in its own mother tongue. National Curriculum Framework for School Education in Nepal (2063) has made the provision that students shall gain education in their mother tongue up to the primary level, and then after in national language. Compulsory and free education (2075) has focuses on the equal access of quality education without any lingual discrimination. School Sector Reform Plan (2015) states a view to promoting a child friendly environment in ECED centers and to ensure children's right to learn in their own mother tongue, children's mother tongue will be employed as the medium of instruction. Education Act (2028) mentions that the medium of education in a school shall be Nepali language, English language or both languages. The education up to the primary level may be imparted in the mother tongue. School Sector Development Plan. (2016-2023) depicts that Nepal is a linguistically diverse country. Although this is a strength, it also presents challenges for the country's under-resourced education system.

All the documents are interrelated to one another on the basis of their policy, planning, practice and perspective. These all documents advocate on the equal opportunity in education. Thus, Students in basic level, can gain education without any lingual discrimination from different background. Students have right to gain education in their mother tongue or in any language they want available in the school up to the primary and basic level.

## METHODOLOGY

This article is based on the qualitative design for the data collection. It has been prepared with the ideas and information collected from field work and document review. The entire discussion is made out of review of field work, theoretical concepts, research-based articles and other related information that have been taken from different websites. This paper tries to find out teachers', parents', and students', perception towards the impact of EMI and its effects in students' indigenous knowledge to multilingual classroom in secondary level education.

This study has included relatively a small number of sampling population consisting only two teachers, two students, and two parents from the school situated in Khotehang Rural Municipality, Khotang (Shree Sapta Kanya Ma Vi Chipring School) using open ended questions related to the impact of EMI in students' indigenous knowledge in multilingual class room in secondary level education. Similarly, data were collected from both primary (teachers, students and parents) and secondary sources (related literature review) using open ended questions for the completion of the study.

For the data collection, first of all, I prepared the questionnaire incorporating 5 -5 open- ended questions each to the teachers, the students, and the parents. Secondly, I visited the respective teachers who are nearby my house for the interview. Thirdly, I introduce myself with the prospective participants clarifying the objective of the study. Fourthly, I built a good rapport with them for the purpose of acquiring rich and valid data and the questionnaire were provided individually.

I got required data from them in regard to the impact of EMI in the classroom for language teaching and learning. Then I transcribed the recorded interview and gathered all the data obtained from semi-structured interview. After that, the collected data were analysed qualitatively. And then I classified theme into different paragraphs and generated theme to make my study more comprehensive on the basis of objectives of my mini research project. Eventually, I thanked all the respondents the teachers, the students, and the parents for their kind co-operation, sharing, actively participation and more importantly for their pivotal role in order to accomplish the study.

## RESEARCH RESULT

Finding showed that EMI was largely beneficial to high ability students while somehow problematic to low ability students in learning indigenous knowledge in multilingual classroom. The respondents were teachers, parents and students named as R1, and R2 respectively for the purpose of data analysis and the collected data were analyzed descriptively and analytically to provide new findings by classifying into different topics in accordance with the theme. On the basis of analysis and interpretation of the data, the findings are presented *EMI, Indigenous knowledge and Multilingual-classroom*

Nepal is big in its oriental culture, belief, tradition, nature, custom, practice, perspective and language. English as medium of instruction is currently rising approach in teaching and learning throughout the world. In basic level education learner variation is another problem to the teachers because when we have the

classroom with different learner background. We cannot understand the students' indigenous ideas only in English because typical English vocabularies can't represent their internal phenomena. When we do not understand their internal phenomena, then we cannot teach well to them.

In the context of Nepal, we have different languages, cultures, religion and so on. It makes variations in learning. If the students are from different language, culture and religion it creates variations in learning. There are lots of variations in learning indigenous knowledge in multi lingual classroom. Some learn by listening some by writing and some by reading etc. the variations are really difficult to address and when the content is in English it becomes more difficult to teach according to students' variations and make them understand.

It shows that when we have varieties of learners then we face some problems in teaching. All learners do not learn the same style because of their different background. All learners have different background in learning such as culture, language, belief ethnicity etc. These kinds of variations make teachers more difficult to use EMI in the multilingual classroom.

### ***Making Clear to the Content***

Teachers use EMI in the classroom but they need to know that how students understand content clearly. If teachers do not make students clear to content in English language it creates some problems. If teacher cannot make clear ideas about the content in English students cannot understand the content. It is one of the problems to teachers. In the context of Nepalese multilingual classroom, they cannot perform well in the subject matter because they have insufficient knowledge in the English language as English is second or foreign language in Nepal. When we have insufficient knowledge of anything we cannot perform well in that subject.

Making understand the content is really challenging as teachers cannot make their students understand the content properly in English. It shows that English language is itself a problem to non-English teachers and students because they cannot make their students to understand the content in English properly. If the same content they teach in Nepali medium, or students' mother tongue, they can make more understand than the English medium. English as a medium of instruction is really challengeable for teacher to make understand about content to the students. Because students are from different background and their understanding level also different. So, teacher face problems for making student understand the text or content.

### ***EMI as Problems***

Nepal is rich in its natural resources. And, the students in the classroom come representing society, community, caste, culture, belief, system or language. Different students have different lingual background except English.

Some reasons behind the problems are: lack of expert teachers, not good practice of English, lack of good knowledge to English, practice without preparation, lack of good teaching materials and so on. But the main reason behind the problem is implementation of English as a medium of instruction in public school without any background study and perception of students as well as teacher. Using EMI in the context of non-native countries, in which students are multilingual in the classroom is itself a problem.

### ***Classroom Presentation***

When teacher enter the class for teaching, they need to do good presentation on the subject matter. If the teachers do not have good ideas or knowledge about the content, English language or students' indigenous languages, they cannot present good in the classroom, nor the students understand. It is another problem of the non-English teachers and students.

For the good classroom presentation teachers need to have good knowledge about content and language. For the good classroom presentation teachers need have good knowledge about language and content of the subject. Participants say that if teachers do active involvement to exploration of knowledge presentation will be good. In the context of non-English teachers and students, they cannot do active involvement to classroom presentation because insufficient knowledge of diverse language. If they do not have good knowledge on diverse language classroom presentation is also a problem

### ***EMI and Quality Education***

Nepalese parents believe that teaching through English or English medium is good and it develops quality education to their society. So, they are admitting their children to English medium school for better future.

The MOE is also implementing EMI policy to ensure quality education in public schools. It is increasing the number of students by considering Nepalese parents' perception of having of their children's better future. But the condition of the English medium schools is not good in our countries. Some schools are good in English medium but most of the schools are not really good in using EMI. Whatsoever, the number of students in EMI schools are increasing day by day.

### ***Students' Creativity and EMI***

Creativity is that thing which comes automatically in the mind. In the context of non-English countries, EMI kills the students' creativity and students cannot express their feelings/ideas in English language. Students feel hesitation to speak English because insufficient knowledge of English. English medium in non-English class is another problem to teachers to develop the student creativity.

Non-native students cannot explore their ideas in English language and they become silent rather than active participation in teaching learning. Insufficient knowledge of English students become silent and they cannot do active participation in teaching learning activities. EMI is the problem for students' creativity.

### ***Mutual Relationship among Students***

In context of Nepal, students come from various cultural, lingual, religious, ethnic or geographical backgrounds. Classrooms are occupied with the students of diverse backgrounds. It is, usually, multilingual where students share their ideas either speaking or writing. It is found that when students try to share their ideas in English, they feel shy because they feel they do not have good knowledge in English. When teachers ask to share their ideas to students, they feel hesitation because they think they are not good in sharing the ideas in English.

### ***Content Exploration***

Many of the teachers faced problems to explore the content. Use of EMI in non-English students is another problem. They could not find the exact words to the cultural and technical terms; it really affects the exploration of the content. Non-English teachers don't have sufficient knowledge to English language and students' first language, which affect them to content explorations. Content exploration was another problem to non-English teachers.

When we explore contents, all contents are not available in English language especially traditional contents specific to any place. Respondents say that all contents are not available in English such as traditional terms, technical words and so on. If teacher do not have good knowledge about contents, traditional terms and technical words they could not perform well in their contents. So, EMI is problem to content exploration.

### ***Making Understand the Students***

For the better understanding we need good language knowledge because without knowledge of language we cannot understand what they say. It means that if students do not have good language knowledge teacher cannot make clear understanding to the students. If the students have good language exposure to English, they understand the content easily.

In the context of non-English students and teachers, English language is difficult to make students understand the contents. If teachers have good knowledge to the contents and language, he/she tries to make clear to the students but if the students do not have good knowledge to the content and language teacher cannot make clear understanding to students.

Students are from deferent background and their understanding level also different. In this case, the teachers face problems to make them understand the text. In this regard, some problems which are faced by me are: students are not interested to interact in English language, limited vocabulary, limited teaching learning materials and support from authority.

It means that students understanding level are another problem to making understand to them. Some problems which are faced by teachers while they try to make understand the students are not interested to interact in English, they feel hesitation to speak in English, limited vocabulary of English, limited teaching learning materials and support from authority to English language. So, these are some problems which teacher face while making understand the students.

In this section, each statistical test you perform should be thoroughly explained. This section is very important to describe the research methodology used. Each statistical finding should be summarized and presented in a table or graph; not just copy-paste from your statistics tool.

## **CONCLUSIONS AND RECOMMENDATIONS**

English as a medium of instruction is widely spread throughout the world. It mainly deals with the teaching through English. English as Medium of Instruction (EMI) is increasingly being used in basic level education in Nepal. In this situation, non-English teachers, students and parents are facing a number of problems in teaching and learning indigenous knowledge in multilingual

classroom as English is an international medium of communication which is being used as the second language or foreign language for Nepal.

English language teaching is very challenging task for non-native speakers. Non-English teachers are facing number of problems and difficulties while using EMI in basic level multi lingual class of Nepal. English teachers face different difficulties such as mixed ability class, large class size, and use of mother tongue, dealing with homework, motivation and giving feedback. Parents are shown their children perform better academically in the mother tongue than in EMI, they are willing to support mother tongue-based multilingual education approach.

Introducing EMI into public education systems characterised by severe resource constraints, untrained and unqualified teachers, large classes, limited time on task, diverse lingual background, risks exacerbating the adverse impact of these other important factors on the quality of teaching and learning. English as Medium of Instruction (EMI) has created a serious problem due to mother tongue interferences; every learner feels English language difficult and fails in daily conversation as well as in examination. In the classroom, students feel shy to interact with the teacher and colleagues due to the lack of the knowledge of English.

Eventually, EMI crates the problems on creativity, sharing ideas, content exploration, and presentation in students' indigenou knowledge in multi lingual class room. Thus, in secondary level education of Nepal, teaching learning process are on the basis of students' diverse lingual background for the quality education.

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