

Teaching through English Medium in Government Schools in Nepal: Challenges and Opportunities

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Abstract – Persisting universal co-existence in international communication has sustained globalization that facilitates one in tapping opportunities beyond national boundaries while also promoting domestic resources. As the *lingua franca*, the English language is one of the key players for global communication, collaboration, and competence. There are more than 6,500 government schools in Nepal scattered throughout the country. But, as the recent data shows, only seventy-one government schools have subject teachers in key subjects. The basic infrastructures including libraries and computer labs are still far meager in government schools along with other resources and manpower. Apart from geographical and cultural diversities, there are a lot of discrepancies in teaching-learning processes. This paper tries to explore the hidden hindrances as well as potentialities of teaching through English medium in government schools through the mixed-method approach. For quantitative data, nine government schools' students have been purposively selected and key informant interviews have been conducted among teachers, experts, and management committee members. The findings suggest that the English language is the key means of connecting the local to the global. English medium teaching not only promotes the notion of 'education for all' but also opens avenues of opportunities across global markets. Linguistic, socio-cultural, and geographical aspects are the main challenges along with policy gaps in teaching through the English medium in secondary level government schools.

Keywords: Global village, English medium, Government schools.