

STUDENTS' PRACTICES ON ENGLISH AS A MEDIUM OF INSTRUCTION IN  
A PUBLIC SCHOOL: A QUALITATIVE STUDY

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## AN ABSTRACT

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Title: *Students' Practices on English as a Medium of Instruction in a Public School: A Qualitative Study*

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The introduction of English as a Medium of Instruction (EMI) has been a burning issue in public schools of Nepal at present. However, due to a lack of clear policy and support from the Government, the effective implementation of EMI is debatable. In this context, the study explores the students' practice and their experience of EMI in a public secondary school in Sundar Harichha Municipality of Morang district of Province 1.

To better understand students' practice and experience, I adopted qualitative study as a research design. I selected the school where Nepali and English instruction mediums were implemented in two separate morning and day shifts. To attain answers to the questionnaire: how students practice EMI in their learning and how they experience subject teachers' practice of EMI in teaching in the classroom, I selected four participants, section C of grade IX purposively. I interviewed participants and observed the classroom learning activities of the learners consistently. Theories of language ideology, globalism, and linguistic capital were

connected to analyze and interpret the data collected from interviews and classroom observation.

The study's findings revealed that learners want to practice the English language with their peers and subject teachers in their learning. Furthermore, they wanted to enhance English competency due to its practical value in the linguistic marketplace. However, they are deprived of such opportunity due to most of the subject teachers practice Nepali in classroom discourse and adaptation of traditional teaching methods like grammar-translation and teacher center in classroom teaching. Students' adaptation of Nepali to impart the information to their peers and subject teachers is not only the cause of low English proficiency. Subject teachers' limited use of English for reading subject content and Nepali for discussion and interaction are the major causes. Though students feel comfortable and easy to learn subject content in the Nepali Medium, they negatively perceive the excessive use of Nepali in the classroom. Since students cannot expose the subject content orally and in written form in English what they comprehend in Nepali, they experience that using Nepali as a Medium of instruction brings more harm than benefit in the EMI classroom. Besides, the finding shows that students favor English Medium or code-switching as strategies for subject teachers in EMI classrooms. Along with this, the school lacked proper planning, policy, and management before the introduction of EMI. Implementing EMI in the absence of a clear policy prepares learners to fit neither English nor Nepali medium for their higher study in the future.

April 12, 2022

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Yogendra Kharel

Degree Candidate

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## DEDICATION

This dissertation is dedicated...

...to the members of public school management who are currently planning to introduce the English medium of instruction and the schools that have been practicing in English medium.

To all the subject teachers who have been teaching in English medium public schools.

## DECLARATION

I hereby declare that this dissertation represents my work, and it has not been submitted for candidature for any other degree.

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*Master of Philosophy in English Language Education* dissertation of *Yogendra Kharel* entitled *Students' Practices on English as a Medium of Instruction in a Public School: A Qualitative Study* was presented on April 12, 2022.

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I understand that my dissertation will become part of a permanent collection of Kathmandu University Library. My signature below authorizes to release of my dissertation to any reader or academic purpose.

\_\_\_\_\_

April 12, 2022

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Yogendra Kharel, Degree Candidate

## ABBREVIATIONS

CDC	Curriculum Development Centre
CDCR	Clean Develop Consult Report
ELE	English Language Education
EMI	English as a Medium of Instruction
EPH	Environment Population and Health
GT	Grammar Translation
L1	First Language
MA	Master of Art
MLE	Multilingual Education
MOE	Ministry of Education
MTB- MLE	Mother Tongue Based Multilingual Education
NESP	National Education System Plan
NMI	Nepali Medium of Instruction
NNEPC	Nepal National Educational Planning Commission
SEE	Secondary Education Examination
SLC	School Leaving Certificate
SSDP	School Sector Development plan
SSRP	School Sector Reform Plan
TL	Target Language

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## CHAPTER I

### INTRODUCTION

English as a medium of instruction has been a growing phenomenon, especially in developing countries. Since English is a powerful international language, it has high instrumental value than other national and local languages. So, individual believes English medium education helps to enhance the economic growth of person and support to contribute for the development of the Nation (Joshi,2020). In this context, parents think that the quality of education is attributed to the English medium. Consequently, they started sending their children to English medium private schools. However, parents' attraction to provide English medium education in private schools decreased student enrollment in public schools. Therefore, to maintain the enrollment rate of students, public schools have introduced English as a Medium of Instruction (EMI) along with Nepali as a Medium of Instruction (NMI). In this situation, this research aims to explore students' practice in the English medium in a public school.

After the restoration of democracy in 1990 and neoliberal education policy for educational privatization, many Nepali medium public schools in urban areas adopted the EMI policy. This trend extended to public schools in rural areas of Nepal. EMI in public schools means delivering text content through English, other than students' mother tongue or familiar Nepali language. In this pretext, I attempted to explore how the students, who had studied in private English medium school from the preprimary level, practice in EMI and how they experienced subject teachers' teaching methods and strategies in the EMI classroom.

### **Unfolding my Experience as a Student and as a Teacher**

I studied in a public school where the medium of instruction was Nepali. I completed my School Leaving Certificate from Panchayat Madhyamik Bidhyalaya, located in Sundar Haraichha Municipality of Morang district. As there were only a few private English medium schools in urban areas of my locality, all of us would go to Nepali medium public schools. Except for English subject, other subject teachers would be taught in Nepali Medium in the school. At that time, English was more difficult for me than other subjects in the classroom. Even English teachers would code-switch to Nepali to make the concept clear. We were allowed Nepali to ask and discuss in English class. As Nepali is my mother tongue, I felt it easy to read textbooks and do homework in Nepali for all seven subjects except English.

After completing the School Leaving Certificate (SLC) from a Nepali medium public school, I enrolled in Intermediate of Science in English Medium at Mahendra Multiple Campus Biratnagar. More number of professors were from India. So they did not use Nepali for communication and interaction in the classroom. In the course of teaching-learning activities, they would clarify the content of the text by switching to Hindi. Unfortunately, I could not comprehend Hindi at that time. Both English and Hindi were equally difficult for me. As a result, EMI created a problem in my study. I would consult with my friends whenever I had a problem with different subjects. After four months of studying in the science stream, I transferred to humanity, majoring in English and Mathematics because of the medium of instruction. I selected the section for my study where teachers adopted both English and Nepali as medium instruction. I again shifted to the next section, where Nepali teachers used Nepali and English as mediums of instruction in classroom teaching. Since then, I have improved

my study and completed my certificate level. After that, I graduated with degrees of Bachelor of Art (B.A.) and Master of Art (M.A.) in English.

After I did Master of Arts Degree, I was appointed as a +2 level English teacher in a public school named Durga Higher Secondary School in the Panchthar district. Two years later, I got to teach the morning shift at Rabi Multiple Campus of the same locality. This way, I taught compulsory and major English in both +2 and Bachelors levels in the day and morning shifts. During my teaching career in school and college, I found many primary teachers in +2 level and lower secondary teachers in college enrolled in the study. Taking classes at both levels, I found that most had low English language proficiency.

Reflecting on my personal experience as a student and a teacher, I noticed that the medium of instruction plays a pivotal role in learning the text's subject matter. For effective implementation of EMI, English skills, pedagogical knowledge, and a specific Degree in the respective subject are fundamental requirements. Besides, preparing the teachers with training for EMI classrooms is equally essential. Teachers' English competence and pedagogical knowledge assist students in having the content knowledge and promoting English skills efficiently. Only English language competence without proper pedagogical skill or vice-versa may not meet the objective of EMI.

Furthermore, learners also need to have a minimal level of English competence. In EMI, textbooks, subject content (except Nepali subject), content delivery of subjects, and learners' evaluation through written examination are practiced in English. Therefore, students below the required level of English language competence create problems with practicing in the English medium classroom.



Hence, students' low level of English comprehension in the classroom and subject teachers' use of mother tongue or Nepali as an instructional language in the classroom have made the practice of EMI controversial. Therefore, the study explores students' practices on EMI in a public school because of my experience of teaching and learning Nepali and English mediums of instruction for years.

### **Rationale**

The study intends to examine students' practices and experience with EMI in a public school and its challenges. The medium of instruction is the language teachers and learners use in teaching and learning. More specifically, subject teachers deliver subject content, and students learn through a particular language used as a medium of instruction. Therefore, effective learning is only possible when the language used as a medium of instruction is practicable, comfortable, and understandable for learners. In this connection, Brown (2018) illuminates that the medium of instruction hinders learning and cognitive development when students do not comprehend their learning because of the language used as the medium of instruction.

Students are significant stakeholders in the school. Introducing EMI in public schools aims to provide education in English. Furthermore, learners learning outcome determines how effectively EMI is implemented in public schools. However, less focus and priority are given to students' views on challenges they face in practicing on English medium while making policies to introduce EMI in public schools. As the objective of EMI is to provide education through the English medium, their views and experience on it are equally essential to consider for its effective implementation. For these reasons, I chose students' practices and experience with EMI in a public school as my research issues.

Besides, this study is relevant in Nepal because only limited studies have been carried out on students' practices of EMI in their learning in a public school from the perspective of students. As this research intends to document the perspectives of learners' EMI practices within the qualitative study, it contributes to exploring the students' current learning achievement and development of English skills in English medium public schools in urban and rural Nepal. Above all, this issue enables a large number of Nepali medium public schools to decide whether to introduce EMI or not without clear policy and preparation of the school. Therefore, this study can support school policymakers, such as school management committees and administrators, to make policy, manage and implement EMI.

### **Statement of the Problem**

Parents are enthusiastic about sending their children to English medium private schools in rural and urban areas of Nepal because they think education in English medium could enhance their children's academic excellence. As a result, their children could become a vital human resource at home and abroad. More specifically, parents thought their children would benefit from job opportunities, higher education, media, science and technology in education in the English medium. Therefore, the desire of parents to provide education in the English medium has been the cause of declining students in public schools. The diminishing number of learners threatens the job of subject teachers.

For this reason, public Nepali medium schools are currently introducing and implementing EMI. However, the decision to introduce EMI is made at the micro-level. In other words, subject teachers, head teachers, and school management committee members decided to introduce the English medium in public schools. In fact, stakeholders' decision to introduce EMI is to secure jobs, maintain the

decreasing rate of students and collect funds for school (Baral, 2015; Saud, 2020).

Therefore, the initiation taken for EMI in public schools from the local level is questionable for its effective implementation because of the lack of clear policy.

In addition, the absence of proper policy and financial support is quite challenging for the successful enactment of EMI in public schools. The teachers accustomed to teaching in Nepali Medium for a long time could not be competent enough to teach in English Medium (Dearden, 2014). To meet the objective of EMI with such teachers in public schools seems to be controversial. Moreover, the lack of proper management of subject teachers and required materials in public schools for the English medium is challenging.

Regarding government policy on medium of instruction in school education, the constitution of Nepal 2015 has granted to provide education in the mother tongue for three years of school education (preprimary level) and English or Nepali or both in the primary and secondary level. However, private schools have provided education in the English medium from a basic level for a long time. In the case of public schools, the trend of introducing English medium from the preprimary level is prevalent. Controversy in government policy and practice on the issue of the language of instructions can be seen. In addition, the Government has given authority to choose the school's medium of instruction to the local body. However, the Government does not support schools adopting EMI. Thus, the school depends on its resources to run the EMI program (Sah, 2022). Due to this, equitable education in private schools in newly introduced English medium public schools is questionable due to a shortage of funds and resources for the effective implementation of EMI.

In this context, the school's decision to shift the medium of instruction in the absence of clear policy, required funds, and proper management have raised questions

about its effective implementation. Therefore, exploring students' practice of EMI in their learning is crucial as it raises multiple debatable issues such as: How do students practice English Medium in the classroom activities? Does the practice of EMI help students' academic outcomes and English proficiency in the lack of resources? What effects do students have on their learning when subject teachers lack English competency and appropriate pedagogical skills? Does the English medium public school provide equitable education as a private school?

Because of the reasons mentioned above, the issue of Introduction EMI in public schools triggered my curiosity to explore students' practices and their experiences on subject teachers' implementation of EMI in classroom teaching. Exploring these ideas is required to successfully implement the English medium in a public school.

### **Purpose of the Study**

The objective of the study is to unpack the students' practice of EMI in their learning in the English medium and their experience with subject teachers' adaptation of EMI in the teaching process in the classroom.

### **Research Questions**

1. How do students practice English as the medium of instruction (EMI) in their learning process?
2. How do students experience subject teachers' practice of English Medium Instruction (EMI)?

### **Delimitation**

The study was delimited to the exploration of lived practices of the students studying in an English medium public school of Sunder Harichha Municipality of Morang district of Province 1. I selected students of grade IX of section C who were

learning in English medium as my study participants. I involved four students and explored their practices and experiences of EMI employing qualitative study as a research method. However, I did not explore the views of other school stakeholders like students of other sections of the same grade, subject teachers, school management committee members, and head teachers, although they were equally important. During the data collection, I looked at the gap between school EMI policy and students' and teachers' classroom practices; I further limited my concern on students' views on subject teachers' EMI practice in the classroom.

### **Structure of the Study**

The study's structure is a roadmap reflecting the clear image of the study about what to accomplish. This study consists of six different chapters along with references and an appendix. In the first chapter, I dealt with the introduction, experience as a teacher and student, background, rationale, problem statement, purpose, study questions, and delimitation reflect my study agenda. Similarly, I highlighted the medium of instruction, EMI in Nepal, language planning and policy, language education policy, a gap in policy and practice in the medium of instruction, policy review, theoretical review, and empirical review are related to the review of the literature. In the same way, the interpretive paradigm, qualitative study, research site, selection of the participants, data collection techniques, data interpretation process, and ethical issues deal with the research methodology in the third chapter. Similarly, students' communication in the classroom, reasons for switching in Nepali, students' communicative competence, teachers limited EMI in reading and writing, preference for English medium, and code-switching emerged from the classroom observation and participant's interview.

## Chapter Summary

I first discussed some strategies to begin my research journey in this chapter. Initially, I highlighted my study's burning issue in the introduction section. Then, I dealt with what motivated me to research the issue. And then, as a student, I reflected on my own learning experience in both English and Nepali mediums. I further presented my experience as an English teacher in Nepali and English mediums. Next, I focused on the rationale of the study to provide insightful ideas on how this study can be guidelines for the existing EMI public schools that are planning to shift the medium of instruction in the future. After that, I problematized my issues in the problem statement. In addition, I started the research questions, which specified the issue of the students' practice and experience in the English medium classroom. I narrated the structure of the study as a road map. Finally, I concluded the chapter with the delimitation that supports the area of the study in a manageable size.

## CHAPTER II

### LITERATURE REVIEW

I begin the chapter by presenting the critical concepts related to my topic. And then, I review the relevant literature, critically presenting different ideas and opinions on various research studies within national and global contexts, mainly on the issues of EMI through the lens of subject teachers, students, and parents, preferences, and perceptions in public schools. After that, I discuss the related theories for the study. Next, I show the gap between my study and previous ones. Finally, I present a conceptual framework according to my research goal.

#### **Medium of Instruction**

Medium of instruction means transferring subject content by employing a language through communication and interaction. It pertains to the language in which interaction occurs in the classroom. The term medium corresponds to the language(s) in which instruction and curricular materials are offered, whether produced by the teacher, read in a printed text, or presented digitally on a screen (LaDousa, & Davis, 2021). In regards to the medium of instruction in public schools, Nepali, English, or both will be the medium of instruction at the lower secondary or secondary level, whereas the mother tongue shall be medium at the primary level (Curriculum Development Centre (CDC), 2008). Despite the importance of multilingual education programs being granted for children's education policy, parents wanted to have their children educated in the English medium due to the broad scope of English, and it has more functional values in daily life. Because of parents' preference for EMI for their children's better future, they thought multilingual education obstructed the children

from learning in the English Medium (Clean Development Consult Report, 2014).

Regarding medium of instruction, though the focus is given on the children's first language and Nepali or English in school education, the trend of introducing English medium is growing and practices from the preprimary to secondary level in public schools of Nepal.

### **English as the Medium of Instruction**

In English medium schools, English is used as a means of communication, discussion, and interaction as a classroom language for teaching and learning activities. In this regard, EMI delineates as the implementation of English for academic subjects where the learners' first language is other than English (Dearden, 2014). The main objective of using English Medium is to provide education through English so that learners can get content knowledge of the texts and develop language skills together. Regarding the general trend of the school instruction medium: Private institutions adopted EMI, whereas public schools practiced NMI.

Many public schools in Nepal have started providing education in English medium for subject content and English language competence like private English medium schools. It reflects that the introduction of EMI has been a growing trend, especially in public schools in urban and rural areas. However, most public schools did not replace Nepali as a medium of instruction. Instead, schools run two mediums of instruction parallel, providing options to select either medium in the same school. However, in this regard, Seel, Yadav, and Kadel (2015) reported that it is not easy for newly introduced English medium public schools to compete with private schools without adequate preparation and capacity building which may adversely affect students learning output.



### **Introduction of English as a Medium of Instruction in Nepal**

EMI was formally introduced in the school education system of Nepal when Durbar High school was established in English medium in 1854. Even if it was the first English medium-run school, it provided education only to the children of Rana and elite families. Then, during Panchayat System, the Government formed a Nepal National Educational Planning Commission (NNEPC) in 1956 to recommend the educational issues: the language of instruction, curriculum design, and textbooks. The government education plan named National Education System Plan (NESP), which was established in 1971, recommended Nepali Medium in school education as a symbol of national integrity (Weinberg, 2013). Hence, Nepali was used as the medium of instruction in the education system in the Panchayat era.

Instead, the new democratic constitution of 1990 prioritized neoliberal economy policy for the development of the nation. The new policy invited foreign agencies and investors to invest in the national development sectors. The arrival of foreign agencies created instrumental value that widened the scope of the English language in the field of employment, education, and media (Phyak, 2013). As a result, people conceive that English language skills provide them opportunities in the fields of life and national development. Thus, the scope of English extended from the language of communication to the language of economic prosperity. It made people dream up English language competence function not only as a language of communication but also as other tradable commodities with an economic exchange value (Rubdy & Tan, 2008).

Furthermore, change in the political system facilitated the process of privatization in education. As a result, private schools mushroomed in urban and rural areas quickly due to a new policy of newly elected political parties (Poudyal, 2017).

Those private schools collected several students foregrounding quality in education and better performance of the students only in the English medium. With the belief of quality education only in the English medium, parents of the city and rural areas started sending their children to English medium private schools. The growing number of English medium private schools attracted parents. They started sending their children to private schools. It has a direct impact on the enrollment rate of students in public schools. This compelled public schools to introduce EMI to maintain the decreasing number of students. Consequently, many public schools in both city and rural areas introduced EMI along with NMI for their existence.

However, the Ministry of Education (MOE) opened the door for mother tongues as a medium of instruction, making it compulsory in the early three years of education. However, in practice, parents think taking education in the mother tongue is a waste of time as it does not have economic capital (Poudel, 2021). Subsequently, societal people, guardians, and students prefer education in English Medium to Nepali medium or mother tongue because English accommodates more power and prestige than Nepali or mother tongues.

Although education in the mother tongue is granted to children, parents and students give less priority to the mother tongue. Therefore, guardians who could afford to send their children to private schools and who could not for private schools send their children to English medium public schools. Previously, two different mediums of instruction in private and public schools created a two-tier Education system in Nepal (Baral, 2015). However, at present, the introduction of two mediums, English and Nepali, within public schools widens the gap between the two types of education within a public school. Moreover, the importance and need of the English language in multiple dimensions of life attracted both guardians' and students'

attention to English medium private schools and distraction in Nepali medium public schools.

Due to the parents' desire and demand for education in English for their children, private institutions have provided education in the English medium with the motto of quality education. In contrast, public schools and colleges run in Nepali Medium have minor attractions (Bista, 2011). Consequently, as mentioned above, public schools started running both English and Nepali mediums. However, effective implementation of the English medium is questionable in public schools as they have been running in Nepali Medium for a long time. In addition, most public schools did not have financial support for preparation and management to introduce EMI. Therefore, schools must manage the fond for running EMI (Sah, 2022).

The above circumstances made me think if the introduction of EMI in public schools for teaching and learning can be practical means or not. Moreover, this phenomenon of EMI in public schools made me eager to explore more about students' learning practices and their experience with subject teachers' teaching.

### **Language Planning and Policy**

The Panchayat Constitution followed one language policy which upgraded Nepali as an official language, language of education, and everyday communication in the nation. Thus, Nepali was promoted as the national language of the country. In contrast, people's multiparty revolution in 1990 brought many changes in the Nepalese language context (Gautam, 2021). Constitution of Nepal (1991) mentioned that Nepali is an official language and all other languages of Nepal used as mother tongues are declared as the language of the nation (Part 1, Article 6.1). The Interim Constitution of Nepal promulgated in 2007 seems to be liberal and progressive for promoting equal rights to all mother tongues of the nation as national languages.

Concerning language policy and planning, after the 2015 Constitution, Nepal entered into a new horizon for the development of language planning and policy (LPP) with the provision of the formation of a language commission in Nepal. In this pretext, the Constitution of 2015 in Article 31 (5) granted the right to get an education in the mother tongue is one. Similarly, National Curriculum Framework for School Education (2007) states that children's first language as a medium of instruction in education can be effective and it fascinates the children to go to school as well. In this regard, local language users prefer mother tongues as these languages are dear to them and attached to their identity. However, they believed local languages could not provide any opportunity for a future career due to less instrumental value. The less instrumental value of local language develops negative thinking in the speakers of local languages to their mother tongue (Giri, 2009). In the in-ground reality, it was found that the constitution of Nepal promised to grant equal rights to all languages, but people took English as a superior and prestigious language due to its instrumental value.

### **Language Education Policy**

Education provision was limited to Rana and elite families' children until 1951. After that, rulers took a threat to educate ordinary people. However, some language schools (Bhasa Pathsala) were established for the public in Rana Regime. The language schools helped promote the Nepali language as the medium of instruction. During Panchayat Regime (1960-1990), Nepali was the national language as the nation adopted a monolingual ideology. Therefore, the Nepali language was accepted as a communication, official language, and education language. As mentioned earlier, after the people's movement in 1990, the nation adopted a liberal language policy granting children the right to take education in their first language. In

this regard, the School Sector Development Plan (SSDP) (2016-2023) and the Ministry of Education (MoE) also emphasized the use of the first language as a medium of instruction to grant equitable and supportive learning for all children.

### **Gap in Policy and Practice in Medium of Instruction**

Even though National Education Policy (2076) granted to provide mother tongue education to the children, the promised policy is not implemented in practice. Currently, most public schools have adopted Nepali or English or both Medium, whereas some schools adopted their mother tongue to teach as a subject. The primary cause behind not adopting an education language policy is that it is not obligatory for private schools. Another reason is the growing pressure on public schools to contest with English medium private schools to maintain the diminishing enrollment rate of the students (Phyak, 2021).

Regarding medium of instruction, the Ministry of Education (MoE) in the School Sector Development Plan (2016-2023) highlights supporting the first language-based multilingual education of children up to grade three. Many educationists are advocating in favor of mother tongue education, and many public schools in urban and rural areas have started adopting English. However, these schools lack resources such as trained teachers to teach in the English medium, teaching materials, and technology to deliver the text content effectively. Thus, the shifting of the medium of instruction in public schools reveals the mismatch between the education language policy of the nation and policy implementation in public schools.

### **Theory of Language Ideology, Globalism and Linguistic Capital**

I reviewed theories related to my study, which support my link as an explanatory tool for concepts and insights. Three interrelated theories - theory of

language ideology, globalism, and linguistic capital underpinned my study as an explanatory construct.

Ideology is conscious or unconscious ideas and values that differentiate the unequal status of the language. It is expressed in the form of discourse (Canagarajah & Said, 2011). In other words, it refers to belief and conception about language use, which mixes the individual's economic interest (Kroskrity, 2010). Although the term ideology is applied in multiple ways in English language teaching, unconscious assumptions about language behavior decide how human beings elucidate events (Tollefson, 2007). The majority of parents' and students' attitudes is that English is the language of the winning population, of rulers, of elites, and inability to use English means the exclusion of mainstream social structure (Poudel, 2021).

Furthermore, the global spread of the English language has influenced to choice of the English medium. Therefore, students prefer education in the English medium as they believe English is attached to socioeconomic and academic benefits in national and international markets (Rahaman et al., 2019). This theory supports me in exploring why students prefer to acquire academic content knowledge in English.

Globalism of English means access to the English language globally due to its broad scope in different sectors of life. English proficiency is a prerequisite for higher education, job opportunity, media and technology, and communication (Poudel, 2021). In addition, English as a means of communication has been an agent of globalization in the postmodern era (Phillipson, 1992). As the English language is a global language, it has dominated the other languages. So, people believe they should use only that foreign language for education, literature, and Government (Ansre, 1979). People's preference for the English language for education, communication, and another aspect of life brings danger to the disappearance of minor languages. The

immediate implication of this power of the English language is seen in the introduction and implementation of EMI in public schools due to the attraction of parents and students. It makes parents and students believe that the quality of education is linked to only English.

Because of global spread of English and its dominance over other languages, it is sustained now in schools as a medium of instruction. The global spread of English has been an issue to explore if the spread of English in education and other sectors such as job opportunities and tourism contributed to the educational, economic, and social development of a nation or if it is a tool to replace linguistic and cultural heritage of a nation (Phyak, 2021). The trend of supporting EMI by parents, students, communities, and private sectors further weakens the government policy to provide education in the mother tongue medium (Poudel, 2021). This trend enhances the functional power of the English language. It makes the English language more powerful than the national languages of Nepal. In this regard, the phenomena of linguistics globalism linked to interpreting my data relevant to national language policy, EMI policy of the school, and students' preference for English medium. The importance of English supports me in exploring students' practice and experience in their situations and need-based classroom realities in which they participated as actors of EMI practice.

Bourdieu (1991) uses the notion of cultural capital to encompass knowledge, educational skills, and cultural acquisitions. Linguistic capital has been used to describe a person's language resources and the associated values. In this regard, English language competence has higher power than competence in other languages. The knowledge of English becomes linguistic capital. It is used as a source of earning income. So it has the power to regulate the value of verbal utterances (Bourdieu

1993). This very linguistic capital is being transferred to the mass of the students who study in public schools in the form of EMI. This apparent demand of the parents for English as a Medium of instruction in the public school in response to the linguistic capital English has held in Nepal.

Hence, I chose the perspective of language ideology, globalism, and linguistic capital, which provided me insight into student practice and experience of public schools of EMI and its impact on how it has contributed to enhancing linguistic skill and academic knowledge.

### **Policy Review**

The primary reason for adopting EMI in public schools is linguistic power. As English is an international and global language with more resources, it has much more usable power than other languages. For these reasons, people of the society, guardians, and students are attracted to education in the English medium to acquire academic outcomes and develop English skills together. Therefore, public schools added EMI, which contradicts education policy provisions. In this context, Baral (2015) highlights that constitution of Nepal and language policy promised to provide education in their mother tongue, but the English medium is used as a priority. In addition, the interim constitution of Nepal (2007) has recognized the value of mother tongue education and made provision for the same, at least at the primary level, but the trend of introducing EMI contradicts that provision.

### **Empirical Review**

The empirical reviews comprise the analysis of journals, articles, dissertations, and reports of different researchers of national and international contexts on the relevant topic. I selected a few works of literature from national and international contexts. They are relevant and helpful in enhancing the understanding of the issue of



my study. From a literature review, I found that only a few studies were conducted on students' practices who were crucial stakeholders of practicing on English medium in their learning.

Tarhan (2003) conducted a doctoral dissertation on the Perception of students, teachers, and parents regarding EMI in Secondary schools in Taiwan. The research design adopted a nationwide questionnaire survey and interviews with parents. The study participants selected six students, four teachers, and four parents. The finding of the study indicates that students and teachers had problems with the English medium. So, they were not in favor of the English medium. Finding further revealed that subject instructors and pupils' low English proficiency levels created a problem in EMI practice at school. However, the study found a Positive Perception of the English language and the English Medium of instruction.

Analogously, Vu and Burns (2014) conducted two years' project focusing on stakeholders' challenges in implementing EMI under a new EMI undergraduate program in Vietnam. The study's findings indicated that lectures faced multiple challenges such as language abilities, students' language competence and learning styles, and lack of available resources.

Likewise, Baral (2015) aimed to unpack the voices of subject teachers' practice and effect on the use of English in place of a familiar language in Nepali in his Master thesis. Qualitative field research was conducted in Kathmandu, Pokhara, and Surkhet. The research finding was that implementing English as a medium in public schools limited students' creativity due to subject teachers below the required level of English proficiency. In addition, subject teachers' lack of proficiency and sub-standard textbooks are barriers to interaction and discussion in English in the classroom. The study concluded that the growing trend of English as a medium of

instruction in public schools neither addresses the educational reform nor ends the inequality in education between private and public schools.

Similarly, a study was conducted by Khan (2016) in his Ph.D. dissertation in Pakistan on primary school teachers' language perception, preferences, and practices under a narrative ethnography. The study was carried out in three schools in the same locality of rural Pakistan. Six participants were selected purposefully. The study's findings revealed that the teachers perceived English as an important language for success, opportunity, and progression. Therefore, it is more critical than other languages in rural areas. However, Urdu is required in the primary school curriculum as it is the language of communication across provinces. Participants expressed an immense love for Pashto as it is their mother tongue. However, they thought Urdu and Pashto did not acquire linguistic value as the English language in the linguistic marketplace. The finding further revealed that the use of Urdu and Pashto were dominant in EMI practice. The English language was merely used for reading English textbooks on classroom subjects.

In the same vein, Thapa (2018) conducted research to explore teachers' Perceptions of EMI in the public school in Nepal in his M. Phil. dissertation. His finding revealed that the English medium policy in public schools had overpowered the entire educational initiatives, the teachers' professional lives, and the students' learning.

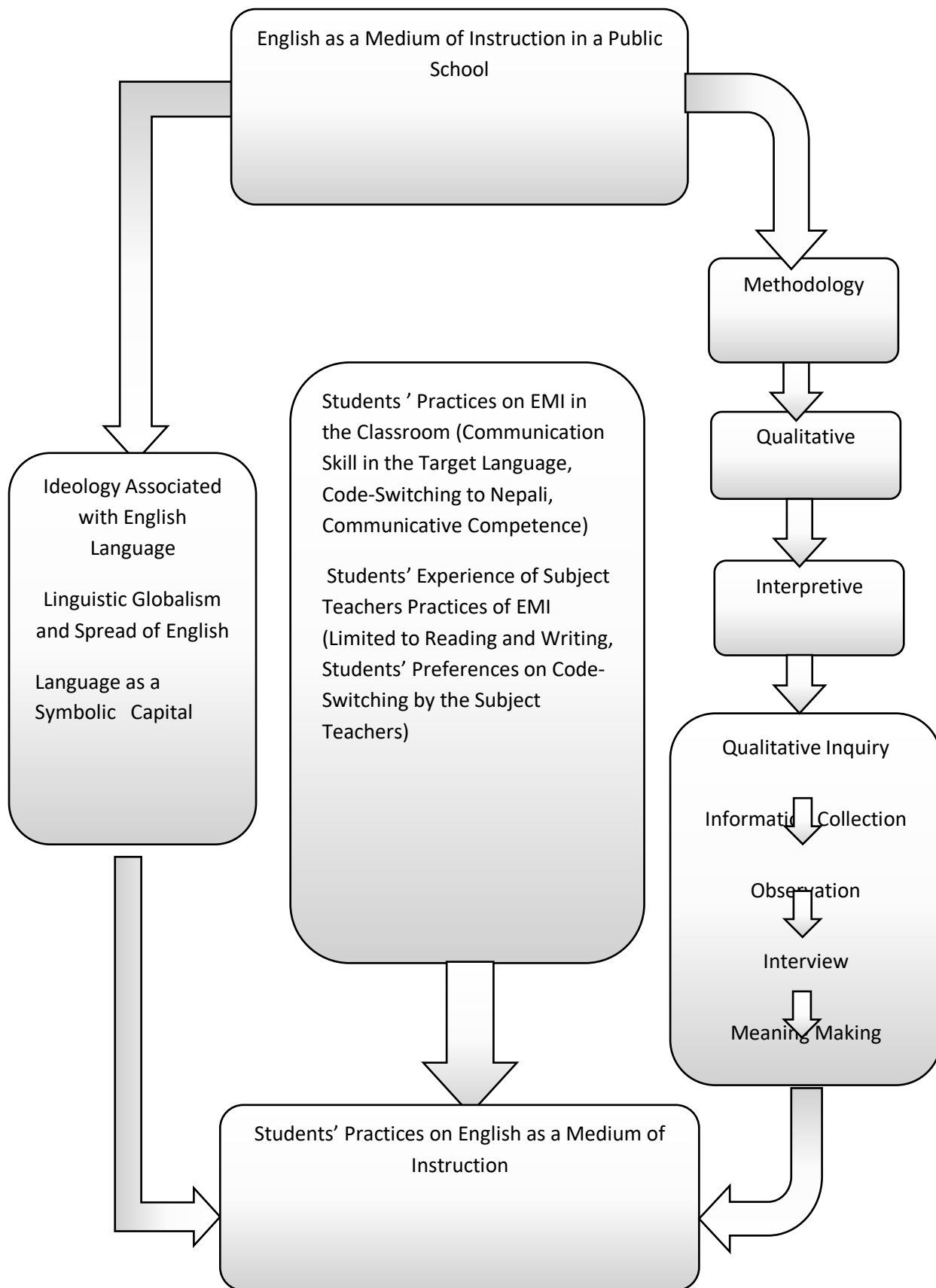
### **The Gap I Noticed**

The study on EMI above showed that those studies had been carried out from the perspectives of subject teacher language perception, preferences and practices, Perception of students, teachers, parents, and subject teachers' practice and effect on the use of English. Unlike previous studies, this study concentrated only on students'

practices and experience with the English language in learning and teaching English as a public school instruction medium. Therefore, the present study provides insights for public schools planning to introduce and implement English.

### **Conceptual Framework**

A conceptual framework is an analytical tool to reflect the ideas and how the researcher connected them in his or her study. It is a frame that reflects how the study is undertaken. It focuses on interconnected concepts to explain the relationship between themes and how the study answers the research problems (Adom, Hussein., & Agyeman., 2018). For this study, the given conceptual framework portrays the process of practice and experience of EMI students on my research study journey



### **Chapter Summary**

I commenced the discussion with the terms medium of instruction and English as a medium of instruction in Nepal. Similarly, I examined how and when the English language and English medium were introduced in the Education system of Nepal through Language planning and policy and language education policy. In addition, I highlighted the mismatch between education language policy and practice in terms of the medium of instruction. Likewise, I dealt with ideology, globalism, and linguistic capital as a theoretical review. The implemented theory guided me to generate information and meaning-making process. For empirical review, I discussed some recent global and local studies with different findings on teachers', students', and parents' Perceptions of EMI in public schools. Lastly, I concluded the chapter with the conceptual framework of the study.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter delineates the research methodology. I discuss the study paradigm, methodological approach, and philosophical assumptions in this regard. In addition, I discuss the research site, selection of participants, information collection techniques, and meaning-making processes. Finally, I present the quality criteria and ethical issues of the study.

#### **Philosophical Assumptions**

Philosophical assumption deals with particular views, concepts, and individual Perceptions or understanding of a person on a particular issue or event. It is one of the popular research methodologies in social science research. They are beliefs about ontology, epistemology, and axiology. These are the components of the research paradigm. Ontology, in qualitative research, consists of the reality constructed by an individual based on his or her personal experience. Reality is constructed socially. It differs from individual to individual (Cropley, 2021). For me, students practice in the English medium and their experience is different from student to student. The way of practice and experience differed according to the attitude of an individual social-cultural practice they adopt. Thus, my study participants experienced realities differently in EMI practice in the classroom.

Reality is multiple, as seen through many views. The researcher's ontological position depends on how he or she constructs it. The two ways researchers construct reality is personal reality based on the experience of seeing the external world, and another is constructed on the basic social and personal human conception. These

positions determine the methodological decision-making (Jackson, 2013). Since reality is subjective and different from one participant to another, the reality participant perceives of EMI practice and experience is also different. I understood they had different practices and beliefs on learning subjects in the English medium. Apart from participant reality, I was a researcher and member of that culture, and during the data collection, I constructed the reality from my classroom observation. Hence, I believe that reality is subjective, which emerges as time and places according to my lived experience and participants' conception in making sense of my research perspective.

Epistemological assumptions are concerned with knowledge acquisition, creation, and demonstration. The nature of knowledge is different according to the issues and status of knowledge (Cropley, 2021). In epistemological assumption, subjective evidence is obtained from participants. My epistemological knowledge is subjective because it is constructed in society and social context (School and classroom). For me, knowledge is generated through active participation in the learning process, and individual practice emerges after the participants' neutral observation. I generated the knowledge through information generation techniques such as observation, interviews, and informal talks with administrators. I observed classroom culture and how they practiced in the English medium. I believe that school stakeholders such as students, subject teachers, and school administrators performed in school based on views and activities. It helped me collect information about the actual practice and experience of the participant's practice of EMI.

As axiology addresses questions related to what is valued and considered desirable or suitable for humans and society (Biedenbach & Jacobsson, 2017), all the processes I instrumented for exploring EMI in a public school were value-driven. I

wanted to value what the students of a public school practice on EMI and the needs and interest of the individual, which is changeable according to time. Similarly, I provided equal and parallel consideration to the participants' views on communicative skills and their practices in English. In the same vein, I tried to value my participants' established norms and the classroom culture of using the medium of instruction. I was equally aware of participants' preferences on subject teachers' values of delivery in subject content and pedagogical strategies subject teachers adopted in the classroom. Finally, by informing students of my research procedure, respecting their voluntary nature, keeping the data they provided me a secret, and protecting the privacy of research participants by using pseudonyms, I respected the value of participants.

### **Interpretive Research Paradigm**

The interpretive paradigm comprises the researcher's belief in subjective reality, the way of knowledge acquisition and methodological premise (Guba, 1990). The researcher believes on the empirical world view and involves in site, collecting information from participants and their observations and constructing information interpretation (Denzin & Lincoln, 2017). For this, I visited the site, established rapport with the participants, was involved in the classroom observation and collected real classroom practice from their interviews and observation (Taylor & Medina 2011). Therefore, an interpretivist believes in subjective reality which is socially constructed. It provides a systematic, factual and accurate description of a real student's practice and experience in English as a medium of instruction. It also illuminates understanding the subjective world of human experience as the key point in the context of the interpretive paradigm (Cohen et al., 2007).

Situating myself within an interpretive paradigm, I explored multiple subjective realities from certain circumstances and constructed meaning from the



existing situation. As a qualitative study guided my research, I explored the reality of informants' through the observation of classroom activities and interviews.

Observation and interview as data collection tools supported me to involve with informants. I gathered the information from the study participants on the basis of their learning in the classroom context and situation. I further interpreted it. I finally got multiple interpretations of students' EMI practice and experience in my study finding.

### **Qualitative Research Method**

The qualitative approach was suitable for understanding the students' practices and experiences with EMI. It presumes that knowledge and information are constructed through communication, interaction, and observation, not out but within individuals. In this regard, Dornyei (2007) stated that qualitative research is related to every aspect of language acquisition, and its use is determined by social, cultural, and situational factors. The main characteristic of qualitative research is that a study is open to new details that may emerge during the investigation process. For that, I frequently visited the site and observed the school and classroom culture of EMI practice of students and teachers. I established ethically sound relationships with participants from the frequent visit, informal talks, and series of interviews with them. As a result, I constructed trustworthy and authentic accounts of the culture. It dig out in detail the daily life of the cultural meaning and beliefs of the participants in which she or he attaches their activities, events, and behavior in EMI practice and experience.

In addition, qualitative design is a way of telling a story rigorously and authentically, giving the voice of the people of their context. People's understanding of the world is determined by psychological, social, historical, and cultural factors (Fetterman, 2010). As a qualitative researcher, I focused on the participants'

descriptions of how they practice the English medium in their learning and their lived experience of subject teachers' implementation. And then, I narrated the assumption that participants constructed their realities in the form of data of my study.

Analogously, a qualitative study involves discussing the issues of the study and comprehensive data collection and recording procedures. It further expands on the data analysis steps and the methods used for presenting the data, interpreting it, validating it, and indicating the study's outcomes. It further includes comments by the researcher about their role and self-reflection and the specific type of qualitative strategy used (Cresswell & Cresswell, 2017). I collected data from participants who were from varied English backgrounds and circumstances. With this in mind, I respected students' practices and experiences as their values towards practicing the English medium. I linked and interpreted the data from participants' interviews and classroom observations connecting relevant literature and theories. In doing so, I was involved in the field as an observer or a listener to explore how they acted, interacted, and behaved in the classroom. It allowed me to articulate my emic views during the data collection process. I also held an etic position in writing research. This positioning enabled me to conduct the research reflecting and situating the self in the process. The specific form of my study enabled me to learn and understand students' beliefs on target language competence, their language level, their practice in the classroom with their peer and subject teachers, their beliefs on EMI, and student expectation of subject teachers EMI practice.

### **Research Site**

The research site is always crucial to a qualitative study. It is the place of collection of the people, text, and places in which the issues or theme of the study can be found or explored (Tracy, 2019). For the research site, I selected a school in

Sundar Haraicha Municipality of Morang district of Province no 1. The school has implemented English medium education up to the secondary level since 2013 A.D. The school operated Nepali and English mediums during the day and morning shifts. The number of students was one thousand and fifty in English medium and seven hundred and fifty in Nepali Medium. It indicated that students have more attraction to English Medium than Nepali Medium.

Due to more students in the English medium shift, there was more than one section in grades eight, nine, and ten. As grade ten was preparing for the Secondary Education Examination (SEE) and most of the students admitted in grade eight from other schools, I selected grade nine purposively. For classroom observation, I selected section 'C' of the same grade. The reason was that the students of that section had taken optional Economics instead of optional Mathematics, thinking that students and teachers practice English more in reading and writing in Economics than in Mathematics class. I selected the school as a research site because of two reasons. The first reason was that, unlike other English medium public schools, the school had been running English medium and Nepali medium in two separate shifts: morning and day. English medium has been in the morning shift with new resources like newly appointed part-time subject teachers and separate morning shift management. Besides, the school has been running plus two streams of Science, Education and management, in both English and Nepali Medium. It showed that the school had run two mediums of instruction from primary to higher secondary. The second reason was that the school was proximal to frequent visits with the participants.

### **Selection of Participants**

It had been difficult for me how to select research participants. During the initial phase, I observed students' classroom learning activities such as

communication, discussion, and interaction with peers and subject teachers. Then, I selected the research participants who were ready and interested in providing the required information for my study. Therefore, I used the purposive sampling method. The method I selected was fit for my study because it helped me select the participants who currently studied in English medium public school and whose prior academic background was in private English medium school.

Before selecting the participants, I built rapport with the possible participants through regular classroom visits and informal talks. And then, I selected participants willing to share their experience with EMI practices (Cresswell, 2012). To make the information collection process more manageable, convenient, and accessible, I selected the participants who could be available quickly and helped me the best in providing the required information. To make the variation in selection, I selected two participants who obtained first and second positions in their previous terminal examinations. In contrast, I selected third and fourth participants who secured average and low grades in their academic performance.

I selected three girls and one boy based on their previous terminal results rather than giving priority to gender equality. The other criteria for selecting the participants were their prior English competence and knowledge of subject content which I thought could determine learners' practices of EMI. In addition, my study issue was students' practices on EMI; their experience with subject teacher adaptation to EMI directly impacts classroom practice. After selecting four participants, I gave them Susmita, Amisha, Aliza, and Rajesh pseudonyms to maintain confidentiality.

### **Participants' Profile**

I selected six research participants for my study in the beginning. However, I narrowed it down to only four participants based on the objective of the study. Then, I

highlighted a brief account of four participants who represented the lived practice of EMI and their experience with subject teachers' implementation of it in classroom teaching and learning. The aim of incorporating the profile of the participants with their background is to portray their descriptions to provide a context of the practice of EMI in their learning.

### **Rojesh**

He was the only male participant in my study. He had been studying in an English medium private school from the preprimary level. Before enrolling at the current school, he studied in a private school in the Ilam district, located in the hilly region of Province no 1. As his two elder sisters studied at Bachelor and Master levels at Sukuna Multiple Campus, located nearby the school where he studied, her sisters admitted him to English medium public school despite many private English medium schools running in the same locality. When I asked why he shifted to public school, he shared that students who passed SEE from public school would get scholarships for higher educational fields like Medical and Engineering. In addition, public school fees are less than private schools.

He was admitted to that school in grade eight. During my classroom observation, I found him as a sincere student. He submitted the classroom assignments of all subject teachers. For classroom discussion and interaction, he took part only when the subject teacher asked him. Otherwise, he paid attention to lectures and followed the instruction of the subject teacher to do classroom assignments and submit home assignments. From his classroom activities, I noticed that he did not have much problem practicing in the English medium. During interview sessions, he shared that he had no problem with English, except for subjects like Social Study and Economics.

**Susmita**

Susmita was another participant in my study. Her father was retired Nepali army, and her mother was a housewife. They depend on pension currently. She has one sibling. She and her brother studied in a private English medium school before she joined that school. She was admitted to that school in grade seven. Although according to her, the school was suitable for the English medium as it provided equitable education as a private school, she, along with her brother, shifted to the public school. However, from the conversation, I found that her family depended on their father's pension. Therefore, another reason for changing to a public school was a problem affording expenses for their study.

Although she was an average student, according to her previous terminal result, she was active in classroom activities such as classroom discussion and interaction. She asked subject teachers whenever she had confusion in any subject. For classroom assignments, she discussed with her friends and asked teachers whenever she had confusion. She sat on the second bench. She paid keen attention to the subject teachers' lecture. However, she used Nepali only to ask subject teachers questions and discuss with her peers. Although she had problems comprehending subject content, pronunciation, and spelling of subjects like Science and Social Study, she wanted subject teachers to use English as a medium of instruction in content delivery and classroom discussion.

**Aliza**

Aliza is the third participant in my study. Like other participants, she had studied in an English medium private school from the early grade. She got admitted to that school in grade eight. Her parents' source of income was farming. She had two siblings. Her sister studied in grade six of the same school, and her brother studied in

grade two in a private English medium school near her house. She shifted to that school to get a scholarship opportunity in higher education, especially in the medical sector.

She was an obedient and honest student of the class. She followed the instruction of the subject teachers. However, her previous terminal result showed that she was average in other subjects except for Science, Social Study, and Mathematics. According to her, she had difficulty comprehending subject content only in the English medium. She had especially difficulty comprehending the subject content of Social Study and Science in the English medium. In her opinion, only using English in all subjects can be difficult for students. So, she wants the subject teacher to use both English and Nepali according to the nature of the subject content. She further opines that subject teachers' use of Nepali in all subjects creates problems in comprehending English and improving English language skills.

### **Amisha**

Amisha, the fourth participant in my study, was from a middle-class family. Her parents join hands and mouths running a grocery shop. She had one sibling who studied in grade four in a private school near her house. Her parents enrolled her in that school as it was an excellent English medium public school in the locality. In addition, the school also conveyed and informed the news that there are some reservation seats in the technical and medical field for pass-out SEE graduates from public schools. Due to the hope of getting a scholarship in higher education, her parents admitted her to that school.

She joined that school in grade eight. Before she enrolled in the school, her previous academic background was in English medium. Her previous terminal result showed that she had held the second position in her section. She was a sincere and

good student at school. As she was habitual in studying in English from a lower grade, she did not have a problem comprehending the content delivered by subject teachers. However, according to her, her fluency was diminishing due to a lack of cultural practice in using English for communication in the classroom. In the EMI classroom, she wanted both subject teachers and students to practice in English for effective implementation.

### **Information Collection Techniques**

As my research focuses on exploring students' practice on EMI, I chose observations, interviews, and field notes as my information collection techniques. I used classroom observation and participant interviews as first-hand data from the research site (Cresswell, 2012). This technique helped me to collect firsthand information about my study.

As my research is based on a qualitative study, I observed my participants' daily activities in a natural setting. I visited the school multiple times and spent more than four hours on each visit exploring how students and subject teachers of English medium public schools practice EMI in their teaching-learning activities. I observed the subject teachers' way of using language to deliver the content, making students do assignments and sharpening their pedagogical skills. Similarly, I further observed their classroom activities such as reading the text, writing, listening, speaking, discussing, and interacting with peers and teachers. Besides, I visited the staff room, administrators' room, and library and observed how the stakeholders adopted English on school premises.

Through my observation, I figured out the subject teachers' and students' cultural practice of using English Medium at school and in their classrooms. I ultimately suspended my prior belief and understanding and tried to adopt (Schensul,



Schensul, & LeCompte, 2012) so that the study participants did not inappropriately impose their views on the setting. I observed different events and activities within the school premise minutely.

I used interviews, the following information-generating technique, to collect detailed information from research participants, as they shared in their words (Shagrir, 2017). Interviews helped me explain and show the similarity and contrast between what I saw and experienced during my field visit. For an interview, first, I took an informal interview so that participants could feel easy to share their ideas. In addition, it was effective to discover the participants' subjective reality. (Fetterman,2010). I collected study information with open-ended questions. I interviewed each participant three times. For the interview, I used Nepali as a means of communication, as the participants felt it was convenient to share their views to gather detailed information from the informants. In interview sessions, I followed interview protocol. For that, I respected the classroom culture of EMI in the classroom. Being sensitive to the participants' cultural norms, I respected their views and the time it took to provide information, taking permission for communication, and taking interviews according to their time scheduled (Fetterman, 2010) to inspire the participants to share detailed information as a response. In the first phase, I interviewed the participants with factual non-threatening questions so that they felt comfortable and shared their views in detail. After regular classroom observation and informal talk with the participants, they shared their views openly. With the help of a Sony recorder, I recorded the participants' information.

I took field notes during my entire field visit to record students' classroom activities in their learning. (Hamersley & Atkinson, 2007). First, I used field notes to write the information I noticed during the field observation. Then, I recorded the

subject teacher and students' practice of EMI in the classroom. As it was difficult to record/ note down all the utterances between subject teachers and students, I collected the information in bullet points in my notebook and tried to collect as much information as possible. Later, I used those field notes for interpretation, analysis, and meaning-making process.

### **Data Analysis and Interpretation**

Qualitative data analysis comprises organization, description, understanding and making meaning of data from participants' view (Cohen, Manion, & Morrison, 2018). For this process, my collected information from the observation and interview were processed systematically and rigorously. Then, I managed the data organizing it into a pattern. And then, I elaborated the raw data of field note that I noted down in bullet points during the classroom observation. Similarly, I transcribed the interview of the participants repeatedly listening from the recorder. After that, I translated the transcribed text into English. I edited some of the clichés from the field note during that process. I coded the information and thematized it into different categories. For that process, I repeatedly read the thematized data for finalization. Finally, the emerged themes were analyzed in narration connecting the objective of exploring students' practice and understanding of EMI in the government school.

### **Quality Criteria**

I considered quality criteria throughout the research process: trustworthiness, prolonged engagement, persistent observation, and reflexivity, which served me to maintain the quality criteria of my study. I maintained the relationship of trust between the participants and me. I met them frequently and built mutually trustful relationships. I informed the participants about the goal of my research. The

participants regarded me as an insider. While doing that, I tried to contextualize my work by making inclusion and representation the possible plurality of the participants.

I spent more time with my participants as Tracy (2010) stated that qualitative research demands sufficient and appropriate data, time, sample, and context. To ensure the trustworthiness of this study, I employed continuous engagement in the field. I spent nearly three months at the research site to explore their understandings, practices, and experience of EMI in a public school. In addition, I documented contexts between students' and subject teachers' application of English in EMI classroom settings.

I consistently observed the class and interacted with the participants. I observed the practice of the English medium in the natural setting. While writing this report, I have reflected on self-reflexivity about subjective values, biases and inclinations. Sincerity was maintained throughout the study process. Therefore, the data collection and analysis closely reflect students' natural EMI practices in their learning.

I conducted a series of interviews with student participants along with several informal talks and participants' observations. Interviews were recorded, transcribed, and data were managed under certain themes as they emerged from the data analysis. Through the field text and my unfolding subjectivity together, I tried to explore the English medium natural practice, challenges, and participant experience. First, I looked intently at everyday work, what had been done to get information, and how things were done. Then, based on reflective observation, I planned the future strategy to carry out my study. I found that while conducting qualitative research, frequent field visits changed my mind in many ways after hearing and observing the representative voices of my participants.

### **Ethical Issues of my Study**

Ethical issues are essential for any research work. It is a branch of knowledge that deals with moral principles. Therefore, I considered and followed ethical guidelines in ways that are based on ethical norms and values to the situation where the researcher conducted the study and the value and interest of the individual involved (Hammersley & Atkinson, 2007). The objective of ethical codes is to serve as a direction for practice to ensure the study's informants are preserved from harm and are not deceived (Rallis & Rossman, 2009). As a researcher, I followed ethical issues such as informed consent, voluntary participation, confidentiality, honesty, and integrity.

#### **Consent and Voluntary Participation**

I obtained the consent before the participants entered the study. The informants were informed in detail of what the study encompassed and the informants were taken permission for that (Arfin, 2018). Before the data collection process, I introduced myself to my participants, my purpose of visit and their roles in it. I even informed them to quit the process if anyone felt uncomfortable during the information generation process. I did not pressure any participant to be a part of my research. All my research participants were selected only after taking consent. In addition, I assured them that information would have been kept secret and utilized only for the research purpose.

#### **Confidentiality**

Researchers protected the confidentiality of the participants by keeping their names and identities secret in the information collection process, interpretation, and reporting of the study found. For that, the researcher maintained attentiveness during the interview session, information analysis, and meaning-making process (Arfin,

2018). For confidentiality, as a researcher, I became conscious of taking necessary procedures to protect the informants' identity from being discovered by others. During the data collection, analysis, and meaning-making process, I maintained it hiding their real name and identity. I further promised them to keep the information secret and use it only for my study purpose.

### **Honesty and Integrity**

I followed honesty and integrity as my ethical consideration as they were ethical conduct of research writing. Mutual relation with participants is prudent ethical behavior to follow when conducting qualitative research (Kangi & Twang, 2021). I maintained no secrecy between my participants and me while implementing information I collected from them in my study. I made each of them clear about the related matters of my research purpose.

### **Chapter Summary**

This chapter primarily dealt with the study methodology I adopted in my study. First, I discussed how philosophical assumptions guided me to generate subjective reality, knowledge, and ethical issues during my data collection and study writing. Likewise, I related why and how I selected the research site and participants. And then, I tried to present the information collection technique and meaning-making process. Finally, I discussed how I maintained quality criteria and ethical issues to maintain the norm and value of research.

## CHAPTER IV

### STUDENTS' PRACTICE OF EMI IN THEIR LEARNING

In this chapter, I discuss three themes as communicative skills of students in classroom activities, reasons for code-switching to Nepali, and students' communicative competence, which emerged from interpretation and discussion of the information. I also integrated the discussion on the cultural nuances of participants' socio-cultural aspects that influenced their worldview in learning the English language.

#### **Conceptualizing Students' Practices of English as Medium of Instruction (EMI) in the Classroom**

Medium of instruction means the use of language to deliver and transfer the content knowledge and skills of different subjects for the academic learning process. Language and education are two inseparable concepts because education is disseminated via language (Owu-Ewie & Eshun, 2015). After implementing EMI in the classroom, the use of the English language in students' learning, communication, interaction and writing improved automatically in the classroom. I understand implementing EMI in the classroom of public schools in the context of Nepal is to provide academic content in English and conduct the classroom discourse in English. EMI makes room for both students and subject teachers to practice in the English language in the classroom. This motivates students to learn English better. It further develops students' English language skills and educational achievement. In this study, using English as a Target Language enhances learners' skills for communication, interaction, and discussion with the teachers and their peers.

Implementing EMI in a public school seems like Phillipson's (1992) illustration of the Makerere Report, which acknowledges that English is the best taught monolingually. Development of English competence is possible only with the use of English in the classroom. In contrast, implementing other than English in the classroom diminishes the standard of English. In this regard, Sharma (2006) further mentioned that merely practice of English in the classroom encourages the learners to get English exposure. For this, learners learn English more when subject teachers force them to apply EMI in the classroom. Overusing the first or familiar language may lead students to think in the Target Language (TG). Hence, the monolingual ideology assumes that the implication of no other than the English language in the classroom could support developing English language skills and academic knowledge.

Despite the belief of monolingual practice of EMI to internalize higher level of exposure in TG, to enhance proficiency and exclusion of mother tongue or familiar language (Nepali) to maintain the standard of English, I found a gap between the monolingual ideology and actual implication of EMI in the classroom.

### **Communicative Skills of Students in Classroom Activities**

English as Medium of Instruction (EMI), in the context of public schools of Nepal, is fairly a new content delivery system. Communication in English is a process of classroom interaction through messages sharing information, ideas and knowledge among students and teachers. Communication becomes effective when the students communicate fluently. This process involves initiation reception and response that serve as feedback. Hence, communication is interactive by nature (Ahmad, 2016). As it is a tool to share and transfer information of course content, regular practice of target language for communication in the classroom improves fluency and helps the learners to adopt the content knowledge of academic subjects. Therefore, instruction

in the target language promotes interactions among students and teachers. My argument is in line with Jenkins (2019), who argues that English is an instrument of communication as the students are studying not in English but through the English medium of instruction.

To explore the communicative skills of the students with peers and subject teacher, what I noticed in the Mathematics classroom is as follows:

*It was the Friday morning of 13 September 2019. When I reached the classroom, the second period had already started, and I waited for the third period. I observed the social study class in the third period and wrote it in my diary as a field note. After five minutes of the third bell, a Mathematics teacher entered the classroom. He wrote some formulae of 'Trigonometry.' Then, he taught them the process of finding the value of 'Sine Theta, Cos Theta, Cosec Theta, Tan Theta, Sec Theta.' He wrote the process step by step, explaining it in Nepali, rarely using English. The students copied the answers by talking with each other. I observed that their talk was personal rather than academic. During a classroom discussion with peers, I noticed that none of the students used English. Because of the noisy classroom, the teacher told them to keep quiet, but the noise continued. He saw two students pulling and pushing each other. Then, he warned them, saying, 'Aba Dekhi Feri Yeso Gareu Bhane Ma Class Bata Bahira Nikaldinxu' (I will send you out of the classroom if it is repeated). Two students on the fifth bench fell deep asleep. The teacher did not react. During recapitulation, the subject teacher wrote the important questions on the board and solved them, explaining the process. He was only using the Nepali language. He did not provide the opportunity for the students to interact. Most students ignored what the teacher was teaching.*



*Some copied answers, some paid attention to the teaching, and others were busy talking and gossiping.*

From the classroom observation, I noticed that none of the students used English for classroom discourse. The subject teacher seemed to focus more on the content area rather than the language issue.

The teacher's continuous use of Nepali medium while teaching Mathematics indicates that he lacks English proficiency and appropriate method. To develop communicative skills, the learners and the instructors should engage to communication in TG and provide ample opportunities for learners' language, process and personal experiences (Nunan, 1991). However, due to a lack of practice in the target language of the teachers, students use only Nepali in classroom discourse and divert their learning from course content to personal chats and gossip. Such practice resulted in the discrepancy between the intentions of the EMI monolingual policy of the stakeholders and actual language practice (Rahman, Singh, Johan & Ahmed, 2019). Hence, the subject teacher's exposure to only Nepali in classroom activities and lack of students' opportunity to practice English hinder the students' communicative skills.

Regarding research participants' prior English language skills, the participants who studied in private English medium schools before enrolling in English medium public schools were accustomed to using English for communication in classroom discourse. On the other hand, the participants who studied in Nepali medium public schools found it problematic to use the English language for classroom discourse with their peers and teachers.

Regarding the use of only Nepali in the classroom, one of the participants, Rojesh, who studied in an English medium private school before he joined a public

English medium School, felt that his teacher was not encouraging him to use the English language in the classroom discussion as, *“Most of the subject teachers used Nepali. We also feel more comfortable using Nepali than English for communication. So, the use of Nepali is a common practice in the classroom.”*

In the excerpt, Rojesh reveals that the Nepali language is the familiar language of both teachers and students. He agrees that he feels it easy and comfortable adopting it as a language of communication. Hence, both instructors and learners use it as the classroom discourse in teaching and learning, although EMI aims to provide education in English. On the contrary, overuse of learners' first language or Nepali language in the classroom hinders the development of student communicative skills (Bhandari, 2016). Although the school prefers to introduce EMI at its policy level, it is not practiced in an absolute sense. Ineffective implementation of the EMI reflects that it is introduced for school needs rather than providing education in English. In an English medium classroom, subject teachers must deliver English content. In reality, the teachers mainly were found teaching in the familiar Nepali language with minimal use of English in the classroom. The prime cause was subject teachers' lower level of TG skills (Saud, 2020). Regarding controversy in policy and practice of EMI implementation in a public English medium school, Susmita thinks slightly different as, *“I prefer the English medium. I feel English is more friendly than Nepali as a medium of instruction. I feel so because I studied in an English medium school from Nursery.”*

In my informal talk with the Head of the Department and other students, I found only one student in that section who had studied in a Nepali medium public school before she enrolled in the English medium school. As most of the students in the class were habitual in learning in English medium, it was not a new practice for

them to communicate in English. In addition, students' previous knowledge and experience of the target language assist them in motivation and confidence to involve in learning activities in English (Chien & Valcke, 2020). In order to explore students' communicative practice, Sushmita further adds her experience, *“I use only Nepali. Nobody uses English, even though most students have previously studied in an English medium private school. There is no English environment in the classroom.”*

Having gone through Susmita's narratives, I found they were capable of communicating in the English language. Despite their ability to communicate in English, students frequently used Nepali with subject teachers and peers. Subject teacher classroom strategy is pivotal in students' target language practice and acquisition of subject content through English in the classroom. The teacher who paid proper care and provided support to the learners to facilitate better learning, the students in his/her subject performed better. The teachers with appropriate training handled the students and achieved the expected outcome in the subjects they taught (Neupane, Thapa, & Sapkota, 2018). In this situation, the students were found plausible. They are neither fit for Nepali medium nor English due to the excessive use of only Nepali in an EMI classroom. Regarding rules of implementing EMI on school premises, Amisha shares her views as, *“Nobody enforces us to use the English medium for classroom communication, interaction, and discussion. Rules and regulations are made to create an English environment, but they are not followed strictly.”*

From my consistent observation and Amisha's response regarding the rules of implementing EMI on school premises, I found a huge gap between policy and practice. None of the subject teachers except the Environment, Health and Population (EPH) teacher instructed their pupils to adopt English as the classroom discourse. He

adopted English as classroom discourse in his classroom teaching. However, due to the teacher center approach, students rarely participated in classroom discussions and interactions between teacher and students.

As for the communicative skills of the English teacher, one day, when I was in the classroom, the coordinator of the English medium shift tried to forward notice in English but could not continue after uttering two or three sentences. Then, switching to Nepali, he informed: *Timiharu jasle admit card lageko xaina, exam suru hunu bhanda aagadi nai linu* (those who have not taken admit cards till now, take it before the examination commenced). Later in an informal talk with him, I found that he was a permanent English teacher of Nepali medium of day shift in the same school.

This short anecdote I encountered in my fieldwork made me clear that not only subject teachers but also the coordinator (who was a permanent English teacher of the same school) disregarded the practice of English in the classroom. It was challenging for the subject teachers to address the spirit of EMI practice or English language teaching in the classroom. For effective implementation of EMI in the classroom and premises, all the stakeholders such as students, subject teachers and administrators should equally be responsible for implementing the policy in practice.

Learners' diversity in target language competence troubles the instructors using the same language standard in the classroom. The language-related challenge that came across the teachers was their caliber in dealing with the various target language competence level of the students (Tang, 2020). Conversely, the inadequate English proficiency of teachers and administrators does not make the communicative environment in the English. This gap needs to be addressed to implement EMI in public schools successfully. Furthermore, another language proficiency gap between

subject teachers and students makes up a central obstruction to learners' ability to successfully achieve learning outcomes (Simpson, 2017).

For communication, Rojesh, a study participant, accepted frequent code-switching from English to Nepali in the classroom discourse as Nepali was the language of a social discourse of subject teachers and students. They felt it easy to communicate in Nepali. I found classroom culture as a determining factor in language selection for classroom discourse. Limited and occasional use of the Nepali language could be beneficial. However, the excessive use of the first language hinders exposure to the English language (Khati, 2011). Nevertheless, students' and teachers' communicative practice of Nepali in the English medium classroom cannot address the true spirit of the cultural practice in the English medium. As communication helps students pronounce difficult words, comprehend complex sentences, improve thought patterns and express what they have learned, much communication in the target language needs to be held in the classroom (Pun, 2013).

Besides classroom culture and administrative policy for target language use, motivation is another factor that encourages learners to implement EMI effectively. Motivation is a driving force that pushes the students to do things to achieve something (Harmer, 2007, as cited by Pandey, 2020). In this context, subject teachers should be role models, motivators, and sources and transmitter of knowledge through language (Saud, 2020). However, unlike what is generally believed in a teacher's role model as a motivator, most of the subject teachers lacked the motivation to employ English as a classroom discourse. Therefore, it is a constraint to communicate in English. For the English language communicative environment, the more subject teachers use English for interaction, discussion and subject content delivery, the more learners can practice in English.

### **Reasons for Code-switching to Nepali**

To effectively implement EMI, subject teachers' and students' target language skills are a must. The practice of more Nepali in EMI classrooms may be ineffective means. Using Nepali helps students comprehend the subject content in the short run, but in the long run, it hinders developing communicative competence in TG. As students become habituated to learning only through their mother tongue or familiar language, even at the senior level, it obstructs English language competency (Johanes, 2017). Therefore, the choice of language in the classroom discourse with teachers and students is an essential factor in EMI. In different classroom activities, students' participation in classroom intercommunication is a prerequisite for acquiring academic content and target language development (Linn et al., 2021). Hence, teachers and students need minimal English skills in the classroom to implement the English medium.

The preference to use Nepali by school teachers and students is widespread in classroom communication. To understand this phenomenon of using Nepali, despite the institution policy of English as the language of the classroom by the school, I asked Amisha, 'What are the reasons that made students use only Nepali?' She shared her idea in this way:

*I can communicate in English with my friends confidently. However, we use English in front of the teacher when the subject teacher tells us to use English. As soon as the teacher leaves the classroom, we switch from English to Nepali. In most instances, the subject teachers switch to Nepali as a medium of instruction so do we. We switched to Nepali not because our proficiency level in English is low but because of the common practices of subject teachers' use of Nepali as a medium of instruction in the classroom.*

Amisha indicates that students use both Nepali and English languages for classroom discussion. The selection of students' language in the English medium classroom depends on the subject teacher's use of language. She reveals that there is no uniformity among the subject teacher English language usage, and their strategy is different from teacher to teacher. As there was variation in implementing English for classroom teaching, all the teachers do not practice English for classroom discourse. For target language development, more practice of the English language believes in mastering the English language. The use of Nepali in learning the English language is seen to obstruct target language development (Nursanti, 2016). Hence, subject teachers' use of Nepali deprives students' opportunity to practice in the English medium and develop target language skills.

As the school ran the English and Nepali medium program in morning and day shifts, I was curious about how the school managed teachers in the English medium shift. In my informal talk with the assistant head teacher of English medium, I learned that only the teachers who were competent in English were given priority at school. He further elucidated that the school outsourced some subject teachers because the existing teachers of all subjects were not competent enough to teach in English. However, he did not disclose clearly how the school administration tested the teachers' ability to teach in the English medium. His view revealed that the school had managed an English medium program hiring part-time teachers proficient in English.

I, therefore, became interested in observing the class of part-time teachers to explore whether there was any switch in the Nepali language or not. So I observed the classroom teaching of an economics teacher, who was appointed as a part-time economics teacher found as;

*It was Wednesday, 11 September 2019. After classroom observation in the third period, I was busy writing the observation notes and activities of subject teachers and students what I noticed in the class. In the fifth period, the teacher entered the class and started teaching 'Principles of Production,' writing the topic on the board. She had a low voice, almost not audible on the last bench properly. At the time of teaching, she wrote the topic, read the content from the text in English, and explained it in Nepali; she even did not utter a single word in English except in the text that she read. While teaching, no student seemed to listen to her, and the class was out of control. Students' noise dominated the class. The boys on the second last bench were pulling and pushing each other and shouting. One student went to the front desk from his seat, whereas two boys slept on the second last bench. I thought they were in deep sleep because they did not show any reactions when their friends left the place. After 20 minutes, the classroom was a complete mess. However, the teacher did not react. Instead, she made a diagram of another topic, 'Law of Return', and then explained it in Nepali. She hit the stick on the bench to control the noise and attract the students' attention, but the student did not care about it. As soon as she got busy writing on the board, some boys began to clap and bang on the desk, turning the class into a Tower of Babel. When the noise was again out of control, a girl student on the first bench banged on the bench with a stick and requested all students to be silent. At the same time, the bell rang, and the teacher left the classroom.*

After the sixth period, I met her and went to the staff room. An informal conversation revealed that she did a Master of Arts degree in Economics last year. Although her academic background, from SLC to M.A., was from Nepali medium,



she did not have any previous teaching experience. However, she was appointed as an economics teacher six months back. This shows that school hired subject teachers not on the ground of their English proficiency but only on the academic degree in the related subject. Consequently, such schoolteachers' skill in English is not required enough to teach in the English medium, and they are incapable of supplying clear and comprehensible instruction in the target language (Phyak & Sharma, 2020).

Amisha's views regarding subject teachers' choice of language in the classroom discourse and what I observed in the classroom are in the same line, i.e., subject teachers' minimal use of English for classroom teaching. The information provided by the assistant head teacher regarding the hiring of competent teachers and classroom performance of such teachers' mismatch. Lack of target language knowledge of both teacher and student results in more disadvantages than advantages for its outcome (Sah, 2021). However, Aliza, another participant elucidates the reason for practicing Nepali in the EMI classroom somehow differently: *"I use only Nepali to communicate because nobody uses English. If I use English for communication, my friends may blame me for being over-smart."*

Eliza's narratives acknowledged new ideas about EMI practice in the classroom. She embarked reason for using Nepali by students is only not with lack of effective practice of English in the classroom but with the fear of being blamed by her peers. This fear created hesitation or shame to communicate in English with friends. Eliza's fear and hesitation are widely documented in various contexts, particularly in learning an additional language (Liyanage & Canagrajah, 2019). Eliza's fear of being blamed by peers is the lack of motivation from subject teachers and the administration's ignorance to implement a proper EMI environment.

Having gone through the response of the participants, I set out of classroom observation to learn more about the reasons for switching to Nepali. However, there is a discrepancy between the views of interview participants and what I explored from the classroom observations. There is also a case where subject teachers do not use Nepali in the classroom. I now turn to what I saw in the classroom observation of the Environment Population and Health (EPH) teacher who uses only English in the classroom is as follows:

*As a usual schedule, I was in the classroom writing field notes. EPH teacher entered the classroom ten minutes late. He wrote the title 'Needs of the family'. He made the pyramid of family needs on the whiteboard and explained family needs in English. Then, he ordered them to underline the definition of 'basic needs' with a pencil on their texts. At the same time, one student asked the teacher about the meaning of the word 'calamities.' He responded that it means 'disaster' or 'catastrophe', highlighting the context of the earthquake. Then, he delivered the subject content: 'needs of the family and basic needs in English. He did not code-switch to Nepali. He asked, 'What do your parents do if you do not respect your parents?' One student responded: they punish us. For students' confirmation, he asked short questions like, 'Did you get it?', 'Have you got it?', 'Any confusion?' etc. Students responded in words like 'Yes' or 'No.'*

My classroom observation of EPH teacher gave me a clear picture of the English language used in classroom teaching. He delivered the content and provided the meaning of unfamiliar and challenging words in English. For confirmation, he frequently asked students short questions. I realized that the students did understand the content delivered by him. Minimal teacher-student interaction was also observed

in EPH classroom. My assumption that emerged from the participants' interview regarding EMI practice and my classroom observation was somewhat different. Despite the subject teacher's content delivery and classroom interaction being in English, students' passiveness in classroom discussion and interaction did not seem to encourage learners to use the target language in the classroom. It is commonly believed that in the English medium of instruction, students get academic content through the TG and enhance their target language skills (Larsen-Freeman, 2000, as cited by Floris, 2014). It is only possible when there is discussion and interaction of subject content in the English medium between teachers and students. For that, student-centered methods and activities can be an effective scaffolding for developing the English language and learned subject content. When teachers take the center space in the classroom discourse, and students are not indeed given a chance to participate, the classroom becomes a solo show (Chen, Han & Wright, 2020). Therefore, subject teachers' inadequate knowledge to select appropriate methods and techniques in the classroom can be a barrier to providing the opportunity to develop target language skills and acquisition of text content.

### **Students' Communicative Competence**

Only effective communication among learners and instructors makes teaching-learning activities effective. Communicative competence is the capability to communicate in an inappropriate way in the meaning-making process with fluency through interaction (Tarvin, 2014). In English medium school, teachers and students need to have English competence for classroom discussion and interaction in the classroom teaching and learning activities. To explore the communicative competence of learners, I turned to the issue of subject teacher and student communicative

competence and the challenges students face to enhance the skill of communication in English. To find the actual language level of the students, I set out to the research site.

*It was 18 November 2019 A.D. When I reached school, I straightly went to the classroom. It was the English period. The teacher came 20 minutes late and taught for only ten minutes. When the second bell rang, the Social Study teacher entered the classroom and asked students to turn on the topic of 'The Constitution.' Before he explained the content, he asked one student to define the constitution; the student responded this way, 'the supreme law of the country (in English). He asked the next question to another student, 'What is the promulgation?' The student could not answer. Then he explained that promulgation means power distribution in English and then explained in Nepali: 'yo sambidan le sanatina bikas ka karya sthaniya sarkarlai diyeko xa.' (the constitution of Nepal has distributed the authority to province and local level developments). For the structure of the country, 'kendra sarkar, pradesh sarkar ra sthaniya sarkar'(central government, provincial government and local government). He explained the different types of rights, saying, 'Mahila Adhikar, Bal Adhikar ra Aru Adhikar sambidhan le granted gareko xa.' (The constitution has granted the woman rights, child rights and other rights.) He explained the historical development of the constitution using only the Nepali language for more than ten minutes. He read out the content and explained it in English. After that, he made a student read a paragraph he taught in the class. There were frequent problems in pronunciation. And then, he asked about the meaning of legitimate, jurisdiction, amendment, etc. As students could not answer, he answered: Legitimate means structure, jurisdiction, kanuni, amendment, Samson. And then, he asked another student to pronounce*

*these words. She had difficulties pronouncing the words. After that, he asked another girl student to read the text, but she had difficulty pronouncing problematic words such as granted, judiciary, amendment, etc. She could not read fluently as she felt it was challenging to pronounce them. Meanwhile, the bell rang, and the teacher told the students to sit down and leave the classroom.*

The classroom observation reveals that the subject teacher lacked both pedagogical skills and target language competence. As a result, the subject teacher adopted an easy method for his convenience rather than to meet the objective. He taught students using the grammar-translation method explaining the content in their mother tongue and focusing on reading and writing. In the Grammar Translation (GT) method, oral communication receives very little attention because language is conceived of as a means to be used in the act of understanding the target literature. Therefore, students are involved in translating in and out the target and source language (Karakas, 2019). In this method, the subject teacher focuses on the content delivery of the text in Nepali rather than the TG. Because of the teacher's habitual practice of Nepali in the classroom, such practice obstructs students' English language skills development and comprehension of the subject content of the text in the target language. Consequently, the student gets a problem comprehending the teacher's content delivery, writing exams, and classroom discussions and interactions (Phong & Nguyen, 2019).

Having observed social study class, I wondered if all students have the same communication or other problems. So, to explore more information on the same issue from different participants, I asked a participant named Rajesh, 'What problems do you face while speaking?' He shared his view in this way, "*Proper and correct words*

*do not come while speaking. For example, I can make simple sentences in English. However, I have problems explaining the subject content in writing and English.”*

Like Rajesh, another participant, Aliza admitted a bit different problem than Rajesh. She was facing this, *“I have a problem with speaking. Due to a lack of practice in English speaking in the classroom and on school premises, my speaking fluency is decreasing daily.”*

The two participants' opinions reveal a clear picture of the communication problem of students. The leading cause of students' low level of speaking ability is a lack of practice in the classroom discussion and interaction. Without creating a congenial environment through teaching-learning, and opportunities for speaking and listening, EMI is bound to be retrogressive (Yagnamurthy, 2021). Students can develop speaking fluency if they get the appropriate platform to practice it. The more they use English for classroom activities, the more fluency they achieve in speaking. It is possible only when subject teachers have speaking proficiency and create a conducive student environment.

Likewise, Susmita shared her view on the same issue, which is worth mentioning. She puts forward her experience thus:

*I do not have much problem with pronunciation for asking questions and speaking in English. However, whenever I come across new and long words in subjects like Science and social studies, I feel a problem with pronunciation. In addition, I have a problem with new words.*

However, another participant, Amisha, shared a different idea regarding the problem in communication in the EMI classroom. She highlighted her idea thus:

*Because of a lack of proper diction in speaking, I frequently halt with fillers. Probably my sentence does not seem grammatically correct. Therefore,*

*whenever I feel a problem speaking, I code-mix in my speech. As far as my pronunciation is concerned, not only my pronunciation but also subject teachers, especially social study teachers, also occasionally pronounce it differently.*

Amisha revealed that she had a problem selecting the proper diction for communication in the target language. As a result, she could not speak fluently using appropriate grammatical structure. Regarding pronunciation, not only students but subject teachers had problems. Due to problems in speaking to students, they developed the culture of code-mixing (switching to another language used within the same utterance), which diminished the standard form of language. To reduce the cultural practice of code-mixing in the classroom and make learners successful in learning, teachers' motivation to use target language, comprehensible target language practice, and diminish the assignment burden are vital factors (Johanes, 2017).

From the narratives and observation vignette, I found that students had problems communicating in English because they could not pronounce the conceptual terms and could not understand the meaning. As a result, they could not comprehend the information contained in the text. This is similar to Sorc and Griffiths (2017) that students encountered multiple problems with teachers and peers for speaking, listening, and comprehension of vocabulary and cognition of the text content. Due to the inadequate language level of the student, different problems such as vocabulary, pronunciation, spelling, and fluency create problems in reading, writing, speaking, and comprehension.

As per my participants, classroom activities of the subject teacher show that teacher is not responsible for creating a conducive classroom environment for learning English. Students get involved in academic discourse through their

classmates, teachers, and other school fellows in academic achievement (Van Wyk, 2014). Subject teachers' use of more Nepali for interaction and discussion of content did not support the acquisition of content and development of target language skills. In practice, subject teachers primarily teach without having mastery of proficient English.

The reason for switching to the Nepali language was the difficulty in finding an appropriate English expression for the concept introduced. In this regard, Vu and Burns (2014) stated that teachers required target language skills and appropriate pedagogical knowledge to teach the English medium. However, my class observations, interview, and informal conversations with my research participants, both teachers, and students, reveal that EMI instructors were not competent enough to communicate in English with students confidently, especially in terms of oral skill and belief in delivering in English and discussion questions from students in the TG.

In this post-method era, teachers are open to any method that helps them meet the challenges of their teaching context. It emerged as an alternative to different existed methods guided by theories and transmission models of teacher education. Innovator of post-method pedagogy, Kumaravadivelu (2001) proposes three-dimensional systems under particularity, practicality, and possibility. According to him, particularity in language pedagogy focuses on students learning needs, wants, styles, and strategies along with the classroom and school culture. The second dimension, practicality, prioritizes overcoming the existing theory by implementing the teachers' theory that emerges from classroom practice. Possibility concerns students' and teachers' subjective positions. Subjectivity is constructed. With constructed subjectivity, teachers create an individual identity. Concerning methods created by theorists and post-method pedagogy. Zeng (2018) claims that the existing



methods are one size fits all that neglect various complicated factors in language teaching such as teachers' needs, students' needs, culture, and so on. On the contrary, the post method is significantly concerned with the above factors, which provide useful inspiration.

Most teachers adopted the same traditional methods and techniques such as teacher center, grammar-translation and question-answer techniques that their teacher practiced to teach them in the past. However, the practice of such outdated methods in English medium classrooms cannot develop students' communicative competence. Although students comprehend the subject content provided by the teacher in the Nepali language, they cannot perform it in English. Therefore, these traditional methods and techniques adopted by subject teachers may not be effective means to meet the objective of subject content and the development of English language skills. Therefore, successful EMI in public schools requires competent teachers, their confidence and knowledge of the subject matter and teaching skills to teach their subject successfully to learners for whom English is not their mother tongue or familiar language (Brown, 2018).

### **Chapter Summary**

In this chapter, I explored students' practice of EMI in classroom learning. I found a wide gap between policy and practice of EMI in the classroom. Three themes emerged based on the classroom observation and interview with participants. It revealed that students could not develop communicative skills due to the subject teacher's minimal English language practice in the classroom. Adaptation of traditional pedagogy, unclear school administrative policy on the introduction of EMI and subject teachers' lack of motivation to students were also responsible for low academic achievements. In addition, it was found that students switching to Nepali in

their learning was not only due to a low level of English language competence but also subject teachers' consistent use of Nepali in the classroom discourse. Finally, I explored that students did not have the required level of communicative competence. They had a problem selecting correct vocabulary, pronunciation, and fluency. The learners' low level of language competence created problems in reading, writing, speaking, and comprehension of English.

## CHAPTER V

### STUDENTS' EXPERIENCE ON SUBJECT TEACHERS' PRACTICE OF ENGLISH AS A MEDIUM OF INSTRUCTION

This section explores how the students perceive the subject teachers' practices of EMI in the classroom. The chapter consists of two themes: EMI in reading, writing, and examination, preference for English medium and code-switching - that emerged from participants' interviews, my school and classroom observation, and informal talks with students and administrators. Then, I connect my insights of my observation connecting the participants' experiences to familiarize the situation with their experience on subject teachers' practice of EMI in their learning.

#### **EMI Limited to Examination -Writing and Reading**

The practice of English medium in the classroom means transferring subject content through English. Elaboration of subject content, conversation and interactivity between subject teachers and students in the TG are common practices in an English medium class. This is only possible when subject teachers can deliver the content in English. However, during my site visit to Eastern Terai of Nepal, I found it different from the common perception of my participants. During my three weeks' field visits, I visited different sections like the staff room, canteen and administrative room except for the classroom. While staying in the staff room to update my field notes, students of different grades frequently visited the staff room to confirm if the subject teacher was present or absent. Sometimes, they brought their notebook for checking assignments or taking a marker and wiper. Both teachers and students were found to have the culture of adopting Nepali as means of their communication.

Similarly, in my frequent visit to the coordinator's office, many students of different grades would come for admit cards and the money they left to pay for school donations. The teachers and the students preferred Nepali to communicate; I did not notice the teacher's encouraging the students to communicate in English. The practice of the English language by students with their peers in the canteen was similar to in staff and administrator rooms.

From my visit to the school premise, I explored that the school did not develop a culture of using English among the stakeholders: teachers, students, and administrative personnel. The discourse of the stakeholders indicates that they use only Nepali as a means of communication in the school premise. Lack of cultural practice of target language use, students preferred Nepali, the first language of many learners and the second language of a few students in the school. In addition, Nepali is a communicative language of students at home and in society. So, they feel comfortable and easy to use Nepali. However, EMI practice does not only limit to discourse in English and acquisition of subject content in the target language; it incorporates the practice of reading and writing skills.

Having observed the English environment of the school premise, I highlighted the classroom activities of students and teachers on their oral practice, such as communication and speaking. I now turn to the issue of reading, writing and speaking practice of teachers in the classroom teaching. My observation of two classes of the account teacher narrated to highlight the objective of the subject teacher teaching the subject content in EMI as follows:

*It was 24 November 2019. I was in the classroom. When the account teacher entered the third period earlier, he informed the students that he would first check the previous day's assignments. The students submitted assignments*

*putting them on the desk. He checked it, visiting from one desk to another, but all students had not done it. He instructed students: timiharu sabai le homework complete garne* (all of you, complete your homework).

He informed the students '*class nine ma hamile numerical padne ho*'. '*Aba patch number ko padna Baki chha*' (we will discuss numerical in class nine. Five marks question is left to read for examination). He first defined '*Trial Balance*' in English and translated it into Nepali. While explaining the objective of '*Trial Balance*,' he said in Nepali, '*total information dinchha, accurate information dinchha, yo bhaneko journal a ledger ko summary ho, arithmetically correct chha ki chhaina, yesle hisab lai summarize garchha, accuracy xaina bhane error patta laguna ra samadhan garxa*'. (It gives complete and accurate information. It is the summary of the journal and ledger. It summarizes the account and helps determine the error if it has). Having said this, he narrated the process explaining in Nepali. As he was revising the topic for the whole class to prepare for the second terminal examination, he gave some numerical problems as an assignment at the end of the class.

In the classroom practice of the same teacher on another day, I observed his classroom activities on how they performed different classroom activities:

*After the tiffin break, the teacher entered the classroom and asked students if they had made a ledger account that he had given as an assignment the previous day. He then checked them one by one. While correcting, he pointed out the mistake and gave feedback orally to the students in Nepali. In the feedback session, both the teachers and the students used the Nepali language. Some students did not do their homework. Students responded to teachers'*

*inquiries thus: 'absent thiye' (I was absent) 'Kapi harayo' (lost notebook). As a response, the teacher said: 'kina absent bhayeko?, kina copy harayeko?' (why did you stay absent? Why did you lose the notebook?). In the classroom interaction, he explained trial balance in English and Nepali the same way as in his previous class. He said, 'yes, chapter bata exam ma theory aaudaina, hamile numerical tayari garnu parxa. 'After that, he explained different transactions which item goes to debit or which one in the credit section in Nepali like: 'asset a vehicle debit hunxa; losses, ra expenses credit hunchha .In the course of teaching, he repeatedly used the phrase 'any confusion' for confirmation.*

In observing two classes with the same teacher, I noticed that both students and the teacher used Nepali for classroom interaction and discussion. In addition, no opportunity was provided for students to do peer discussion. Subject teacher's selection of chapter targeted to set questions. The subject teacher's discussion revealed that he selected the text chapters from set questions and only focused on those chapters from where questions are asked in the examination and ignored other content. This shows that teachers' teaching in the English medium is limited to preparation for the examination. Unlike teacher adaptation of appropriate pedagogy, the subject teacher has focused more on preparing learners for examination due to the limited time and workload (Rogchaa, 2019). Teacher exam-oriented teaching reflects the objective of EMI in public schools is to pass out students in the examination.

In addition, frequent teacher practice of code-mixing to deliver the content creates difficulty in students' writing (Rehaman, Singh, Johan, & Ahmed, 2019). It further lowers the standard of the target language and deteriorates oral and written standards. Code-mixing other than the English language is used in the target language,

which is not acceptable in writing. Nevertheless, the teacher's limited interaction through code-mixing and focusing on a selected topic from an examination point of view does not help students comprehend the concept and write in English. It further deprives students of acquiring content knowledge of the text prescribed in the curriculum.

Due to limited reading and writing of content, focusing only on the examination cannot provide the opportunity for classroom interaction, solving problems, and developing ideas for writing (Sharma, 2018). Moreover, because of the use of English textbooks, Nepali as the instructional language with occasional use of English words and exam-focused teaching and learning do not improve students' writing skills. Due to this, students have a problem with writing in the course of doing assignments and writing answers in examinations. Therefore, English is a barrier to writing fluency with students' full potential (Sah & Li, 2018).

Following is another extract of my classroom observed lesson on English subject to reveal how subject teachers limit her teaching only to reading and writing.

*It was the date of 17 November 2019. When I reached the school, it was 6:10 am. I directly went to the classroom. Taking permission from the subject teacher, I took my seat. She was checking the assignment of the students visiting desk to desk. It took her ten minutes to finish it. After that, she read out the lesson's topic from the text and told students to turn in the English text unit ten. The topic of the lesson was 'Greeting Culture Around the World. First, she went through the text along with the explanation. In delivering the content, she used English to explain how greeting cultures differ from nation to nation. She used only English to deliver the subject content. It took nearly fifteen minutes.*

*After explaining the content in English, she told students to do the exercises based on the text. Finally, she left the classroom.*

Her classroom activities reflected that she focused only on reading and writing. Although the objective of the curriculum is to develop English language skills with communicative and integrated language teaching, teachers' outdated approach to teaching focused on exam contents of reading and writing overshadowed two skills of speaking and listening (Duwadi, 2018). Her content delivery on the lecture method emphasizes transferring knowledge rather than skill development. One of the objectives of the monolingual approach is to develop the communicative skills of the learners. In contrast, the subject teacher ignored listening and speaking and focused on reading and writing does not help the language skill development of the learners (Rana & Rana, 2019). Teachers' skipping of listening and speaking skills in the classroom reflects that learners cannot develop four skills of English.

Subject teachers' teaching focuses on the language skills tested in the examination. Integration of four skills in classroom teaching only enhances students' English competence. Due to less focus on speaking and listening and more on reading and writing by the subject teacher in the classroom clarifies the subject teaching is oriented to prepare for the examination. The teacher passes over speaking and listening in the classroom because these two skills are not tested. For overall language competence, teachers teaching activities should meet the objective of the curriculum. Students' priority on a particular skill has a negative impact as they limit their study to the test contents (Duwadi, 2019).

After subject teachers' classroom observation, I found that the classroom practice is limited to reading and writing. It aroused curiosity in my mind regarding teachers' way of checking students' writing assignments and the problems students



faced in writing. Proper assignment checking of the students by subject teachers is a remedial tool for the students to improve writing skills. On the issue of assignment checking by subject teachers, a research participant Rajesh shared his views thus:

*While checking assignments, teachers give a tick for the correct answer and a cross for the wrong answer. They do not check grammatical patterns, coherence and cohesion in sentences. Whenever our answer is wrong, we copy the correct answer from a friend's notebook.*

The views of Rajesh indicate that students' writing assignments checked by teachers are not adequate to improve students' writing skills. During my classroom observation, I found teachers checking students' assignments in the classroom. They finished checking assignments of more than thirty-five students within ten to fifteen minutes. This shows that those subject teachers do not provide motivation and feedback to students in their writing. Corrective feedback can be helpful. It can be a valuable tool for learners to minimize the rate of committing mistake. Motivation and feedback further support students to realize where they committed mistakes in their writing (Ataman & Mirici, 2017); this helps students understand their mistakes. As a result, students minimize the same mistake in their writing. This creates a positive impact on students' writing.

Students' assignment reflects the student's content knowledge they achieved in their learning. What they comprehend from the content, they expose through writing. Students who are learners of subject content through the target language may commit errors in different sections of their writing. Corrective feedback is practical as well as necessary for the development of the writing skills of the students. It motivates and accepts learners more (Laguna, 2022). However, most errors occur because of intralingual factors, despite the subject teacher's meager communicative competence

in the target language and lack of proper feedback in assignment checking.

Intralingual errors occur due to the wrong generalization of rules, incomplete application, and lack of knowledge of exceptions in grammatical rules (Richard, 1971). Besides, the mother tongue generally influences frequent errors in sentence structures and verbs (Sharma, 2018). Effective assignment checking with regular feedback and motivation helps students improve writing skills. As students' error correction is a great source of improving learning content and language, superficial assignment checking only for formality by subject teachers may not improve the students' writing skills.

In this regard, Amisha shared her experience with challenges she faced in her writing in this way:

*I have problems with diction. It is difficult to find the right word to express ideas. In exams, I often use Nepali transcribed words while writing answers. As a result, there are grammatical errors in writing. When the subject's content is complex, I feel difficult to write. Besides, I commit spelling mistakes in Science and Economics homework.*

Amisha's narratives reveal that students encountered problems in their writing. Whenever she could not narrate the ideas in her writing, she switched to code-mixing in her writing. The students face equal difficulty in reading and writing, i.e., problems of going through the problematic content in reading and writing, pronouncing new jargon and committing spelling mistakes of such words in writing. Subject teachers' lack of required feedback, motivation and less focus on creative writing embark students' poor performance in writing. In this regard, the teacher has to give students adequate encouragement. Students learn in different ways, such as listening, writing, speaking, etc. So, they must be motivated by teachers (Seven, 2020).

Having gone through the participant's views on problems in writing, I focus on students' reading practice in the EMI classroom. In this regard, I asked Susmita, 'What problems do you face in reading texts in English?' She shared her experience as follows:

*I understand the content. I have problems with difficult words in Science. I have difficulty in Science and Economics because of complex theories. Sometimes, I came across long sentences and difficult words in subjects like Science and Economics. Nevertheless, EPH is more straightforward than other subjects regarding language and content.*

From Susmita, I found that she had problems comprehending the subject content due to the jargon of the concerned subjects. The nature of the subject content determines the students' comprehension. Students have problems comprehending the theoretical content of the subjects. Furthermore, compound and complex sentences and technical words used in the text create problems in reading and comprehending the text. To sum, students face problems in reading because of the use of technical words, sentence structure and theory of subjects like Science and Economics.

Language skills of speaking, writing, reading and listening are interconnected. They are interrelated and interdependent for language development. English language competence is possible only with the competence of four language skills since each skill depends on another in different ways (Nan, 2018). Less practice of a particular skill hinders the language development of other skills. Because of less exposure to English among subject teachers and learners in the classroom, students have a problem speaking, reading, and writing. As a result, Students frequently face problems selecting proper words in the proper place to create grammatically correct sentences and link the ideas properly in their reading, writing, and speaking.

However, EMI practice is limited to examination, reading and writing preparation. Because of the Inadequate language proficiency of the subject teachers, the content delivery in Nepali more and less in English cannot be sufficient even for reading and writing. Therefore, EMI practice, which is limited to reading and writing as a preparation for the examination, is not even effective

### **Preference to Use of English and Code-switching as a Strategy**

Public schools introduce the English medium because of parents' demand for education in the English medium. Most parents believe that English skills are a prerequisite for their future life chances. In addition, being educated is attributed to proficiency in the English language (Poudel, 2021). Therefore, parents want their children to be proficient in the English language. Government schools are shifting from NMI to EMI; without proper prerequisite management, resources cannot be effectively implemented to address the demands of parents and lower the decreasing number of students. Notably, subject teacher and student level of English language skills is an important requirement for effective EMI practice.

Parents, who could not afford their children to private schools, send children to English medium public schools. Public English Medium schools are the alternative for parents to provide an equitable education to their children. As parents were influenced by language ideology, they supposed English has more pragmatic value than Nepali in the linguistic marketplace. In the wake of globalization, the English language has accumulated more value than other languages because of its scope in multiple dimensions of life, such as for social advancement, linguistic superiority and educational and economic advantage (Giri, 2009). That is why students prefer English language skill development and content knowledge in the English medium.

During my classroom observation, I found that subject teachers' strategies are different from subject to subject. For example, teachers' practice of EMI in the classroom adopted strategies like code-mixing, code-switching, translation and use of only Nepali. These strategies depend on various factors such as objectives and context of learning, learner's language competence level, teachers' English language competence and institution policy in using the English language (Almoayidi, 2018).

However, I further focus my attention on the students' interest concerning the subject teachers' strategy of language in the classroom. In my observation, I explored that students showed indifference in the classes when subject teachers used Nepali, whereas students paid more attention to English medium and code-switching, respectively. Finally, in one classroom observation, I dealt with how students performed in the classroom of Mathematics.

*It was 2nd Mangsir of 2076 BS. I noted the data I observed from two 1st and second English and Social Study periods. First, the mathematics teacher entered the classroom five minutes late after the third bell rang. Then, he asked students, 'Aja ke patha padne, Aja formula lekne, tin char wata xa' (What to read today? We write three or four remaining formulae). In response, a student said, 'sir formula lekhi sakeko chha' (We finished writing formulae). Then, as students were making noise, he went near one student and warned him, saying 'padaima Dhyan de' (Pay attention to your study). After that, he drew the figure of the rectangle on the board and explained it in this way: length yo xa, width yo xa, pointing to the lines that he drew on the whiteboard, then he explained width bhaneko Kati farakilo xa, area of it yeti hunxa. Then, as two students were talking to each other in a loud voice, he slapped one boy on his back, saying 'padai tira tero dhiyan xaina' (You are not paying attention*

on your study). *The student responded, 'lekhi rakheko chhu ta' (I am writing). Another girl student had confused about what the teacher had written on the whiteboard and asked, 'sir, length lekheko ho?' (Sir, what you wrote was length). While the teacher was teaching, students were not paying attention. They were busy talking to each other. So, the classroom was noisy. The teacher came to the fourth bench to control the noise and sent one student to the front bench. Finally, the bell rang and the regular classes of the day were over due to house wise volleyball competition.*

From the classroom observation, I noticed that pupils paid less attention to the teacher even though many students feel Mathematics is more difficult than other subjects. Subject teachers' adaptation of only Nepali in the classroom activity and lack of sound pedagogy distract students' attention from the classroom learning. Subject teachers struggle to control noise not with pedagogical tools but with corporal punishment and emotional threats. In addition, students ignored the teacher's instruction and students' noise continued until the next bell rang. Students are not merely silent receivers and teachers are not the supplier of subject matter. The learners, teachers and classroom context in which communication, interaction and discussion occur in the classroom are essential factors for learning instead (Tusi, 2011). Besides, pedagogical skill is another factor in engaging students in their learning.

Regarding the participants' views on the issue of using Nepali by subject teachers, all participants' views were in the same line. All of them agreed that those subject teachers used Nepali to deliver the content to make them understand. However, when I asked Rajesh, 'What language do you want from the subject teacher in classroom practice, and Why? He responded thus:

*I believe subject teachers need to use simple English instead of Nepali to make us understand the content. It makes us comprehend the subject content in English. By listening to the subject teachers' speech, we can develop speaking and writing skill both. We can explain the content in writing. It supports us in developing language skills and acquiring content knowledge in the target language. Nevertheless, the use of Nepali helps to comprehend content but we cannot write it in English. In addition, it does not develop target language skills as well.*

The interview account of Rajesh discloses that subject teachers' use of English at their required level help students develop target language skills and learn subject content together. Subject teachers' practice of the target language on the students' level helps meet the objective of EMI practice in a public school. In contrast, whatever students comprehend other than the TG cannot produce in oral and written form. Due to a widespread belief that proficiency in the English language ensures a bright future for learners, the learners have a desire for the teaching and learning of English from early grades (Poudel, 2021). Therefore, students expect adaptation to the English language by subject teachers in the classroom to achieve language proficiency and subject matter of the text together. Even though students' target language proficiency differs from student to student, the same strategy of the target language practice cannot fit all students.

To explore more information regarding the language strategy adopted by subject teachers, I asked another participant Eliza to share her view on subject teachers' strategy. She narrated her experience differently thus:

*In my opinion, code-switching can be effective. For example, if subject teachers explain rich content and difficult vocabulary in both English and*

*Nepali, we understand and can write in English. However, with frequently used words in everyday speaking or writing, we feel easier to comprehend the content and words in English. Unfortunately, however, most of the teachers use more Nepali and less English even for the easy subject which we understand in English.*

The opinion Aliza shared discloses that students have a problem grasping the subject content and word meaning if the subject content is abstract (that cannot be perceived by our senses and cannot be measured) and words are new, as Aliza used the term 'mix medium' that refers to English medium and code-switching. In such a situation, code-switching (in this context, switching to Nepali unconsciously while delivering the content in English) is a better strategy in the English medium classroom. In this respect, Memory et al. (2018) stated that code-switching can be a better strategy to lessen learners' problems and stress because when they switch to a first or familiar language, they feel comfortable about how to say it in English. However, for accessible content of the subjects, students want the subject teacher to use English. Easy content delivery in Nepali indicates the lack of subject teachers' classroom culture to practice in EMI. Therefore, students pay less attention to the use of Nepali as a classroom discourse. In such teachers' strategy. They believe that only the use of Nepali for easy content delivery does not support their learning in the English medium.

I have highlighted below the classroom activities of economics teachers as it is a theoretical subject, unlike Mathematics. In Mathematics, students pay more focus on the process of solving the problem. So, in their writing, they need more numbers and mathematical signs than language. To find the students' understanding of subject teachers' strategy on EMI practice is as follows.



*As soon as the fifth bell rang, more than ten students left the classroom, and the remaining students left their bench and went to their friends. After 10 minutes, the teacher entered the classroom but students ignored her presence and only a few students greeted her. Writing the topic 'Efficiency of Labor', she read the text and explained it in Nepali. When she explained the content in Nepali, most of the students paid no attention. After completing the topic, she wrote another topic, 'Organization.' She defined organization in Nepali without reading the text. Then, writing 'factors of production on the board,' she explained the concept in Nepali. Due to her low voice and noisy classroom, her speech was not audible on the last bench where I sat. So, I could not note what she delivered in Nepali. Finally, the sixth bell rang and she left the class without saying anything.*

The above excerpts of what I observed in the classroom uncover that the lack of command of the target language and pedagogical skill of the subject teacher divert the attention of the students elsewhere than learning. I also found that low teacher efficacy is not only limited to speaking but to reading as well. In other words, the obstacle to implementing EMI is the subject teacher's inadequate proficiency in English for pedagogical purposes (Farooqui, 2014). As a result, students ignored the technique used by subject teachers as it could not meet the objective. Instead of adopting the traditional teacher centered method, alternative methods that enhance students' language competence need to be adopted (Thapa, 2016). If the teacher strategy could not support meeting the objective of the EMI, it creates more harm than benefit. The future output of such practice of EMI is that students fit neither English medium nor Nepali medium for higher education.

Having observed the subject teacher's class, I asked Amisha about the subject teacher's practice of English and her preference for the medium of instruction in the classroom. She shared her view thus:

*It does not help. Subject teachers' use of only Nepali makes us understand the concept in Nepali but difficult to write in English. Use of Nepali limit the target language practice in the classroom. We do not get the opportunity to practice English in the classroom. Teachers' use of only English is also difficult in particular subjects like social study, mathematics and Science to comprehend the content. However, in subjects like EPH, English, and accountancy, I only comprehend the content delivered in English.*

Participants' views regarding students' preferences and how subject teachers practiced seemed contradictory. In the English medium, students want subject teachers to deliver the content. Although Phillipson (1992) highlighted the monolingual strategy for English language teaching, as mentioned above, the issue of using only English in EMI practice is still controversial. Some linguists presume that only a monolingual approach must be adopted to facilitate target language learning. In contrast, others suppose that a mother tongue or familiar language facilitates target language learning under particular conditions (Cinkara, 2017). In this regard, students think that judicious use of other than the TG facilitates their learning.

Therefore, they emphasize the subject teacher's shift to Nepali only in specific contexts such as abstract or theoretical content delivery, technical words of the specific field like religion, history, Science and the words they came across the first time. However, students are unsatisfied with subject teachers' frequent switch to Nepali medium. They expect the practice of English medium in the subjects like English, accountancy, and economics, which they feel more effortless. They believed

they benefitted from the practice of the English language of their level (simple English) rather than translation and use of only Nepali. Therefore, students expressed dissatisfaction with adopting the Nepali language in all contexts.

The gap between students' preference for EMI practice and what I observed in the classroom shows that some teachers struggle to teach in the English medium. It means some subject teachers have linguistic problems. So, the subject teacher's current level of English language skills is insufficient to successfully support their learners to develop English language skills or learn English (Mahboob, 2020). Their content delivery in the Nepali medium brings more disadvantages to their students. Since students have an English medium background from early grade, they feel more uncomfortable writing and reading in Nepali than in English. Therefore, the subject teachers' translation and code-mixing cannot meet the objective of EMI in public schools.

Parents strongly believe in EMI as linguistic capital for developing English language proficiency and quality education. They expect to support their children's access to future careers (Sah & Li, 2018). English language Education (ELE) is passing through a complex and uncertain phase. Due to teaching and learning has not been effective, practitioners are confused about what direction the language should take. The underdevelopment, confusion and uncertainty surrounding ELE result from the lack of a clear and consistent policy at the government level (Giri, 2009).

Therefore, I assume that students' academic performance and development of target language skills determine the effectiveness of subject teachers' practice of EMI. Since students and teachers are the critical stakeholders of the English medium, the entire enterprise of implementing English as a medium of instruction depends on their active participation in the process. Many of my research participants practiced EMI

from the preprimary level and built their understanding and experience regarding the subject teachers' practice of EMI in the classroom.

### **Chapter Summary**

Having gone through the response of the participants and classroom observation, I realized that subject teachers' teaching activities were guided from an examination point of view. Subject teachers prepared students for examination, teaching the content based on questions asked in the examination. In addition, I highlighted that subject teachers' code-mixing strategy to deliver the subject content in the classroom pedagogy hinders generating ideas, writing and speaking in the target language. Subject teachers' less focus on corrective feedback could not improve students writing skills. Subject teachers' exam-oriented teaching and less focus on effective assignment correction created problems in speaking and writing what they comprehended in English. For teaching strategies, students believed that subject teachers' practice of English for classroom purposes could help to get content knowledge and language skill together. They preferred code-switching for complex content and jargon of particular subject content that they did not encounter before.

## CHAPTER VI

### FINDINGS AND DISCUSSION, KEY INSIGHTS, CONCLUSION, AND IMPLICATIONS

The previous two chapters - four and five - analyzed and interpreted the data collected from the study site. The focus of the study was limited to students' practice of EMI in their learning and their experience in subject teachers' practice of EMI. First, this chapter deals with the finding and discusses the generated themes. Second, I sought to explore students' voices and understanding relating to school policy and practices of both students and subject teachers in a public school classroom. In this chapter, I attempted to explore two issues: The English language and teachers' pedagogical skills that directly impact EMI practices and students' experiences in a public school. It emerged from the classroom observation and interview. Finally, I describe the key insights, conclusion and implications.

#### **Language Issues**

Language is a means to transfer content knowledge of the text. Through it, learners acquire subject content in the learning process in school education. In English medium school, the required level of target language competence is a must for the student's learning process. Similarly, the English language competence of subject teachers is another significant and foremost concern in English medium public schools. From my field visit, classroom observation and participant interview. I found two types of subject teachers appointed in the school. The first set of teachers were permanent teachers of the Nepali medium program. They had been teaching in both Nepali medium and English medium shifts. They had respected university degrees but

had lack of pedagogical and English skills. The second type of teacher was part-time teachers hired by the school. Some had low English proficiency, but none were prepared for the English medium. This shows that teachers are not prepared for EMI from linguistic and pedagogical aspects.

For students' EMI practice, subject teachers' and learners' linguistic ability is crucial. However, due to a lack of clear policy and criteria for selecting teachers in school, the school recruited subject teachers without testing their English proficiency. Therefore, their performance in the language in the classroom is poor. In addition, hiring a part-time teacher only with a degree in a specialized subject without the required level of English language skills cannot teach effectively. For the adequate practice of EMI, qualification in a specific subject and target language competence are the essential factors. As most of the subject teachers have below the required level of English competence, such teachers struggle to cope with teaching in English.

Regarding language used for teaching different subjects, reading the textbook in English and translating it into Nepali to explain the content in the classroom is common practice. This indicates the lower level of target language competence of subject teachers. It could not generate communication, interaction and discussion among students—this discouraged peer communication of the students in the target language. As a result, students cannot enhance their target language proficiency and subject matter as the objective of EMI.

Regarding the initiation of school for enhancing language skill development programs and workshops for subject teachers, it was found that the school did not provide any language skill development program except three days of training from a book publisher. The publication provided the guidelines for using the book in classroom teaching rather than enhancing language and pedagogical skills. It indicates

that the school did not prepare subject teachers for English skill development. In other words, the school did not provide training and workshops to enhance teachers' target language skills. Therefore, students do not get the opportunity to practice in the English medium from such teachers. However, school management claims of appointment of linguistically competent part time teachers, their classroom performance was not found as they claimed. This shows that the school does not have a clear policy and practice in introducing English medium education. Due to such unclear policy and management of the school, EMI implementation deprives student's opportunity to practice effectively to acquire content knowledge in their learning.

The students prefer to study in English medium to Nepali medium. The reason was that most students studied in English medium private school before enrolling in that school. The motto of voluntary selection of English medium education and rejection of Nepali medium or mother tongue education is due to the symbolic power of the English language. During classroom observation, I noticed on several occasions that most students could comprehend the lecture in English except for subjects like Science and Social Study. Regarding the English proficiency of learners, Lin & Lei (2021) stated that students whose English proficiency was lower level had a problem getting subject content in the initial phase. The problem gradually diminishes when their English proficiency improves. Students cannot enhance their proficiency unless they have ample opportunity to practice English. However, the monotonous reading of the text in the target language, translation and explanation of content consistently in Nepali makes students indifferent in their learning. This limits students' readiness to study in EMI, subject content, interaction, communication and discussion in the target language. As a result, students' attainment of linguistic skills and subject content in English as the desired objective of the English medium is questionable due to their

low English competence. This raises questions about students' opportunity to practice English medium in their learning from EMI implemented public school.

### **Pedagogical Issues**

Subject teachers' appropriate selection of pedagogy only provides an opportunity for the active engagement of the students in the classroom. Their pedagogical strategy in classroom teaching determines the student's practice in EMI. So, the delivery of subject content in the absence of appropriate pedagogy may not engage students in the right way. Pedagogy is the activities selected by the teachers to achieve learning and how they are used in the classroom. A central component of pedagogy is how teachers view or their role in this process. In classroom teaching, teachers do the activities to bring changes in learners (Richard, 1990). The classroom teaching of Economics and Mathematics reflects that the students have problems comprehending subject content even in Nepali medium due to inappropriate teaching methods.

This indicates that the lack of pedagogical skills and language competence of subject teachers' teaching-learning activities are challenging to comprehend the subject matter even in uncomplicated subjects like Accountancy, Economics they supposed. In this regard, the research participants expressed their preference to deliver the content in the target language with appropriate pedagogy. As the school did not provide pedagogical skill development training to recruited subject teachers, they could not create a student center atmosphere and develop students' knowledge, skill and experience. Only subject teachers' appropriate pedagogical skills can make subject content even more difficult to comprehend. This justifies that the subject teacher's selection of only appropriate pedagogy can provide students room for practice on EMI in their learning.



In contrast, the subject teachers' content delivery was restricted to reading text. Teachers think that their responsibility is to explain the reading textbook content in Nepali regardless of the objective of EMI to supply subject content in the target language. Therefore, using Nepali with the grammar-translation method cannot meet the objective of EMI. Moreover, in such methods, students are passive listeners. They follow the teachers' instructions without participating in the learning process. There is very little interaction between teachers and students.

Similarly, students do not participate in pair work, discussion and group work (Karakas, 2019). Students do not get much opportunity to practice on EMI due to the subject teacher's adaptation of such a method. Therefore, students neither develop English language skills nor get subject content which was the objective of EMI. Subject teachers' EMI practice indicates that the school has implemented the English medium without clear policy and management. In this context, the desire of parents and students to get an education in English medium from public school cannot prepare students for EMI as they expected.

Similarly, the participants' views highlighted that the teacher center method with Nepali medium develops negative feelings in the students. In ineffective teaching, teachers implement strategies to present instructional goals and activities, monitor learning and provide feedback (Richard, 1990). Subject teachers focusing less on vocabulary, grammar, and sentence patterns in the classroom could not enhance their writing skills. Participants further revealed that the difficulty of understanding technical vocabulary varied according to the subject content of the text. Subject teachers need to determine the students' learning difficulties in terms of vocabulary, sentence structure, and content knowledge and address them with appropriate teaching skills.

In contrast, most teachers are not attentive to the students' language correction while checking the written assignment. Instead, they focus on content more but less on the correctness of writing. Subject teachers' pedagogical strategy focuses on only subject content ignoring the accuracy of language in written content. When students find their teachers only focus on content, they ignore the mistakes they committed in their writing. Subject teachers' only focus on students' content writing diminishes the accurate writing skills of the students. Therefore, subject teacher teaching activities do not motivate students to improve their English language. Corrective feedback could be an effective tool to better prepare students to develop writing skills in EMI. It is a specific tool that corrects the learner's error (Ellis, 2012). It minimizes the errors learners commit in their writing. To provide content and language integrated learning as the objective of EMI, subject teachers need to have a degree in the disciplinary subject, English proficiency and required training to promote language skills and academic content.

Subject teachers' lack of preparation for EMI results in problems in reading, speaking and comprehending the text in the TG. In EMI practice, subject content and language teaching work together. Therefore, students benefit from learning content knowledge and English skills (Sah, 2022). For that, teachers have to employ different strategies, such as communication, interaction, discussion, peer work, group work, and so forth, based on the nature of the course. In order to implement such a plan of action, the limited English proficiency of some subject teachers is a major barrier in English medium public schools. Since the school neither prepares subject teachers for EMI nor appoints teachers to evaluate their pedagogical and English language skills, subject teachers cannot implement the teaching methods that could meet the objective of EMI. Therefore, in students' practices on EMI, teachers' pedagogical skills and

English competence are essential factors to engage students in their learning, which are found to be lacking in subject teachers.

To sum up, except for language-related problems of the teachers, other problems they faced were challenges to teaching methodologies, techniques, and strategies in the EMI classroom. The discussion and findings show that language and pedagogical training is essential for the effective practice of EMI. For this, policy to support public schools by the government for EMI and necessary preparation to implement it by public schools are inevitable. Then, Students can only be linguistically and academically competent for the job market and higher study.

### **Key Insights**

The study investigated students' practice of EMI and their experiences on subject teachers' practice in a public school. Collecting data through observation and interview helped me generate the real scenario as key insights on EMI introduction and practice in a public school. In addition, I have derived insights into the ground objective of the research study and research questions. The key insights illustrated below based on two research questions are as follows.

#### **Practice of English as a Medium of Instruction**

The analysis of my first research question, '*How do students practice English as a Medium of Instruction in their learning?*' helped me generate three themes: communication in English, reasons for switching to Nepali and communicative competence. In an English medium classroom, English is an instrument for communication among students and teachers. It is interactive by nature. It is in the sense that students get academic success through the English language. Regarding communication in English in the classroom teaching and learning activities, most of the subject teachers used English for reading text and Nepali for communication,

interaction and discussion in the classroom. For pedagogy, Subject teachers followed the traditional method. As a result, the teachers were active and the learners were passive listeners in the classroom. Because of the traditional method, subject teachers frequently switched to Nepali, giving the students less opportunity to practice English. The frequent use of Nepali and inefficient use of English (reading textbook content) in the classroom were barriers to the students' English language communicative skill development and text content. Finally, it clarifies that EMI is implemented for school requirements rather than a pedagogical model.

Regarding the learner's perception of EMI, the participants have a positive perception. To practice on EMI is easier for NMI because their previous academic background was in English medium. Regarding language skill development, focusing on particular skills like reading and writing in practice did not assist target language skills development. In addition, the research showed that lack of motivation, no culture of using English by school stakeholders and unclear school policy obstruct student's practice of EMI. My classroom observation of subject teachers revealed that the use of other than the English language for teaching purposes could not meet the objective of EMI.

For effective implementation of EMI, participants' views revealed that teachers and students needed the required English proficiency level. However, most of the subject teachers could not speak English efficiently and they were not aware of recent pedagogical trends, despite the school's claim of hiring a proficient teacher for EMI. From my classroom observation of subject teachers, I found that some teachers even have problems going through the text in English. In addition, schools did not run any professional development programs to improve teachers' efficacy in English and develop pedagogical skills. In such a scenario, students had no option except to switch

to Nepali for classroom discourse in the English medium. However, all subject teachers were not below the required level of English competence. Still, they lacked pedagogical skills that prevented students from actively using English in their learning. The research further indicated that the root cause of the dominance of Nepali in EMI was the recruitment of the subject teachers without testing their English proficiency.

The participants' views were in the same line for other reasons for switching to the Nepali medium. The adoption of Nepali in EMI classrooms is due to the subject teacher's preference. In addition, subject teachers did not take any pivotal role in creating an English environment at the school. Participants revealed that students did not switch to Nepali if the teacher used only EMI. Therefore, the participant's view indicated that subject teachers are the main reasons for switching to Nepali in the EMI classroom.

Concerning communicative competence, the study showed that most of the subject teachers and students lacked English competence. Subject low-level English was a significant barrier to enhancing students' communicative competence. Low proficiency of teachers and students hinders communicative opportunity in English. My classroom observation also revealed that teachers adopted the traditional grammar-translation method so that they would use less English in classroom teaching. Besides, in grammar-translation practice, students receive very little attention to oral communication. For the communicative approach, more focus is given to English and developing its competence. In doing so, subject teachers required TL competence. However, the study's data showed that subject teachers who adopted traditional translation methods due to low English proficiency did not support the development of English language competency of both teachers and students.

The experiences shared by the participants showed that due to less opportunity for English language use in the classroom, students had faced multiple challenges in speaking, pronunciation, and comprehension of the subject content. It further revealed that even subject teachers had a problem with accent and speaking, especially in subjects like Social Study and Economics. These resulted in problems in students' reading, speaking and comprehension of subject content.

### **Students' Experience on Subject Teachers' Practice in English Medium**

Under the second research question, '*How do students experience subject teachers' practice of EMI?*', two themes were generated from classroom observation, analysis and interviews with participants. The emerged themes, 'EMI for reading, writing and preparation for examination' and 'preference on English and code-switching,' helped me explore how students took subject teachers' practice of EMI and what strategies they preferred from their subject teachers for effective implementation of English medium.

The classroom observation and in-depth interview with participants on the issue of subject teachers' EMI practices disclosed that students were not satisfied with the way the subject teachers practice EMI. In reality, EMI practice focused only on students' preparation for the examination. Such practices could not prepare students for higher study in the English medium. They may probably be like 'Pendulum,' i.e. unfit for future Nepali and English mediums in higher study.

Regarding the reading and writing skills of the students, research participants shared that they had problems with both skills. The problem was with pronunciation, word meaning and comprehending subject content. Not only students but also subject teachers had a problem with pronunciation and reading text content. They further shared that they had difficulty selecting the right words and grammatically correct

sentences. In addition, they had a habit of code-mixing in their writing. It was due to the subject teacher's code-mix in the classroom discourse. The participants' views indicated they had low English proficiency to practice effectively on English medium. The analysis of participants' views revealed that subject teachers' role is insignificant in developing students' English skills for effective practice of EMI.

Regarding language preference, it was found that the students and the teachers preferred using only the English medium or code-switching. In my classroom observation, subject teachers frequently code-mixed while delivering the subject content. As a result, students built their habit of code-mixing in writing an answer. A student participant shared his views that students could not write in English what they comprehended in Nepali. That's why students wanted to use the TG on their level for effective implementation in EMI. Participants preferred code-switching when subject content is theoretical and terminologies are new and challenging for them. But they expressed their dissatisfaction with teachers' use of Nepali for the content delivery for subject content in which they comprehended in English. Therefore, students' experience subject teachers' adaptation to Nepali medium created problems with expressing in oral and graphic form in the TL required for them in the future.

### **Conclusion**

The entire journey of this research concluded that school policy of introducing EMI and classroom practice seems controversial. As the English language accumulates power and prestige, it has become a new form of linguistic capital for better opportunities. Parents and students presume that only English language skills can acquire the linguistic capital needed to enter the global economy. Therefore, parents want to educate their children in English to enhance English competence and achieve academic success. However, there was a considerable gap between the real

spirit of the English medium and actual classroom practice in school education.

Although students have desired to have an education in the English medium to obtain content knowledge and English skills together, they could not achieve as they expected from subject teachers. It means most teachers are not competent enough to teach in the English medium from a linguistic and pedagogical aspect.

Subject teachers' use of Nepali in English medium classrooms did not aid students' content learning or language skill development. Teachers relying on Nepali and code-mixing for content delivery and implementation of traditional pedagogy indicates that the school did not have a clear policy for selecting competent teachers for the English medium. Such a practice of teachers further disadvantaged students' opportunities to practice English in the classroom and perform the content they comprehend. The current practice of EMI in public schools is the only beneficiary for subject teachers and staff for the job opportunity and school for collection fund.

It was found that education provided in a public school under the lack of human resources, reference text materials and information and technology could not provide quality education as equitable to private schools. In addition, subject teachers' use of other than English for classroom purposes limited the students' opportunity to practice English and created a negative psychological impact on subject teachers' way of teaching. Since the students wanted their subject teachers to use English as a classroom language, they felt bored and paid no attention to participating in the classroom learning because of the subject teacher's use of Nepali medium and outdated pedagogy.

In addition, the subject teacher's focus on content rather than accuracy in writing diminished the students' level of writing. The students could not develop writing skills because of teachers' merely attention to content in writing. As a result,



they were found committing the same mistake time and again. A true spirit of EMI and classroom practice of subject teachers was found controversial. Therefore, I concluded that newly EMI introduced public schools could not be an equitable alternative to private schools for enhancing English skills and content knowledge because of insufficient resources for effective implementation of EMI in the classroom context.

### **Implications**

Through this study, I drew some policies, management, and practices of EMI in a public school. The study findings can be guidelines for the public schools that are introducing EMI and some schools that are practicing it currently. Results may play a significant role in transforming the existing trend of EMI practice in which there are multiple loopholes for effective implementation. The key findings may help the school stakeholders such as parents, management committee members, school administrators, teachers and learners to implement EMI effectively for academic output and development of English skills.

The study implies that subject teachers' adoption of the same traditional method prevalent in the Nepali medium for a long time can be ineffective in English instruction. In contrast, post method pedagogy allows learners to play the role of pedagogical decision-making. Furthermore, it will enable subject teachers to develop theories that emerge from practices. Only then can the introduction and implementation of EMI be effective in public schools.

Before the introduction of English medium in public schools, the stakeholders should do precise planning and formulate policy. The introduction of EMI without proper planning and policy creates chaos situation. Without appropriate management and practice, procedures could not meet the expected academic and language

outcomes in public schools. Regarding policy and practice, there was a gap between school policy and the actual classroom practice of teachers and learners. Therefore, the school needs to make a clear policy and manage resources accordingly. Otherwise, quality education in the English medium in public schools can be limited only to the slogan.

The finding of the study further shows that EMI has been introduced to the demands of the parents who could not afford education for their children in private schools. However, EMI practice without required preparation cannot produce future capable human resources to compete in the job market and for higher study within the nation and abroad. Therefore, the school needs to make an effective policy and implement it accordingly to meet the desire of parents and students' education in the English medium.

The research study shows that the selection process of subject teachers for the English medium is controversial. Effective implementation of English medium is possible when subject teachers are competent in the target language, content knowledge and pedagogical skill. Only a proper selection of the subject teachers, testing their caliber on English competence along with content knowledge and pedagogical skill, can contribute to the effective implementation of EMI. Proper management of resources and language supportive pedagogy need to be considered before the introduction of EMI in public schools.

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## APPENDIX

## Transcription Sample of Queries and Responses of the Participants

Susmita

1. Which language do you use while asking questions and discussing with a teacher in the classroom?

As teachers use the Nepali language, we also use Nepali for asking questions and having a discussion.

2. Why do you and your teachers use Nepali in the English medium classroom?

All teachers and students use Nepali. There is no English environment.

3. Can students practice in the English medium if the school creates an English environment?

Yes, students can practice in the English medium. They can understand the English language use of the subject teachers.

4. Does use of Nepali help to develop English language competence?

It does not help. Level of English language competence slowly decreases

5. How do subject teachers teach pronunciation of difficult words?

We ask teachers and they teach us pronouncing the difficult words.

6. What need to be done to make it effective for English language competence?

School needs to make strict rules to create English environment and we equally focus on using only English. We have to practice only in English.

7. Did the students use Nepali due to the lack of English language competence?

No, as there is trend of using Nepali by teachers and students, we use Nepali.

8. Which language do you use with your friends in the classroom and school premises?

I use only Nepali. Nobody uses English. There is no English environment.

Most of students can use English as they are from private school before.

9. What do students do to promote for effective practice of English language?

All students have to use English. Use of Nepali should be banned. In the presence or absence of teachers, use of English needs to be made mandatory.

Aliza

1. Which medium can be effective? I mean Nepali or English or English and Nepali?

In my opinion, mix medium can be effective. Teachers must explain difficult content and new and long words in Nepali. But common words that are frequently used in speaking or writing, we understand and feel easier content and words in English. But most of the teachers use more Nepali and less English even for easy subjects in which we understand in English.

2. While discussing with your friends, which language do you use?

Due to lack of habit and lack of proper instruction, nobody uses English in the classroom for discussion. So, I also use Nepali.

3. Which language do subject teachers use while teaching?

Except for EPH subjects, subject teachers use Nepali for teaching. Using Nepali means they read the text in English and explain it in Nepali.

4. Why do all your friends use only Nepali?

Nobody uses English. All use Nepali. They practiced in English when they admitted year in this school. Rules and regulations are not followed strictly.

5. Does your English competence enhance or go down?



My English language competence has gone down. In my previous school, we were not allowed to use Nepali. We did practice in English and my spoken, written and pronunciation was better than this.

6. What can be done to make the e medium of instruction effective?

We have to use only English and use of Nepali should be banned in English medium school. Teachers have to deliver subject content in English. If teachers use Nepali, we will be habitual to use in Nepali. If teachers start using only English, then we will have to use English. Such practice can develop the English environment and English language competence.

7. Did the subject teacher use only English in the English medium?

Subject teachers use English and Nepali both. To make the subject content clarifies, they use Nepali. For another context, they use English.

Amisha

1. In which grade did you join this school?

I joined this school in grade eight.

2. Why did you join this school?

As a scholarship was given to pass out graduate of a public school in higher study, she enrolled in that school.

3. How do subject teachers practice in EMI? Do they use only English medium or English and Nepali medium, or Nepali medium?

Most of the subject teachers teach using English and Nepali. If we do not understand, they use Nepali.

4. Do you ask your teacher to explain in Nepali or do teachers themselves explain?

We do not ask. They themselves explain in Nepali. If they feel subject content and words are difficult, they use Nepali for content and word meaning. For subject content delivery, teachers dealt with Nepali.

5. Does this practice help to develop English language competence of the student?

It does not help. Subject teacher uses of only Nepali make us understand the concept in Nepali but difficult to write in English. Teacher's use of only English is also difficult in particular subject like Social Study, Economics and Science to comprehend the content. However, subject like EPH, English, Accountancy, I comprehend the content deliver using only English.

6. Can you write in English in exam what you understand in Nepali?

I can write what I understand in English. I cannot all what I understand.

7. which way is effective for development of the four skill of the students?

Hum, Khoi. It will be effective if teacher explain difficult words and content in Nepali and others in English.

#### Rojesh

1. Which medium do you use when you have any confusion?

We usually ask in Nepali. We sometime ask in English. We can use both according to my convenience.

2. For discussion among friends and teacher, which language is used?

We mostly use Nepali. We use English for EHP subject and use Nepali for other subjects.

3. Why Nepali is used in English medium? Should not English be used in English medium?

In my opinion, Nepali is used for the convenience of the students. We do not understand the difficult and new words in English, difficult content in particular subjects like Science, Social Study and Mathematics.

4. Can use of Nepali be effective for student's development of English language skills?

It cannot be effective. In English medium, English needs to be used. School has made rules and regulations but they are not followed effectively.

5. Which language do you use while doing interaction with your friends?

I use Nepali language.

6. Do other friends use English?

I have not heard yet. I think all students use Nepali among friends as a means of communication and interaction.

7. Do rules and regulations make to use English language?

They are made but are not followed effectively by us. Regarding teachers, few of them followed more or less.

8. Can such activities develop English competence?

It cannot develop. To develop English language competence more listening, more reading and speaking is required along with writing.

9. It means only writing is focused.

It sounds to be the same.

10. What needs to be done for the development of English language competence of the students?

Strict rules required to be made. Teachers also need to follow. Teachers and students both should practice in English.