ENGLISH LANGUAGE TEACHERS' PERCEPTION OF THE USE OF ENGLISH

AS A MEDIUM OF INSTRUCTION IN PUBLIC SCHOOLS:

A NARRATIVE INQUIRY

Maniram Neupane

A Dissertation

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AN ABSTRACT

of the dissertation of *Maniram Neupane* for the degree of Master of Philosophy in English Language Education, presented on *17 January 2025*, entitled *English Language Teachers' Perception of the Use of English as a Medium of Instruction in Public Schools: A Narrative Inquiry*.

APPROVED BY

…………………………..

Prof. Hem Raj Kafle, PhD

Dissertation Supervisor

This research aims to explore English language teachers' experiences and perceptions of implementing the English language as a medium of instruction in secondary-level (9-12) classes in Nepal. The study focuses on the challenges and impact of implementing EMI in particular. The narrative inquiry method was employed within the framework of the interpretative research paradigm. Similarly, I aligned social constructivist learning theory and communicative language learning theory to study and analyze the narratives of teachers' experiences of teaching English through the English medium. When talking about ELT, so many methods and techniques, such as; the GT method, audiolingual method, nativist approach, etc. have been brought into practice. Within Nepal, some schools and students also preferred EMI, whereas most of the students and teachers liked and demanded the use of the mother tongues of the students. In reality, teaching and learning focus should be on the students and they should understand the content we deliver. Not only this, but our language, culture, and identity should also be preserved, and we should be aware that we may not be lost after some decades. Taking these issues in mind, I have come to conclude that in most Nepalese public school contexts, switching the code in the classrooms is the better pedagogical strategy in three ways; a) by making the learners learn easily with a clear concept of the content, b) by reducing costs for materials and training for implementing the EMI, and, most importantly, c) by preserving local language and culture of the people, ultimately their identity. I further emphasize that in the course

of teaching English as an FL/SL in Nepal, the latter strategies (switch the code and preserve our identity) are more economical, effective, and fruitful in clarifying the content as well as in preserving people's language, culture, and identity. Therefore, regarding the use of EMI, I focus on the 'Learners' Preference Theory (LP Theory)' in the context of Nepalese classrooms.

17 January 2025

Maniram Neupane
Degree Candidate

शोध सार

अंग्रेजी भाषा शिक्षामा दर्शनशास्त्रको स्नातकोत्तर डिग्रीको लागि मणिराम न्यौपानेको सोध प्रबंधको शीर्षकः "नेपालका सामुदायिक विद्यालयहरुमा शिक्षण गर्दा अंग्रेजी भाषाको प्रयोग सम्बन्धमा अंग्रेजी शिक्षकहरुको बुझाई: एक संकथन " ०४ माघ २०८१ मा प्रस्तुत गरिएको थियो।
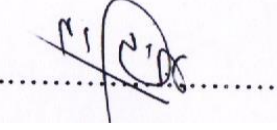
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प्रा. हेमराज काफ्ले, पिएच्डी

शोध निर्देशक

यस अनुसन्धानले नेपालका माध्यमिक तह (खासगरी कक्षा ९-१२) मा शिक्षकहरुले अंग्रेजी भाषाको माध्यममा शिक्षण गर्दा गरेका अनुभव र बुझाईहरुको खोजि गर्ने उद्देश्य राख्दछ । विशेष रुपमा यो सोध शिक्षणमा अंग्रेजी माध्यमको प्रयोग गरी शिक्षण गर्दा आइपरेका चुनौतिहरु र प्रभावहरुमा केन्द्रित रहेको छ । अनुसन्धानको व्याख्यात्मक आयाम, अनुभव वा कथाहरुको खोजि विधि तथा सामाजिक निर्माणात्मक सिकाई एवं अन्तरक्रियात्मक भाषा सिकाइ विधिको ढाँचाभित्र रहेर नेपालका माध्यमिक तहका विद्यालयहरुमा अंग्रेजी माध्यममा शिक्षण गर्दा शिक्षकहरुले भोगेका अनुभवहरुको कथाहरुलाई थप व्याख्या, विश्लेषण र संक्षेपीकरण गरेर यसले अध्ययन गरेको छ ।

अंग्रेजी भाषा शिक्षणको कुरा गर्दा विगतमा विभिन्न विधि र तौर - तरिकाहरु जस्तै अनुवाद -विधि , श्रव्य - वाच्य विधि , जन्मसिद्ध उपागमहरु अभ्यास र प्रयोगमा ल्याइए । नेपाल भित्र पनि केहि विद्यालय र विद्ध्यार्थिहरुले अंग्रेजी माध्यम रुचाए, जबकी धेरजसो शिक्षक र विद्ध्यार्थिले विद्ध्यार्थिको मातृभाषाको प्रयोगको माग गरे । यथार्थमा भन्नुपर्दा , शिक्षण - सिकाइका केन्द्रबिन्दु भनेका विद्ध्यार्थी हुन् र उनीहरुले शिक्षकले पढाएको बुझेको हुनुपर्दछ अथवा बुझ्नुपर्दछ । त्यतिमात्र होइन, हाम्रो भाषा, संस्कृति र पहिचानको पनि संरक्षण हुनुपर्दछ । यी कुराहरुलाई मनन् गर्दै नेपालका सार्वजनिक विद्यालयहरुमा अंग्रेजी भाषालाई शिक्षणको माध्यमको रुपमा प्रयोग सम्बन्धमा म निम्न कारणले बहुभाषिक विधिको प्रयोगले शिक्षण-सिकाइ प्रभावकारी हुने कुराको निष्कर्षमा पुगेको छु, १) सिकारुलाई सिक्न सहज हुने, २) अंग्रेजी भाषा प्रयोगको लागि शिक्षकलाइ प्रदान गरिने तालिम र शैक्षिक सामग्रीको खर्चमा कटौती हुने तथा, ३) स्थानीय भाषा ,

संस्कृतिको संरक्षण हुने । नेपालमा अंग्रेजी भाषालाइ दोश्रो भाषाको रुपमा शिक्षणका सन्दर्भमा अंग्रेजीलाई माध्यमको रुपमा प्रयोग गर्दा म पछिल्ला दुइ नीतिहरु (भाषा परिवर्तन/भाषा अनुवाद र पहिचानको संरक्षण) प्रभावकारी ,फलदायी र मितव्ययी हुने कुरामा जोड दिन्छु । त्यसैले नेपालमा अंग्रेजी माध्यममा शिक्षणको कुरा गर्दा सिकारुको छनोटको सिद्धान्त अपनाउन उपयुक्त हुने कुरामा म थप जोड दिन्छु ।

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मणिराम न्यौपाने   ०४ माघ २०८१

उपाधि उम्मेदवार

The dissertation entitled *English Language Teachers' Perception of the Use of English as a Medium of Instruction in Public Schools: A Narrative Inquiry* presented by Mr. Maniram Neupane on *17 January 2025*.

APPROVED BY:

…………………..   17 January 2025

Prof. Hem Raj Kafle, PhD

Dissertation Supervisor

…………………..   17 January 2025

Bal Krishna Sharma, PhD

External Examiner

…………………..   17 January 2025

Assoc. Prof. Tikaram Poudel, PhD

Head of Department, Language Education

…………………..   17 January 2025

Prof. Bal Chandra Luitel, PhD

Dean/Chair of Research Committee

I understand that my dissertation will become a part of the permanent collection of the library of Kathmandu University. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

…………………..   17 January 2025

Maniram Neupane

Degree Candidate

DECLARATION

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

17 January 2025

Maniram Neupane
Degree Candidate

DEDICATION

To my parents and teachers

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

ABBREVIATIONS

CA	Communicative Approach
CALL	Computer-Assisted Language Learning
CLL	Communicative Language Learning
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELT	English Language Teaching
EMI	English as a Medium of Instruction
EDCU	Educational Development and Coordination Unit
FL	Foreign Language
FLT	Foreign Language Teaching
ICT	Information and Communication Technology
LP Theory	Learners' Preference Theory
LRC	Leading Resource Center
MET	Modern English Teacher
MILE	Medium of Instruction and Language for Education
MoI	Medium of Instruction
NCF	National Curriculum Framework
NELTA	Nepal English Language Teachers' Association
PBCS	Pedagogy-Based Code Switching
TOLC	Translation for Other Learning Contexts
SMC	School Management Committee
TBLT	Task-Based Language Teaching
TPR	Total Physical Response

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CHAPTER I

INTRODUCTION

Background of the Study

English as a medium of instruction has been a major topic of discussion since English is taught as a compulsory and optional subject in the schools of Nepal. It has been taught at all educational levels in Nepal, from ECD to the bachelor's degree as a compulsory subject. It has been taught as a specialization subject up to the PhD degree. In some schools, English has begun to be used as the medium of instruction in the classrooms. It has been a major attraction for children to be sold in the educational market in the future and for parents to educate their children in global language and feel prestigious. Along with the private schools, many government-aided public schools have also begun to use it as a medium of instruction. The issue has been greatly popularized even in teaching other subjects; such as Mathematics, Science, Social Studies, etc. Some believe it improves their English and opens the door to a better career. However, other people find it challenging to implement and as a hindrance to learning.

English has successfully gained the status of a global language. It has made the connection of the people possible all over the world. So, it is being spoken, learned, and taught worldwide. Bista (2011) writes that teaching English language and literature in Nepal has been about half a decade or more. It was started in the middle of the 20th century. Teaching English in Nepal largely depends on traditional methods such as the Grammar Translation (GT) Method and different educational aspects such as classrooms, teachers, courses and curricula, society's needs, and the culture of the periphery. Thus, it is obvious that English has been taught as a foreign or second language in most of the countries' courses as a subject since the nations realized the necessity of the skill of communicating in English. They have submitted it in the curricula of their educational programs.

EMI has been the realm of discussion worldwide since humans communicate through languages, and the younger ones have to learn them. Each community where people live together sharing some common ideas and norms, has its language too. Those languages are taught in the educational institutions of almost all countries. They do so because they want to preserve their nation's main language(s) and also,

transfer it to the coming generation. English people, whether they were from Britain or America, wisely spread the language they spoke, wherever they traveled throughout the world. It might have been possible because they had adventures for discoveries. The language was also easy and similar to most of the world's languages. It had few sounds and easy grammatical patterns to compose sentences. So, it might have been easier for many people to grasp. As they traveled and lived in many places, they made impressions of their language on the people there. Then, the pedagogy of the English language must have been rooted. English is spoken and taught in most countries as a second and foreign language and has become a global language connecting the whole world.

Being an English teacher, I was always curious about a better way to teach English. Earlier, English was taught by translation in the countries where it was used as a second or foreign language. With the teaching of English by translation in the student's mother tongue, in the latter years, it was claimed that their language skills in English did not seem to develop properly. The Direct Method, The Natural Approach, The Five Hypotheses of Krashen, etc. emphasize that the more input the students receive in the target language, the more language skills they can learn. Additionally, people have begun to implement the EMI. So, I had a curiosity about what languages English teachers in Nepal; use for teaching it, if they use English in the classroom as a medium of instruction, when and how much they use it and what kind of challenges they encounter while using EMI, how do they overcome them, how do they perceive using EMI like me in Nepal, how can we develop different language skills in students, and how can we better teach it and make students able to communicate in English (TL)? Such questions always poked in my mind. And this study became the impetus for taking this topic for my research.

The Rationale of the Study

EMI was supposed to foster the ability to learn the English language and other English medium subjects. It was regarded as the major issue to define in the context of English education while most non-English subjects are adopting EMI. The rationale of this study is to investigate more effective ways of teaching the English language to the learners of secondary-level classes as a second/foreign language in Nepalese contexts by studying the previous studies and concluding their impacts of using EMI

Problem Statement

I have always wondered about the questions in the case of ELT in the Nepalese context in the present era: Are most teachers implementing EMI in their ELT/other classes? Are they finding it easier to facilitate using the EMI? Do they feel it is effective? Are their learners doing better with the implementation of EMI? Do they use EMI only at higher levels or at school levels? Is it more effective at the secondary level as well? Do they feel it is challenging to implement the EMI? If so, what are they? How do they face/manage those challenges? Or do they use students' mother tongue while teaching English? Does it help learners learn English well? This study aims to probe and try to answer the above and other similar questions.

Purpose of the Study

This study aims to explore secondary-level English language teachers' experiences of using EMI and to discover better ways of teaching English in the context of Nepal.

Research Questions

The following research question guided this research:

1. How do secondary-level teachers narrate (express) their experiences of teaching English subjects using EMI in government-aided public schools?

Delimitations of the Study

In exploring the perceptions of the teachers of the English language, this study has the following limitations, such as:

a) In this study, I have focused only on the medium of instruction. I am inconsiderate about the materials' availability or the expertise of the teachers.

CHAPTER II

LITERATURE REVIEW

Concept of EMI

English as a medium of instruction (EMI) is a teaching strategy in which teachers use English to convey the content to the classroom learners. Defining EMI, Macaro et al. (2018) state that it is the use of the English language for teaching educational course subjects in the areas (sectors) where most people do not speak English as their mother tongue (p. 37). They further state that; EMI is a kind of policy or strategy taken by an institution or a nation to provide educational subjects through English rather than through the mother tongue or home language. This means that EMI is a policy that educates children/students in the English language who speak other languages in their homes.

According to Paudel (2024), EMI refers to a strategy/technique of teaching in which English/non-English subjects are conveyed to the students through the medium of the English language (p. 44). It is believed that by teaching through EMI, the children can get greater opportunities for exposure to English and get a chance to improve their English. So, they say that teaching English in the English language is significant. Chalmers (2019) mentions, "English Medium Instruction (EMI) is a model of education in which curriculum content is taught in a complete or partial amount in English to students who speak other languages in their homes and communities."

By observing these definitions, it is clear that EMI is a style/technique of teaching the subject matter in the English language for non-English speaking children. By doing this, we can enhance the children's communicative capabilities in English. Thus, EMI is the notion or practice of using English for pedagogical purposes. Or, it is a practice of using the English language by the teachers in the classrooms to facilitate the learners. It is a recently developed but rapidly spreading concept in Nepal and worldwide. Since teaching English began as a foreign or second language, the notion of a medium of instruction has been an issue of discussion. In recent days, it has become the most significant educational system in most countries in the world. Though it's recently innovated in English pedagogy, many research studies have been

carried out on this phenomenon. Many studies are based on higher or college-level teaching of English, and some are on school-level English teaching.

<div align="center">**Review of the Relevant Literature**</div>

As the researcher of this study, I was very interested in, what kind of experiences and perceptions English teachers have and what kind of challenges or situations the English teachers face while using EMI in the English classrooms as well as how they cope with them, how we can make learning English easy, how we can develop different English language skills in students, how we can make them able to communicate in English as far as possible, how we can best facilitate them learn English and what is the most suitable medium of instruction for the English classrooms in the context of the remote areas of Nepal.

Regarding English language teachers' perceptions of the use of EMI, there are many studies. Ghimire (2019) says there is no criticism about the increasing trend of EMI in non-English speaking countries to apply the EMI strategy in schools in recent days. Ghimire (2019) further emphasizes that EMI is increasingly used in universities, secondary schools, and even primary schools. McMahon (2019) mentions that teaching strategy of course subjects through the English language at the primary level as a second/foreign language may be very hard or discouraging initially. Still, with the provision of the right training and support, it can be a very satisfying experience for the teacher. In other words, McMahon's opinion is that if we provide training and other essential support to the teachers, we can implement EMI while teaching English. Azarias (2021) writes that English as a medium of instruction (EMI) is the use of the English language in the classroom by the instructor for teaching academic subjects in areas or countries where English is not the mother tongue of most people. Cosgun and Hasirci (2017) have defined EMI as delivering the subject matter to the students by using the English language assuming that lessons, assignments, and course materials are in English (p. 12). In such an environment, the focus of faculty members is not to improve/develop students' language ability. This means that; the main focus of the course is to be given in students' communicative abilities. This phenomenon has significant implications for the education of young people. Yet little empirical research has been conducted into why and when EMI is being introduced and how it is being delivered.

Ghimire (2019) carried out the research with the main purpose of exploring the perception, practices, and challenges for the learners with the implementation of

EMI in public schools of Nepal and an attempt to answer the question 'How do the students perceive and practice EMI?, What problem do they face when implementing EMI? What language ideology do they have as the students of the EMI? Ghimire carried out the research activity in Shree Devisthan Secondary School, Dumja, Sunkoshi Rural Municipality, Sindhuli, Nepal, having linguistically minority groups of people. The school is in the rural area of the district. Ghimire selected three school students from grades nine and ten; one was male and two were female teachers, one was from a Brahmin family and the other two were from the other ethnic community. Concluding his study, Ghimire (2019, as cited in Khati, 2016) states that EMI is undoubtedly a spreading phenomenon in the education system of Nepal and the world. It is believed to open the possibilities for educational and economic advancements at local, national, and international levels. In his data analysis, his participants strongly favored the EMI as they thought, it would help expand their knowledge and quality education and open their job opportunities. Similarly, they also believed that EMI facilitates their access to higher studies and financial advancement in national and international job markets.

The main learning theory of learning a foreign/second language through EMI, related to the study of Ghimire, is Social Constructivism propounded by Vygotsky. Social constructivism occurs under cognitivism, as one variety and emphasizes the collaborative nature of learning. This statement shows that knowledge or learning is constructed through active participation and collaboration. Putting their basis on Vygotsky's theory, Saleem et al (2021) concluded, that social constructivist learning theory emphasizes active interaction among teachers, learners, and other relevant elements of the learning process rather than the monotonous teacher-centered method(s) in the classroom. This strategy makes the learners remember the facts they opened/found rather than passively listening and believing what their teacher tells them (Saleem et al., 2021). According to Kim (2006), social constructivist approaches include reciprocal teaching, co-learner collaboration, cognitive services, instruction based on problem-solving, queries in websites, anchored instruction, and other methods that practice learning. Thus, the teaching strategy of Ghimire is based on the theory of 'social constructivism' in such a way that learning a second language with EMI occurs when learners work together and make their learning with their feelings out of interactions with each other.

The language learning theory that supports the implementation of EMI and on which the strategy of Ghimire is based is; the Communicative Language Teaching (CLT). In CLT, a learner (often an L2 learner) is believed to learn his/her target language by practicing the language in meaningful contexts using language functions. (Richards, 2006) writes that instead of grammar-focused controlled drills and dialogue memorization of traditional teaching methods, CLT has developed a very different perspective of language learning and teaching in the recent year (p.7). Richards and Rogers (1986) also mention that the theory of communicative language teaching has an eclectic (inclusive) theory which assumes language is a system of expressing meaning and, that the primary function of a language is interaction and communication. Language structure reflects its functional and communicative uses, and the primary unit of language is not only the grammatical structures but functional and communicative meaning in the discourse are more prominent factors (Ma, 2009, p.1). CLT provides learners with communicative opportunities in the target language. It promotes the interactions between teacher-student and student-student. It also promotes collaboration, cooperation, and communication among learners. It also lets the learners know what to say and how to say it. Richards and Rogers say that communicative language learners interact with other people; physically or through their writings. Thus, according to CLT, the language teaching theory suggests the meaningful input of the target language in real-life contexts. In real-life usage, communicative language learning (CLL) and communicative language teaching (CLT) have the same beliefs, so they are complementary, or CLT helps CLL to happen. Ghimire also believed and found in his study that EMI aimed to foster the learners' communicative capabilities in English among their colleagues and foreigners. For the effective implementation of EMI, Bukhari and Awan (2018) emphasize, that proper management of communicative syllabi, textbooks, and teaching materials is necessary, and the teachers should initially be trained to facilitate the learners in English.

Kulung (2021), a scholar with a Master's Degree from TU, explored and wrote: that there are some advantages of using the EMI to improve the English language skills of the learners, enhance their communicative skills, build confidence in them, develop their careers, open the door for them to study at higher levels and participate in standard exams, be a motivating factor and to understand a foreign culture and spread own culture abroad, etc.

Kulung mentions that to obtain those benefits by implementing EMI, the most important task of the teachers is to provide as much exposure to their students as possible. They should develop the school as an English-speaking zone to create exposure for students and enhance their English language learning. The study, conducted based on the benefits, challenges, and implications of using EMI in community schools and higher educational institutions in Nepal, found that the schools where the studies were conducted and the questionnaires administered for research; have created English-speaking environments. According to the study by Kulung, more respondents expressed that teaching English and other academic subjects using EMI is advantageous/beneficial for more than 51% of teachers, whereas the participating teachers who found it challenging were below 49%. From the data of Kulung, it is obvious that implementing the EMI in English classrooms in the schools of Nepal is beneficial and challenging in nearly parallel amounts. According to his research, no teachers felt it was entirely helpful or harmful. Although, Kulung has mentioned some of the challenges in implementing EMI, he has not shown how to overcome them. Like Kulung, Rosenshine (2010) presented ten teaching principles with EMI. He suggested starting a lesson by revising the previous lesson. Presenting a new topic (material) in small steps, making the students practice at each step (topic), and asking as many questions to the students as we can, are some practices of EMI in class. The questions make them practice the new language item (material) and check their answers, showing models and examples to the students, guiding their practice, and checking their comprehension. Similarly, to obtain a high success rate on the part of the students, feedback on difficult tasks, monitoring their independent practice, and engaging the students in the weekly and monthly reviews are also required.

The study of Kulung on the perception of English teachers on EMI that seeks co-working of the learners; is based on the learning theory of Social Constructivism, in which teaching/instruction as a group or social activity is the ultimate goal. Saleem et al (2021) mention that social constructivism is a learning theory in which learners construct their knowledge. Learners create new pieces of information by using reasoning, wisdom, and judgment with the assistance of teachers or more-knowing others and linking their experiences with previous knowledge. Dewey said education is an active and creative process, not just preaching and listening. So, learning is obtaining information and skills through brainstorming, actively participating,

problem-solving, and creating knowledge (Saleem et al., 2021). Kanno (2018) writes that learners develop their knowledge when they make sense of their experiences when they actively participate in pair or group work, interact with other people and the environment around them, and construct useful information. For that, they ask questions to their teachers, investigate the new situation, and evaluate it (Saleem et al, 2021). Akpan et al. (2020), citing the opinion of Vygotsky, mention that the theory of social constructivism highlights the social aspect of learning and emphasizes the use of conversation, interaction with others, and gaining knowledge as well as applying the knowledge in real-life activities as an important factor. They mention that social constructivism believes knowledge is constructed through social interaction, and sharing experiences, but it's not an individual's inborn possession. According to Kelly (2012), social constructivism as an instructional method using brainstorming, case studies, collaborative learning, guided discovery, problem-solving, etc. can be applied in classrooms in which teachers divide the class into pairs or groups of students and then guide their activities to discover and construct learning experiences according to the objectives. A constructive classroom has the features of collaboration and cooperation where the learners engage in learning activities with the support of their facilitators (Saleem et al, 2021). According to Akpan et al. (2020), knowledge in social constructivism takes place in various ways and locations. It can be obtained through group discussion, interaction, and other educational institutes, social media, and religious or marketplace forums. When the students interact with others in material or immaterial environments, they acquire knowledge and gather experience. Social constructivism is a collaborative learning based on interaction, discussion, and sharing of ideas. It is the practice of helping students learn different academic subjects in educational institutions as a foreign language. Furthermore, instruction is an important activity that drives curriculum, student evaluation, and the whole educational program. The teacher has to follow certain principles of instruction in her/his classroom to make it easier for his/her students to understand the subject matter s/he serves them. Thus, the theory of social constructivism believes that knowledge is not created from objective reality. Instead, it is drawn out from the human experiences.

From a communicative perspective, regarding the use of EMI in the English language classroom, Kulung's study is dependent on the theory of communicative language teaching (CLT). Richards and Rogers (1986) mention that the theory of

communicative language teaching is an inclusive theory or strategy that supposes language is a system of expressing meaning, and the primary function of a language is interaction and communication (Ma, 2009, p. 1). Richards (2006) states that communicative language teaching is based on the principle goal of language teaching which is to teach, how learners learn a language, through classroom activities that show the best facilitation of learning. The roles teachers and learners play the roles of the facilitator and the learners. By communicative language teaching, it is mainly understood that learners achieve or gain communicative competence in the TL. The term was coined by Hymes (1972), and it meant to include socio-linguistic rules and appropriateness of utterance or expression with the knowledge of grammar. The term is now used in language teaching contexts which refers to the ability to negotiate meaning to successfully combine knowledge of linguistic, sociolinguistic, and discourse rules in communicative interactions. The term applies both in oral and written communication and academic and non-academic settings (Savignon, 2002). Communicative language teaching believes in developing the learners' competence in language. Communicative competence includes four skills: knowing various uses of language depending on the place and participants, knowing the way to use language for different purposes and functions, knowing how to produce and understand different texts, and knowing the way to maintain communication using different communicative strategies (Richards, 2006, p. 3). So, in his study, Mr. Kulung also emphasizes that by using EMI that fosters communicative and collaborative activities, we can develop communicative capabilities in our learners.

In their research, Dahal and Gyawali (2022) write that the teachers and most of the students at the college level liked using EMI. Their study showed that EMI is growingly implemented in the academic field. However, a few students responded that they were facing difficulties in understanding the text and also needed their L1 to use though they liked the EMI. They concluded their study by suggesting to everyone in the English academic field that we should raise a positive attitude toward the EMI from the policy-making level to the implementation level such as in English classrooms. They say that the Government, Ministry of Education, Science and Technology should train the teachers, make the teaching materials available, and fulfill other essential requirements. The study was conducted among 16 teachers and 80 students of higher education (college level) of Surkhet Valley using class observation, interviews, and questionnaires.

Seel et al. (2015) mention that this medium of instruction and language for education (MILE) policy should identify and detail the main components of good practice regarding teaching English effectively as a subject from Grade 1, at the earliest stage and its use appropriately as a full or partial medium of instruction (MoI) to the higher-level education curricula of Nepal. Thus, the study clearly shows that English can be used fully and partially in the classrooms while teaching in real classes and so-called English Medium schools have also been using English and Nepali (bilingual instruction) in the schools of Nepal for better results and learning of the students. Including all kinds of geographical landscapes, the study was mentioned to be conducted in public and private schools.

The research conducted by Dahal & Gyawali (2022), and Seel et al. (2017), about the teachers' perception of the implementation of EMI in classrooms and learning of the English language in Nepal, has the basis in the learning theory of Social Constructivism propounded by Vygotsky. Social constructivism is a sociological theory of knowledge; that states that human beings are social beings, and their knowledge is also socially constructed through interactions with other humans. Thus, the teaching strategy of Seel et al. (2017) is grounded in the theory of social constructivism. As explained above by Vygotsky, learning occurs in a social environment where working learners actively share their knowledge with others. Social constructivism emphasizes the methods or strategies the teacher has to follow during the teaching-learning process; such as; a learner-centered strategy; where learners are motivated and urged to participate actively in the activities; b) collaboration among learners; where the emphasis should be placed on the learners' social interaction by making them work in groups, face problems, work to solve problems, investigate or explore the solution, and c) teacher as guide or facilitator; where the teacher creates scenarios/situations by putting questions in front of the learners, organizes peer interaction, mediates and facilitates them to reach to the solution (Akpan et al., 2020). According to Kim (2006), Derry and McMahon mention that social constructivism is the learning theory that emphasizes the importance of the learners' culture, and the context of learning in understanding what occurs in society and the construction of knowledge based on that understanding. Learning occurs in the social environment through collaboration and co-working with others.

The other theory on which the studies of Dahal & Gyawali (2022), and Seel et al. (2017), tread and hold the logic of using the EMI; is the theory of communicative language teaching (CLT). According to the theory of CLT, the speakers should not only have structural mastery of the language but also; must be able to use those structures in different speech acts appropriately. The article further mentions that CLT teachers choose the classroom activities that are most effective for the learners in developing their communicative abilities in the target language. The CLT teachers used oral drills and reading and writing activities which varied based on the level of learners in the language class. Savignon (2002) says that communicative competence is the ability to interact with other speakers to make meaning of their exponents (p. 264). According to Savignon (2002), CLT encourages the collaborative nature of meaning and emphasizes the participation of other class learners and the facilitator. In this way, the theory of EMI also says that learning English is possible and effective when the learners can participate in meaningful language activities. Berns (1990) presents eight principles of communicative language teaching (CLT); such as; a) language teaching is based on the assumption that language is for communication; b) diversity is found and accepted in the L2 learners as part of language development; c) learner's competence is considered as relative, and, not absolute; d) varieties of language can be introduced as a model for learning and teaching; e) culture is considered to play the significant role in the development of speaker's communicative competence; f) varieties of methodologies or teaching techniques are prescribed; g) language use is taken to serve the ideational, interpersonal and textual functions; h) learners are to be engaged in a variety of purposes or functions (p. 104). Thus, CLT's major focus is to develop learners' communicative competence. In other words, CLT emphasizes developing communication skills among the learners with meaningful expressions. Dahal & Gyawali researched in the colleges of Surkhet Valley of Karnali province Nepal. Seel et al. conducted their study in the former five development regions of Nepal including the schools of all three geographical zones selecting the districts Rasuwa, Dadeldhura, Palpa (Tansel), Kathmandu (valley), Dhankuta, Kanchanpur, Banke, Bardiya, Kapilvastu, Dhanusha, Sunsari, and Jhapa, from mountainous, through hilly region to the terai respectively.

The studies of Dahal & Gyawali and Seel et al. were conducted to provide the evidence and background for the medium of education based on existing policies and practices in teaching English and Nepali languages in the schools of the above-

mentioned districts and to form a comprehensive language policy in teaching these languages as subjects providing support to children lacking competencies in the classrooms. Their major finding was to validate the general directions of the medium of education (MoE), concerning strengthening and expanding the multilingual approaches in FL facilitating including the use of the mother tongue of the learners for clear sequencing, effective teaching, suitable curriculum, instructional materials, and technical and institutional support. The study findings allowed the use of the mother tongue to an appropriate extent, especially at the primary level, where teachers may lack the capacity to teach in English and with the expectation that the children's learning progress is not hindered because of the language barrier.

The research conducted jointly by Ranabhat et al. (2018), explored when EMI was proposed in their school, the teachers supported it after the discussion with HT, SMC, and practice with fellow teachers. They were convinced to implement it after getting different trainings on EMI. But at the time of interviews, some teachers; especially the aged ones, expressed their difficulties in implementing the EMI making remarkable statements that it is like munching on iron-beaten rice (iron chiura) for them towards retirement from their jobs. In contrast, younger teachers were ready to face the challenge and willing to change. They also said the government should provide training to implement EMI (p. 10). The data in the study was taken from all school levels (primary, lower-secondary, secondary, and then higher-secondary). The research of Ranabhat et al was based on the learning theory of Vygotsky's 'social constructivism'. According to Kivunja and Kuini (2017), social interaction is mandatory for an individual's cognitive growth and personality development in his/her life. In simpler words, learners perform any activity with the help of an adult or collaboration with a peer. This helps the learners collaborate with their teachers and classmates and build their knowledge by understanding via experience (Saleem et al, 2021). In the context of teaching techniques, social constructivism emphasizes students' participation, discussion, and sharing. It recommends several groupings of students and makes them interact and learn from each other. It suggests we arrange whole-class conversations or small-group discussions. Learners brainstorm and share their ideas, observe cause-effect relations, answer the problem, and add something to the existing knowledge (Saleem et al., 2021). In conclusion, Akpan et al. (2020) state that social constructivism is a learning theory that takes learning as a social process. The learners work in pairs or groups, collaborate, and carry out meaningful findings.

The facilitators guide them by employing different teaching methods, encouraging the learners to discover and construct knowledge by making them interact and work together. This theory transforms the role of knowledge construction from teachers' donation to the acquisition by learners constructing knowledge actively instead of being passive listeners.

Another learning theory relevant to the study of Ranabhat et al. (2018), about the implementation and effectiveness of EMI in English classrooms in Nepal is; communicative language learning (CLL). CLL recommends four competencies to be developed in the learners. They are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence refers to grammar or what is structurally correct. Sociolinguistic competence refers to understanding the social context. Discourse competence refers to the meaning of what is said. Strategic competence refers to how to maintain the conversations. CLL mainly focuses on fluency and accuracy during language learning. According to the magazine Educational Research Techniques, the development of these two abilities occurs through gathering and role plays, sharing information, expressing one's opinions, and exchanging each other's ideas. The teacher supports and encourages the learners while they communicate with each other.

Another relevant theory with CLL is communicative language teaching (CLT). CLT, which differs from the traditional language teaching method includes language functions in its curricula instead of grammar development in the learners. CLT focuses on developing fluency and the ability to communicate in different situations with the learners, embedding grammar use in the appropriate contexts (Suemith, 2011). While teaching a language, the Communicative Approach (CA) or CLT, emphasizes the communicative capabilities in the speech acts shifting its focus from the structure of the language given in earlier times. This does not mean that it excludes or neglects the grammar or situation of the language. They only do not have a primary focus on communicative skills. In CLT/CA, the primary focus is given to the learner and the function of language, i.e., the communicative purpose he wants to express and use to understand others' expressions (Ma, 2009). Ranabhat et al (2018) conducted their study in Chitwan district of central Nepal, claiming; that representatives of almost all languages, cultures, and ethnic varieties can be found. They divided the district into five areas from which they could select one English-medium school and another non-English medium school, for their data of ten schools

to be collected from community schools or government-aided schools including the rural and urban schools. Their study showed that teachers observed ten schools and perceived implementing English-medium and non-English medium. The teachers teaching in English medium (EM) schools said they were fluent, confident, and felt standard among teachers and societies. In contrast, the teachers teaching in non-EM schools; demanded training for EMI. However, during interviews, the older teachers demonstrated difficulties in implementing EMI in real classrooms.

In her study, Shrestha, (2023) found and mentioned that the teachers she had interviewed (English, Mathematics, Science, and Economics teachers) showed and supported the effectiveness of EMI. However, while implementing it in real classrooms, they found it challenging because of the lack of resources, earlier exposure to English, and lack of training in EMI. In the conclusion, she explained that EMI has been seen as ineffective and not helpful in achieving the goal of English proficiency in so many cases. Hence, the teachers have to trans-language the content. She also saw that implementing EMI is very complicated in the EFL contexts because the students seemed to remain passive and so, the students' L1 was highly prioritized. She added that classroom observations of the teachers showed even EMI was effective when teachers used translanguaging, student-centered teaching methods, audio-video materials, ICT, and local resources to deliver the content. Karki (2018) mentioned that in reality, the use of EMI in community schools in Nepal; is just a matter of attracting parents to send their children to public (community) schools and increasing their trust in community schools in their quality. Ojha (2022) states that it is not suitable in the schools of Nepal as it causes challenges to the local and national languages. Rather, EMI is unsuitable in Nepalese multilingual situations. Karki (2018) and Ojha (2022) opine that for the learners of remote areas or hinterlands such as Mt. Everest region, it is worthless to expect the learners would understand the content in the medium of English. Even in the urban area's institutional (private) schools, the teachers use students' L1 to clarify abstract notions. So, they claim that the teachers should be multilingual and able to clarify the content in the learners' first language.

The study of Shrestha has the theoretical basis of the learning theory of social constructivism. In the opinion of Vygotsky (1978), language, and culture have essential roles in human development and her/his perception of the world. Learning concepts are transmitted by interpreting language and understanding experiences and

interactions within a cultural setting. Knowledge is socially constructed and co-constructed in a group of people who share the same language and culture. Therefore, social constructivism is a variety of constructivism that advocates the collaborative nature of learning under the guidance of a facilitator or in co-working with other students. This theory supports establishing opportunities for learners to collaborate with their teacher(s) and peers to construct knowledge and understanding. Hein (1991) has mentioned that a person's academic development level is under the level of development to be capable of reaching the teacher's guidance or collaborating with peers (Akpan et al; 2020). In social constructivism, learners' (children's) understanding is affected by encounters with the physical and interpersonal worlds where they have to adapt/adjust by having cultural and meaningful exchanges (Saleem et al., 2021). Learners should interact with the physical and personal phenomena and gain knowledge and skills to adapt to the environment. Thus, the theory of social constructivism tells us that the learning of brilliant students and the learning of common students may differ. The students' learning living in advanced areas may differ from those in slow-awakening remote areas. It strongly advocates the understanding of the students.

The other theory relevant to the implementation and effectiveness of EMI in English classrooms as an FL/SL, on which the study of Shrestha, has its basis is; Communicative language teaching (CLT). Communicative language teaching in teaching a foreign language emphasizes interactions among learners as the final goal of language learning. The meaning is given more importance in CLT. It focuses on making the learners comprehend the writer's or speaker's intentions and expressions (Saldana, 2013). Hymes (1972), who is the first initiator of the theory of CLT, has the assumption that second language learners need to know linguistic knowledge as well as cultural knowledge to interact with other people in different situations. While interacting, his theory includes grammatical, psycholinguistic, sociolinguistic, and probabilistic components (McMahon, 2019). Shrestha believes that to obtain communicative competencies in the learners, they should comprehend the content. She also claims that to see students' clear concept of the content in the target language, the teachers should use the learners' mother tongues or be multilingual. Recently, multilingualism has been understood as a tool for enhancing learners' language possession (store). Having language diversity in the classroom, and using a multilingual strategy raises linguistic awareness in the learners, acknowledges their

similarities and differences, and supports them in learning the language. So, multilingualism (here, it means the use of learners' mother tongues) strongly emphasizes an individual's language(s) as interacting with each other and is supposed to support the language learning process (Illman & Pietila, 2018).

Chen and Tsai (2012), who observed a situation of the medium of instruction at all levels of English education in Taiwan, believe that there is a problem with EFL in language planning policy and the learners have little exposure to English as they cannot have opportunities to practice English outside the classrooms. In this situation, he suggests that instead of making learners practice oral skills, educators should emphasize all four skills of language (here, English) and focus on making the foundation of English competence. Thus, he presented a modified model of teaching English as an FL, highlighted the need to revise the curriculum, and emphasized conducting more empirical research (Chen & Tsai, 2012). If we can develop a clear concept of the content (competence) in the learners, we can easily develop their communicative capabilities (performance). Xu (2018) mentions that appropriate use of the mother tongue can support the learners' understanding of the content, and therefore, can be used reasonably in communicative language learning. He also mentions that Harbord (1992) believes in using the mother tongue in foreign language classrooms to provide learners of different levels equal opportunity. Paudel (2024) mentions that a teacher teaching in a multilingual environment or multilingual classroom; should use a multilingual strategy because it is better to use a multilingual (here to mean learners' mother tongues) method while teaching to make the learners comprehend the content better and s/he should use monolingual strategy in communication. Poudel (2024) is in favor of being bilingual (use of students' mother tongue as well as the target language) as a resource in teaching that facilitates the learning of a second language and helps make more people know the contribution of using two languages in the EFL classrooms.

Choi and Poudel (2024) researched in rural, semi-urban, and urban contexts of Nepal. Their findings showed that the schools consciously chose the EMI for practical reasons (career prospects), opening some equity-relevant issues. However, teachers and students commonly adapted translanguaging strategies to deal with language and content-related problems and to level the ground for rather weaker students. The findings asked critical language policy researchers to consider the context seriously in theorizing equitable language policy. Practical measures to increase educational

equity, such as legitimizing the use of community languages in class were also proposed. Balter et al. (2023) researched using English as a medium of instruction in Sweden. The findings were that the enrollment of the students on the English medium version of the course seemed significantly lower and the dropout rate was significantly higher than the student's enrollment on the Swedish version. So, the conclusion of the study showed that in some/many circumstances, EMI may have negative consequences for the students' academic performances. Thus, the study of Balter et al. shows that implementing EMI cannot help learning a second language. Instead, it may harm the second language learning programs. Using the learners' mother tongues in the classroom is the foundation for learning an L2 and other foreign languages. Thus, from this opinion also, it is clear that using L1 (the learner's mother tongue) does not hinder learning an L2. Instead, it may help learners learn an L2, helping them understand the content.

The research regarding the effectiveness of EMI; and the perceptions of the teachers and students about it by Choi & Paudel and Balter et al. are based on the learning theory of Vygotsky's social constructivism. Kelly suggests that social constructivism can be applied in the classroom using case studies, research projects, problem-solving methods, collaborative learning, group work, etc. The teacher divides the class into groups and guides them in learning (Akpan et al., 2020). Vygotsky believes cultural interactions are vital in developing a human and his/her perception of the world. It means that his/her concepts of knowledge are transmitted and understood through earlier interactions and cultural experiences (DuPre, 2020). According to Westwood (2008), social constructivism believes that an individual's knowledge is a shared experience developed by social interaction. It is not a person's inborn possession. It is a collaborative phenomenon. It bears the principles and methods of teaching to maximize the students' learning with interactive and co-working activities. In social constructivism, reality, and knowledge are created as human activities in a social environment.

In addition to social constructivism, CLT is the other theory that supports the theory of Choi & Paudel, and Balter et al. CLT assumes that language is a social behavior that involves the conveyance of meaning. Grammar helps organize meaning and language, making texts and connecting discourse. Knowing a language means knowing the grammatical rules of language and the convention of using it in society. CLT proposes the type of class activities that imply Communicative Language

Teaching. Learners must participate in cooperative classroom activities, listen to their peers, and participate in pair/group work, not only depending on the teacher. The teachers play the roles of facilitators and monitors rather than acting like lecturers or preachers (Richards, 2006). Balabakgil (2016) advocates that it is not good to completely ban L1 use in the classroom to teach the learners to communicate in the target language. A study in Turkish secondary school classes with 12-year-old children has shown that when a group was banned from using L1 (mother tongue), the teaching and learning became less effective and shorter as many (weaker) children gave up their studies shortly after they began. So, the study concluded that the learners should be allowed to use their mother tongue on some occasions systematically and in relevant tasks by making them practice communicating in the target language. The authors of the journal article Multilingualism as a Resource in the Language Classroom, claim that both strategies foster effective language learning on the part of the learners by acknowledging similarities and differences between languages. For example, in an English chant activity, the students can replace the vocabulary from their language and later sing the chant in different versions or languages (Illman & Pietila, 2018).

The supporters of mother-tongue-based education argue that obtaining education in their mother tongue up to the age of six years is essential for teaching purposes and for maintaining the individual's language rights (Milligan & Tikly, 2016). Bilingualism plays a vital role in teaching and learning an L2. The teachers who participated in the recent studies indicated that translating abstract words and phrases from L2 to the learners' mother tongues facilitates the learners to learn a foreign language. Milligan and Tikly (2016) also recommended that; 1) the students feel more comfortable and motivated to learn in a familiar environment, so the teachers should maintain their motivation level by using the first language of the learners; 2) the use of bilingualism (L1 use) must be judicious; 3) more importantly, it should maintain that the learners learn the sounds, structures and meaning aspects of the language but not the culture of the target language to save their identity; 4) the teacher should emphasize the similarities & differences of both the languages L1 and L2; 5) the language learning process should be more purposeful and meaningful; 6) the use of bilingualism should be important tool to understand L2 for the learners; and; 7) the teachers should use different options to encourage the learner to use L2 as much as possible. The researcher, Cipra, in his study, selected a total population of

150 students from King Abdul Aziz University (KAAU) of Saudi Arabia of the certificate level and 25 teachers teaching those students mainly focusing on; the spoken aspect of L2 classes with the integration of L1, proper use of vocabularies while communicating, and the age group of students between 15-26 years.

On the issue of using EMI in English classrooms, Paudel (2024), in *'Role of Translanguaging in Second Language Education,'* in a recently published (2024/8/13 AD) magazine, ELT Journal Online, along with Kandel, Neupane, and others, writes that historically, translanguaging or using multiple languages in language classes supported at enabling learners in understanding the content. It also minimizes the monotony of the teachers in the classrooms because it allows using more than one language. The learners' L1 is used to exchange the meaning or comprehension of the content taught in the classrooms. He also claims that using the English language only as a medium of instruction (EMI), cannot help us teach a foreign language. The study concluded that; translanguaging in EFL/ESL classrooms helps teachers teach effectively instead of monolingual EMI. They do not have to depend on the vague explanation of the content in the target language. They also suggest that the judicious use of students' mother tongue (translanguaging) should be implied to make teaching and learning effective. It may also help crack jokes and create learning environments in the classrooms. So, the study suggests using the learners' first languages as the situation demands.

Concerning the perceptions of the English teachers who teach this language as a foreign or second language outside the English-speaking countries, Bhattacharya, (2024), from India comments; that as a post-colonial democracy, India provides linguistic globalization which can be generalized in other cases too and she (India) embraces trilingual (multilingual) strategy in the educational system based on linguistic diversity in the country which is better than the linguistic imposition of English only pedagogy. She strongly mentions that during the British colony, the Indian educational system was suppressed by the medium of English. During this period, regional languages and cultures suffered very much. But, as Bhattacharya mentions, they were rooted in the heart of the people of India. They also thought their language and culture were much more valuable than pursuing a new English medium of instruction. The learners were found unable to do best in their educational achievements because of the English language. Thus, from the viewpoint of Bhattacharya, instead of imposing an English-only medium of instruction strategy,

using a multilingual strategy in the classroom is far better for teaching English, in the countries where English is taught as a second language. Balabakgil. (2016) mentions that researchers emphasize using the L1 in the EMI classrooms as a mediator. He further mentions that translanguaging practice is highly recommended in the classrooms of Arabian schools. Citing Belhiah and Elhami, they say that in Arabian and Persian schools, implementing a bilingual curriculum as a challenge to a strict English-only strategy; is necessary to support the students' linguistic skills in both Arabic and English. They further argue that a bilingual curriculum leads to stronger proficiency in language skills in learners. On the other hand, it also recognizes and values the students' national identities and local cultures.

Bhattacharya based her study on the learning theory of social constructivism propounded by Vygotsky keeping a different view than implementing the EMI. Kim (2006) mentions a theoretical perspective with three assumptions about social constructivism; a) Reality did not exist before the social invention so it cannot be discovered; it is only made by people; b) Knowledge is human production and it is produced or constructed socially and culturally by human beings or people themselves to create meaning and knowledge through the interactions with each other and with the environment; and; c) Learning is a social process and meaningful learning is the outcome of the individual's engagement in social activities. Kim observed Mrs. Smith's division of the class into five groups and each group was given one act from the play 'Hamlet' as an assignment. The assignment was given to the learners; to extend their understanding of Shakespeare's play Hamlet. By assigning different chapters, the students could experience inter-subjectivity. Besides completing the assigned part of the play, the learners also had to communicate, share, and negotiate to create the final product of their learning/understanding. The learners had different interests and collaborated to create their finished products. Smith's observation of implementing social constructivism proved successful. Heigham and Croker (2009) mention that, according to Vygotsky, cooperative learning is significant for a constructivist classroom, and, cooperative and collaborative learning is important for deep understanding. When learners engage in group work and have interactions among themselves in addition to their one-to-one relationship with their teacher, they can have a deep understanding and internalization of knowledge with the completion of their project works or activities from their own experiences. Vygotsky believed that when there is social interaction, internalization of knowledge and deep understanding

become more effective through cooperative learning. A question may be raised that knowledge is constructed internally at a particular situation and point in time or it is constructed generally.

Some theorists claim that Vygotsky believed social constructivism and situational learning are automatically social and attached to a particular cultural setting (Powell & Kalina, 2009, p. 244). Social interaction is necessary for lifelong personality development, and social learning adds to cognitive development. Learners may complete any activity with the help of an adult or their peer collaboration. This approach helps the learners collaborate with their teacher and co-learners to build knowledge and comprehension by establishing a strong basis (Saleem et al., 2021, p. 407). Thus, according to Saleem et al, Vygotsky's learning theory of social constructivism, learning occurs through the cognitive development of an individual with the guidance of adults and with the learners' collaboration among themselves in the social environment. Saleem et al. (2021) mention that social constructivism is a teaching style that emphasizes the participation of the students and their discussion and sharing. This technique gives enough space for the learners to group and interact with each other. Interactions among the whole class or in small groups; involve learners' discussions on specific topics, brainstorming and sharing their ideas, and adding something new to their existing knowledge. Social constructivist methods include peer help, cognitive guidance, problem-based instruction, web searches, anchored instruction, and other ways that involve learning with each other's collaboration (Kim, 2006).

The other language learning theory on which the findings of Bhattacharya, Zhang, and Wei (2021) are based on, communicative language teaching (CLT), which keeps a different view of teaching English rather than the strict implementation of EMI. Richards (2006) states, "Communicative language teaching is based on the principles of language teaching which is to teach, how learners learn a language, classroom activities that show the best facilitation of learning, and the roles teachers and learners play." He writes that replacing the traditional model of teaching a foreign/second language, CLT methodologies place the development of communicative skills at the front of all. Other aspects such as grammar and vocabulary are presented only as much as they are needed to support communicative skills (Brandl, 2021, p. 7). Richards and Rogers mention that CLT emphasizes communication and leads the learners' roles as negotiators between the self, the

learning process, and the learning. In CLT, learners are actively engaged in the negotiation of meaning by trying to make themselves understood and to understand others in class activities or outside. The teacher is an analyst, counselor, and group manager. And Larsen-Freeman writes that in CLT, the teacher, first facilitates the learners' communication in the classroom. Then, he also engages himself in the communication as a co-participant (Chang, 2011). According to Chang, communicative language teaching (CLT) is a set of goals and learning processes. The main theory of this approach is the acquisition of communicative capabilities in the learners.

The theory of CLT was developed by theorists like Hymes (1972), Kajovobits (1970), and Habermas (1970), between the 1970s - 1980s. These theorists focus on communicative and functional components of the language. Aslan (2016) states that the communicative language theory as a method views language as a tool that maintains the social relations of human beings. So, language teaching methods should be based on language contexts and circumstances to enough extent to exchange language components (exponents). This concept of CLT brought out the need for an interactive classroom environment in which the teacher addresses the learners' communicative needs. In the discussion section of the article, The findings of the research of Auerbach, Ellis, and Atkison, as cited in Strohmeyer, McGail, and Garcia, show that suitable use of the learners' mother tongues has positive impacts on the learning of the target language, and it may facilitate the children's language acquisition. A magazine article O*n Tesol* (2022) states that learning a foreign/second language is an addition to the learners' repertoire of knowledge, and it should not devaluate their language and culture. They should feel that using L1 to learn an L2 is a helpful and positive matter. Using L1 while teaching an L2, teachers also can make more efficient classes and more useful activities. Bhattacharya carried out her study having a close look at the National Knowledge Commission, National Focus Group of India, National Commission on Education, (1964-66), the Dravidian movement in Tamil Nadu, Central Advisory Board on Education, and many other policy documents in the post-colonial (post-modern) India. From these and other policy-document studies, she recommended that using the learners' mother tongue can help teach an L2 in modern India. Thus, Bhattacharya and others believe that learners can learn a language (mostly a foreign language) and be able to communicate in it through bilingualism (using the learners' mother tongues along with the target language).

Khati (2016), in the study of the situation of EMI, his experience from the Nepali hinterlands, has mentioned that in many public schools of Nepal, EMI has been a motto and has been adopted rapidly in recent decades. It has been the key selling point of the schools in the education market in the name of quality education. However, few students have succeeded in the local, international, or global markets. Thus, from the conclusion of his study, it is obvious that schools have made the notion of EMI a matter of marketing to schools in the educational sector. They have made EMI the slogan to be sold by schools and purchased by people. Khati, further explains that though, it may increase learners' skills to some extent, it lacks proper policies at the implementation level. So, Nepal needs to follow a multilingual language planning and policy model to obtain fruitful educational results. The learning theory that supports this finding or exploration of Khati is Vygotsky's social constructivism. Fluery and Garrison mention that the social creation of knowledge happens in various circumstances and levels, such as educational institutions, social media, religious contexts, etc. Interaction with others and their physical and non-physical environments helps learners gain insights and experience and develop them as adults; (Saleem et al., 2021). Vygotsky believed that learners perform any activity with an adult's help or collaboration with peers. This helps the learners collaborate with their teachers and classmates and build their knowledge by understanding via experience; (Saleem et al., 2021). Concluding their research article, Akpan et al. (2020) write that social constructivism as a learning theory views learning as a social process. Learners interact and collaborate by engaging in different group activities to create meaningful learning in their lives. Teachers only guide them using teaching methods and make the learners construct knowledge by discovering, interacting, and working together. Thus, social constructivism changes the role of the teacher by helping learners acquire knowledge as active participants and co-constructors rather than imposing their experience as passive listeners (learners).

In addition to the theory of social constructivism, there is another theory: CLT (communicative language teaching), supporting from the back to the theory of Khati (2016), which gives little emphasis on the strict implementation of EMI. However, Balabakgil (2016) advocates that it is not just to ban L1 use in classroom instruction and communication completely. Littlewood writes that one of the important features of CLT is that it pays attention to the structural and functional aspects of language and the communicative aspects by combining the two. Ma (2009) mentions that

assumptions in communicative language teaching include language as social behavior. It conveys meaning, grammar performs the task of organizing meaning, language is about making texts and connected discourse, knowing a language is knowing grammatical rules and system/tradition of a speech community, and language is not knowing four language skills only, but also various abilities in the learners. Communicative language teaching has a theoretical basis on; 1) language is a system for the expression of meaning, 2) language primarily manages interaction and communication, 3) language structures reflect communicative use, and 4) basic or primary unit of language, as Richards and Rogers state, is not only grammatical structures but also categories of functional and communicative meaning. Advocating the use of learners' languages in the EFL classroom, propose two strategies of translanguaging: pedagogy-based code-switching (PBCS) and translation for other learning contexts (TOLC). Moderate and judicious use of L1 does not minimize the exposure of L2. Still, it can assist the teaching and learning process of the second language. Wyse et al. conducted a study of using the mother tongue (L1) of the learners in Saudi Arabia and found that using the students' mother tongue helps them learn L2. They claim that the use of L1 can also help learners acquire a second language throughout the world.

Gallagher and Collahan (2014) researched the implementation of EMI and have encouraged the policymakers who are implementing EMI, to consider alternative ways to ELT. They recommend that bilingual instruction programs should be adopted (followed) instead of 'English-only Programs'. According to them, comparative studies have shown that bilingual instruction programs in sustained periods gave better results on the part of the students. They also say that there was much evidence that L1 medium teaching strategies (e.g. translating main words of TL texts into students' L1) are invaluable. This policy also welcomes and includes the students' L1 by allowing them to be recognized and valued letting them know who they are. The learners learn what the target language entities refer to their L1. Finally, they urge the policy-makers to consider alternative ways in ELT that recognize and support students' L1. Ghimire (2019) mentions that EMI has created many difficulties for students and teachers. The implementation or involvement of EMI in public schools has been a great challenge from the point of view of instructional difficulties for teachers and more importantly, from the language of all (teachers and learners). They

were also worried about implementing EMI successfully in Nepal and even more about the disappearance of their home language.

Regarding EMI in English classrooms in Nepal, Ojha (2022) conducted research in Mahendranagar taking two secondary-level teachers from private English-medium schools. The study was carried out using semi-structured interviews to collect data on the lived experiences of the participant teachers. The effect of EMI was sought in the perceptions of two educators/instructors facilitating Mathematics and Science subjects through English as a medium of instruction. The results showed that the EMI had positive impacts in the sense that the teachers who taught in English medium were paid higher salaries and the students could develop their communicative competence to some extent. However, the study found that EMI policy causes problems in understanding the text. It also poses a serious threat to the national and local languages, and the teachers' and students' right to speak their languages are suppressed, and their self-esteem, identity, and opportunity to participate in communications are badly affected.

In his study, Dahal, (2023) mentioned that mainly in the urban areas, public schools in Nepal have been lured into adopting English medium instruction in recent years. Though; many schools are attracted to the English medium instruction, he sees it (EMI) from three angles: at first, he sees it as an instrument to enhance the proficiency of the learners in English, secondly he sees it as a barrier in the student's academic performance and thirdly, he sees it as an imposed and aggressive attempt to overshadow the mother tongues of the students. Concluding his study, Dahal (2023) further emphasizes that EMI is a helpful tool for enhancing the students' spoken proficiency to some extent on the one hand, and/but, more importantly, rather than the EMI, the students' mother tongues (L1s) can deliver quality education, students' social as well as psychological advantages and sound academic achievements. In the context of Nepal, Dahal (2023) researched and found that EMI policy creates many problems regarding social justice, accessibility, and equity. It had a negative influence on the local language(s). Dahal (2023) further argues that high attraction to the EMI might cause linguistic and cultural dominance of EMI and parents' despair toward the local language of the society. In a research study in China, Hu and his colleagues illustrated the dark side of using EMI which might cause social and economic inequalities among people. So, it is crystal clear that using EMI in the classes of public schools in Nepal has negative impacts economically, psychologically, and socially.

Kjellström (2021) had conducted a study on EMI in Ethiopia. The study shows that although there are many benefits in implementing EMI in English or EFL classrooms and so many public schools are also attracted to it, it is not free from challenges. The founders of the private schools saw that they could have better access to the materials. There is the possibility of access to better curricula. EMI had positive influences in the community. It also showed wider chances for communication and job opportunities. Many challenges or problems in using EMI also appeared when teachers entered the classrooms. They saw that teachers or educators should be proficient in English when implementing the EMI. They should be proficient in spoken as well as in written English. It was clearly seen in the study that the parents of the children were involved only a little in the children's learning activities. Some of the parents were worried about the loss of their mother tongue and culture. Lack of government support was another obstacle to implementing EMI. They also realized that many of the students' learning challenges in English can be overcome using their mother tongue.

Regarding the implementation of EMI, I also have a memorable experience. When teaching Linguistics to grade twelve students of secondary level (then higher secondary level) around 1998/99 AD, I attempted to implement the EMI in my English classrooms. However, the students demanded to describe the matter/text in their mother tongue, and so did I. I asked them to be patient and listen for some weeks to make a habit of listening and comprehension. They remained silent and kept on listening. I used simple words in English as far as possible and explained the content three or more times expecting their comprehension. However, while teaching, I observed they were puzzled and unsatisfied with the day's content. Instead of understanding, they requested the chairman of the SMC to have me explain the subject matter in Nepali (the mother tongue). Then, I had to return to the use of L1 of the learners, and I still do so in all the classes I facilitate.

Revisiting the empirical review in thematic order, in the studies of Ghimire, Kulung, Seel et al, Choi and Poudel, Shrestha, Paudel, Panthee, Ranabhat, et al., Kjellström, Bhattacharya, and researcher myself, we can see in the above studies that there are some benefits in using EMI in the classrooms. Some benefits are enhancing their communication skills, building confidence in them, developing their careers, opening the door for studying at higher levels, participating in standard exams, and motivating them to understand a foreign culture, etc. There are similar types of

challenges too. These include; the difficulties in understanding the content on behalf of the learners, the need for the training to the teachers, very hard for the aged teachers, expensive as it requires more materials, and too monotonous to explain the content in the TL. Worries about losing the local language and culture in the future also appear. There are measures such as; the provision of training, code-switching in the classrooms, etc. that should be considered in some studies. However, the measures or recommendations have no uniformity (harmony).

Theoretical Bases Taken

This study aims to explore the effectiveness of using EMI in teaching English and other subjects, therefore, it has also taken basis from some other theories. The theoretical review is believed to include the theories on language, especially L2 acquisition, in the case of learning/teaching English in Nepal. It also studies the role of the mother tongue in learning a second language, such as English, etc. This review also discusses the home language used as a medium to teach, the role of the medium of instruction in learning, the ELT situation and development in Nepal, and the policies (strategies) taken by the government of Nepal for teaching English.

Regarding learning theories through EMI, social constructivism, and communicative language teaching two theories are the most useful learning theories. EMI itself is a theory of language teaching. The theory of social constructivism is very much relevant to the theory of foreign language teaching. This theory tells us that learning does not occur in isolation or individually. It occurs in a social environment. That means learning an FL can occur through the learners' group activities. The theory of EMI also advocates that foreign language learning takes place when we make the learners work in groups using English as their medium of conversation and co-working. Similarly, the theory of communicative language learning tells us to enable the learners to communicate in the target language; or apply a communicative approach. Learners need to be exposed to the TL interaction in that language. EMI seems to be essential to make them successful in communicating in the English language. Thus, the theory of EMI, the theory of social constructivism, and the theory of communicative language learning complement each other.

For an easier and better study of the theories relevant to the EMI, Kostoulas (2015, as cited in Howatt & Smith) has presented the theories and methods of ELT as follows:

Figure 1

List of Theories Taken as the Basis

Learning Theories:	Form:	Function:
• Behaviourism • Cognitivism • Social constructivism • Motivation theory	• Audio-lingualism • Situational language teaching • Lexical approach • Silent way, TPR etc	• Communicative competences • Survival language • Systemic functional linguistics • Discourse and genre

The theory of EMI is based on the social constructivist theory, propounded by Russian educationist and psychologist Vygotsky, in which teaching/instruction as a group/social activity is the ultimate goal. Hein (1991) perceives social constructivism as a social activity connected to the activities of other human individuals such as peers, family members, or other relations and describes that the level of possible academic development of an individual is determined by the level of his capability of achieving his/her teachers' guidance and collaboration with his/her peers. Akpan et al. (2020) mention that the theory of social constructivism highlights the social sector of learning and emphasizes using conversations with other people and gaining knowledge as well as applying the knowledge in real-life activities as an important factor. They mention that social constructivism believes knowledge is created with the activity of social interaction and sharing experiences but it is not an individual's inborn possession. According to Kelly (2012), social constructivism as an instructional method such as; brainstorming, case studies, collaborative learning, guided discovery, problem-solving, etc. can be applied in classrooms. This method allows teachers to divide the students into groups and then guide their activities to discover and construct learning experiences according to the objectives. A constructive classroom has the features of collaboration and cooperation where the learners engage in learning activities with the support of their facilitators (Saleem et al., 2021). Thus, social constructivist theory believes knowledge is not created from objective reality. Instead, it results from the mind by selecting, making, and recreating the sense from human experiences. It means knowledge is created through interactions between subjective realizations of an individual and environmental elements. Similarly, the theory of EMI tells us that English language learning happens

by preparing the learners psychologically and making them create their source of knowledge by working (participating in English language activities) in pairs or groups.

The other theory to which the theory of EMI is very much related is the theory of communicative language teaching (CLT). The concept of CLT was first developed by the linguist and anthropologist Hymes (1972) in about 1966 as communicative competence, which meant knowing a language. According to this concept, the speakers should not only have structural mastery of the language but also be able to use those structures in different speaking environments appropriately. The article further mentions that CLT teachers choose the classroom activities that are most effective for the learners in developing their communicative abilities in the target language. Oral drills, as well as reading and writing activities, were used by the CLT teachers. Those activities varied based on the level of the learners in the language class. Those activities were expected to promote collaboration, comfort in use, and fluency in the target language (TL). Then, the theory of CLT came into practice in the 1970s and gained popularity in the 1980s. One of the founders of this theory was Savignon (1972), a French professor. The Teacher's Grammar of English by Cowan, mentions that this theory (the theory of CLT) gained popularity because of its emphasis on meaningful communication. This theory also resembles Krashen's comprehensible input hypothesis of L2 learning. The book mentions that communicative competence is the ability to interact with other speakers to make meaning of their exponents (p. 264). CLT encourages the collaborative nature of meaning and it emphasizes the participation of other learners in the class and the teacher/facilitator. In this way, the theory of EMI also says that learning English is possible and effective when the learners can participate in meaningful language activities. The major focus of CLT is to develop communicative competence in the learners. In other words, the theory of CLT emphasizes developing communication among people with meaningful expressions.

Regarding the theories and methods of ELT relevant to EMI, Kostoulas (as cited in Howatt & Smith, 2014) presents four periods: a) The classical period is considered the earliest. The Grammar -Translation Method falls in this period. Defined as the Grammar -Translation Method or the Classical Method, it is concerned with teaching classical languages by translating the source language text into the target language text; b). The reform period is believed to have come as a reaction to

the method/practice of the theories of the classical period. Described as the reform methods, the methods of this period emphasized teaching the oral language. The Natural Method, The Berlitz Method, and The Direct Method are included in this method; c) The scientific period emphasizes grounding language learning on scientific evidence, provided by linguistics and psychology. Described as scientific methods, the multiple-line approach, the oral approach, the situational approach, and the audio-lingual approach fall under this period; d) The communicative period is also known as the era of communicative language teaching. The methods of this period focused on emulating real-life communication. CLT and TBLT methods come under this period.

In a journal, Alghamdi et al. (2019) categorize different theories and methods of second language teaching into three phases: The traditional method phase which discusses the traditional theories (also taken as methods) such as the GT method, direct method, the audiolingual method, the Total Physical Response (TPR), etc. These theories were criticized for being teacher-centered and less communicative on the part of the students. The modern approach phase includes rather modern methods concerning the methods of the traditional phase. This phase discusses different forms of communicative approaches that are the basis of communicative language learning theories. The post-method phase (the 3rd phase, also known as the post-modern phase) was developed by Prabhu (1990), as The Banglore Project. Prabhu claimed that there is no 'good method' or 'bad method'. He and Kumaravadivelu (who developed 10 macro-strategies for a teacher) have suggested going according to the level of the students minimizing their learning loads, and misunderstandings, promoting language awareness and autonomy, making language input contextual, maximizing their learning opportunities, etc.

Viewing through the theoretical perspective of the existing literature such as Saleem, et al. (2021) states learning (here language learning) is the outcome of collaborative activities among peers, groups, and other members in the social environment. Like Vygotsky, Kostoulas (2015, as cited in Howatt & Smith, 2014) believes knowledge is not created from objective reality. Instead, it results from the mind by selecting, making, and recreating the sense from human experiences. It means knowledge is created through interactions between subjective realizations of an individual and the environment. In the studies of Prabhu, Kumaravadivelu, and others, it can be concluded that language is a means of communication through certain visual or vocal symbols; and can be obtained through acquisition or learning (better by

acquisition). English is a global language and using it as a medium of instruction (EMI) is a growing issue in the academic field. As presented above, language is obtained under the social-constructivist theory for communicative competence. Many of the facilitators (teachers) in educational institutions have stated that it is effective to implement the EMI to gain communicative competence in the students. In contrast, some teachers found it a very complicated thing to implement in real classrooms.

Challenges Teachers Faced

While teaching using EMI, English and other subject-teachers in Nepal, face some challenges. Galloway and Rose (2021, as cited in Curle et al., 2020) state that, in so many research studies the students seem to be unprepared linguistically for the EMI implementation (p. 3). They, citing Taguchi and Naguma (2006), further mention that, the students faced difficulties communicating effectively in different situations and subjects. Students also reported difficulties understanding the prolonged lectures and solving heavy reading tasks. They further mention that in a study, conducted in South Korea, very few participants (students) responded that it was easy to understand the content; (Kim, 2006). They stated that these difficulties occur because of their poor English skills.

Kjellström (2021), as cited in Heugh et al. 2007, in a study conducted in Ethiopia, after conducting a comparative study among the students of grade eight, a great majority of the educators, mentioned that students with a strong basis of mother tongue learned better in all subjects, even in English also, and recommended that though using EMI was beneficial, it is hard to implement. Using the mother tongue is better to ease the students' understanding of the content. According to him, in a study, grade eight students showed eleven percent (11%) higher results in biology, physics, chemistry, mathematics, and English who studied in the mother tongue medium than the students studying in a foreign language.

Nyoni et al. (2023), in a study in China, saw that though using English as the main language for educating children carries much potential on its back, it also encompasses many challenges. In the implementation of the EMI policy, there are difficulties such as; the skills of the English teachers, and preparation to teach the students in English, addressing diverse languages and cultures, having access to English language teaching resources, support, and involvement of the community, managing strong assessment system and monitoring and addressing varied individual needs of the learners, etc. They emphasize funding huge and thorough programs for

teacher preparation and their professional development could be reduced by using bilingual teaching strategies instead of monolingual EMI. Besides, using bilingual or multilingual strategies could also save funds for providing students with multimedia tools, teaching-learning materials, and textbooks. Involving local communities, guardians and parents has a remarkable impact on educational success. Bilingual or multilingual programs are better for that purpose instead of monolingual EMI. To meet the different needs of the learners, teaching strategies should also be flexible and differentiated. Monolingual programs cannot address the students' skills and abilities. Most importantly, the languages and cultures of the local inhabitants must also be respected. Bilingual and multilingual approaches could present an important bridge for ensuring English proficiency and promoting and preserving learners' cultural identity in this post-modern era.

Kulung (2021) saw challenges in implementing the EMI, seem to occur in different aspects. It was found that teachers are not as proficient as they should be in speaking and teaching. Parents seem to be less interested or less involved in their children's learning activities in the case of English. They also worried they would lose their language and culture if they used English. The government of Nepal, as Kulung feels, also seems indifferent to supporting the EMI in public schools. People in the government of Nepal seem to be more interested in developing other physical infrastructures rather than abstract educational development.

Panthee (2020), in his study, writes that the findings of Sainamaina (Ex-VDC) of Rupandehi district about using the EMI were beneficial in learning an L2. However, it had to face some challenges regarding English medium instruction such as; linguistic difficulties, cultural diversity, limited resources, less effective pedagogy, inadequate language abilities of teachers, etc. This study showed that though the EMI strategy may benefit learning a language communicatively, it is a great challenge to implement in real Nepalese community school contexts.

Regarding the use of EMI in the classrooms in public (community) schools in Nepal, there are some policy-relevant contradictions too. On the one hand, the constitution of Nepal provides civil rights (Civil Rights, Article no. 31: Rights Relevant to Education and Culture) to every community of Nepal so that they can be educated in their mother tongue according to the law. For that, they can establish and run schools or educational institutions. On the other hand, the Education Act of Nepal (Act 7, gha) mentions that language subjects should be taught in the same language.

So, we, the English teachers, should use English medium instruction while teaching English.

In this way, teachers have faced different challenges in using EMI. Taguchi & Naguma, Kjellström, Nyoni et al, Panthee, etc. see the problems that using EMI is discipline-specific and students show their difficulties in understanding the text in a foreign language. So, the teachers had better use students' L[1] for better comprehension. Kulung sees that the government is not supporting the schools in implementing the EMI policy. There is also a lack of teachers' proficiency, and people fear losing their mother tongue, etc. Policy-relevant issues also look to be challenging when implementing EMI in English classrooms.

Measures to Cope with Challenges

To overcome the above-raised challenges, the teachers of different places suggest different measures. Ascher and Pichery (2024) mention that to decolonize international education, we should shift our perspectives from a controlled monolingual lens to a diverse multilingual perspective. Their article discusses various models of English language facilitation and home language teaching. It also examines the language support policies. Finally, their article suggests that leaders of language instruction programs can create more inclusive and supportive language policy designs. So, instead of imposing (lading) an English monolingual strategy in facilitating learning, the nations and facilitators had better follow a multilingual strategy respecting their language and culture.

The research report of Ranabhat et al. (2018), held in the Chitwan district, from all school levels (primary, lower-secondary, secondary, and then higher-secondary), showed that the challenges that occur while implementing EMI, can be overcome. They organized training for teachers at different levels to implement the EMI in English classrooms. They were also trained to prepare the instructional materials. The study recommended that the government train all the teachers before they are sent to the classrooms to develop/enhance their teaching methods, etc.

Galloway and Rose (2021) recommend that team-teaching should be organized to enhance the implementation of EMI. From team teaching, both kinds of teachers may be advantaged. Both kinds of teachers (may be best and weak), can work together and draw on their mutual expertise. This means the teachers collaborate and use other teachers' expertise to better teach with the EMI. In another study, Ojha (2022) emphasizes implementing the EMI to compete with institutional/boarding

schools. He further states that public schools are adopting the EMI policy to attract, rather than help them develop their English language proficiency (p.8).

Dahal and Gyawali (2022) researched teachers' and students' perceptions in the valley of Surkhet, focusing on higher education rather than the secondary level. The study outcome was that the ELT learners showed enthusiasm for using the EMI in English classrooms. They were eager to implement it in their classroom. However, the learners also showed challenges in understanding the subject matter and somehow needed the use of their mother tongue. Still, their study marked the importance or need to develop a positive attitude towards EMI at different levels in EFL contexts. They say using the EMI relates to English for economic progress and communication all around the world.

Thus, Dahal and Gyawali state the students are enthusiastic about using EMI, with the recommendation of sufficient teaching materials, training the teachers, and, raising positive attitudes towards EMI at the policy level. Galloway and Rose recommend that teachers collaborate and take other teachers' expertise to enhance the quality of their classes. Ghimire emphasizes implementing EMI to compete with private schools. A study by Ranabhat et al. emphasizes that, though there are some benefits, there are many challenges too in implementing EMI, so they implemented it by providing the teacher-trainings. However, the study of Ascher and Pichery (2024), mentions that instead of imposing an English monolingual strategy in facilitating learning, facilitators had better follow a multilingual strategy respecting their language and culture.

Gap Analysis

Regarding the medium of instruction in teaching English in secondary-level education in Nepal, many respondents, mostly teachers (50% over), responded that we should switch the code or use the students' mother tongues when they need more comprehension. However, some other teachers said we should encourage the teachers, train the teachers, enhance the methodology with ICT tools, raise confidence, etc. And, no studies have claimed that it is the best strategy to promote students' learning of English as a foreign/second language. So, there is a clear gap in the selection of a better medium of instruction while teaching English with clear concepts of the learners about the content. This study is supposed to fill the gap.

CHAPTER III

METHODOLOGY

Research Philosophy

As a teacher and a researcher, I was/am interested in, what kind of challenges the ELT teachers face while using EMI and how they cope with them, how we can develop the students' different language skills, and how we can make them able to communicate in English as far as possible, which teaching methods are to be selected and what medium of instruction to be followed accordingly. This research is aimed to explore the perceptions of the teachers teaching (especially) English. So, this research also attempts to invent something about the effectiveness of the medium of instruction used in secondary-level classrooms again.

Philosophy of Research Methodology contains three different terms or words. Here, philosophy refers to the thoughts or logical thinking about something. Research refers to the process or activity of searching for something again. And, methodology refers to the ways (methods/paths) followed to perform the search activity. Clarifying the meaning of both research method and research methodology, citing Kaplan, Kohen, et al. (2007) state that the methods refer to the techniques and procedures used in collecting data, the methodology used to describe approaches, kinds, and paradigms. So, concluding the above definitions, we can define the philosophy of research methodology as the logical process of thinking about the methods or ways that are (to be) followed to discover the new source (piece) of knowledge. It is the process of finding new pieces of knowledge systematically. Simply, it is thinking about finding a new body of knowledge.

Ontology

Ontology refers to the way of being/reality. Morgan and Smircich (1980) mention that 'reality' is a projection of human imagination. The notion of social construction may change according to the social context. And it is not like a single and concrete natural thing or object. Therefore, realities are always constructed, contextual, imagined, multiple, and subjective. Truths have their understanding, experience, and perception. My ontological perspective is relativist as there is no fixed single, absolute, or universal truth. They may differ according to the imagination, experience, and perception of the researcher(s).

Epistemology

Regarding the epistemological stance, Morgan and Smircich (1980) discuss that epistemology in qualitative research is used to obtain phenomenological or social insights. It helps us understand how the social reality is created (constructed). It believes in the context of an event or experience and neglects the beliefs of positivist science. Epistemology is related to the theory of knowledge. To gain knowledge is to understand how social reality is created. In my epistemological perception; knowledge is obtained (created) through phenomenological insights (revelation, contextual experiences, and patterns of symbolic discourses.

Axiology

Dudovsky (n.d.) mentions that Axiology is a Greek term that means 'value' or 'worth'. It is related to assessing the role of the researcher's value in the stages of the research process. He explains that; axiology focuses on what the researcher values in his/her research. So, axiology is the science of the value system. Axiology sees man as a conscious being with a pure spirit. S/he is the social constructor or the symbolic creator. So, my axiological perspective about the value of knowledge is that it is human-created and can be rethought and modified. There can be no solid demarcation of the value of knowledge in qualitative research.

<center>**Research Paradigm**</center>

Balabakgil (2016) opines that the research paradigm, is a comprehensive system of belief, the world-view of the overall plan according to which research is guided and activities in the field are determined. It can be taken as a detailed plan or guidance to lead a research activity carefully and systematically establish/stand a piece of knowledge by studying, interpreting, and concluding the experiences of the participants and the other relevant studies.

According to a conference paper by Nguyen (2019); Schwandt (2001) mentioned that at first research paradigm meant thinking philosophically (Kuhn 1962); and describing a researcher's view, vision, thoughts, or set of shared beliefs which in(form) the meaning of research data, in scientific research. So, to guide my research in this study, among many paradigms, I followed an interpretive research paradigm. As, I am conducting qualitative research, which is mainly based on secondary data, the conclusion of this study is subjective, human-constructed in the social phenomenon, individuality-based, and value-oriented.

The interpretative research paradigm assumes that social reality is observed and perceived by individuals in their ways allowing space for multiple (others') perceptions and interpretations of the reality of the world around them. So, in this study, I have used the Interpretative Research Paradigm to develop a theory of my perception from the interpretations of the literature review and the interviews of the participant teachers, to conclude its findings about the different perspectives of the teachers of various nationalities (especially Ethiopia, Nepal, Saudi Arabia, etc.) as they expressed their experiences or perceptions on the implementation of EMI.

Research Method

Narrative research has many forms and is closely related to various social and human disciplines. According to Barkhuizen (2013), narrative research originated from literature, history, anthropology, etc.; it has been adopted by sociology, sociolinguistics, education, and other fields. Polkinghorne (1995) states that in qualitative research, narrative refers to any text or discourse, or, it might be any text used within the mode of inquiry, focusing on the stories the individuals tell. Barkhuizen mentions that a narrative method deals with the individual's lived and told stories from the experiences. It focuses on the stories people tell about experiences of their lives and they can imagine or make meaning for their future lives too.

Barkhuizen (2013) states that narrative inquiry is the umbrella term in the field of research which includes stories of the people. It is also an interdisciplinary topic in the field. Polkinghorne (1995) further mentions that the analysis of narratives refers to research in which stories are used as data (p. 18). Narrative inquiry is a way of researching with various approaches to find out things or information in the humanities and social sciences that use those life stories of personal experience. In his view, it is based on multiple approaches to carry out research in social sectors. According to Clandinin and Cornelly (1994), experiences are the stories in which people live. People live stories, saying them differently; people assemble stories through experiences, and in telling them they affirm the stories, modify them, and tell them (Aslan, 2016).

Similarly, the narrative inquiry research method provides appropriate opportunities for exploring the stories and perceptions (experiences) of the participants. Clandinin and Cornelly (2000) further argue that in narrative inquiry, an inquirer enters into the cavity or passage in the middle of which the researcher goes ahead, concluding the inquiry is still in the middle of living and telling, reliving and

retelling about the stories of the experiences which made up people's lives whether they are individual or social (p. xxvi).

Clandinin & Connelly (2000) say "Narrative inquiry is a research method that strengthens the voices which may be left behind to remain silent, unheard, and unrecognized." This means that narrative inquiry is a research method that promotes the experiences and stories of the general people in the research who are not thought to be important in the history and literature of human society. They also argue that narrative inquiry is a way to understand people's experiences. It connects the researcher and the participants based on the time, place(s), and social interactions with the milieu. So, in this study entitled 'English Language Teachers' Perceptions on the Use of English as a Medium of Instruction in Public Schools; A Narrative Inquiry', I have used narrative inquiry as the research method as this method makes wider use of descriptions of the experiences and meanings of the previous researchers and the participants. I inquired and explored the narratives of the experiences of the English language teachers I selected in my study, to conclude my research on the use of EMI in ELT classrooms.

Butina (2015) notes that qualitative research and approaches are appropriate to investigate a problem or issue, to empower people. Similarly, it is essential when you want to develop a theory, and when you need a more thorough and/or in-depth understanding of a problem or phenomenon. She adds that; qualitative research methods are; used to find out what people do, know, think, and feel by observing, interviewing, and analyzing documents

`Hence, we can see quantitative, qualitative, and mixed method research designs concerning research design. As is the case of this study, I have used the qualitative research design to determine the perceptions of English language teachers using EMI. I collected first-hand (primary) data from some English teachers through interviews. However, this study mainly depended on secondary data. They are the main source of study and conclusion to be carried out in this research. I studied previous researchers on similar topics and concluded their perceptions of using EMI, its challenges, and the measures they followed to minimize them.

Site and Participant Selection

For this research, I selected Dailekh district of Karnali Province, Nepal, as the research site and five teachers teaching English in different schools as the research participants for the interview. I explored if the teachers have internalized the concept

of the EMI; they are pursuing it in their classrooms and, also discussed their experiences with the same. I selected my research participant teachers using a purposive or judgmental sampling procedure from my academic network. It aims to help the researcher identify and appoint participants who can provide rich and various data to reach the findings. While selecting the participants, I also sought permission from public or community schools that I included in this research. Both experienced and novice teachers were the research participants so, the experiences and understanding of teachers from various backgrounds were used.

Participants' Profile

I properly know the rights of the participants in the research. They should know the purpose of the data to participate in the study. They should also feel free to provide the real data or experience. So, I met my participants in the shops near their schools and had interviews with them. I let them know the purpose of the meeting and requested them to be a part of my study. Respecting the anonymity of my participants, I have collected data from participants giving them pseudonyms. I promised them not to publish their views on social media and that I would use them only for research.

T1 is a 38-year-old male teacher of English with a Master's degree in English in the neighboring village of Dungeshwor Rural Municipality, Dailekh. He is a Nepali citizen who has been teaching English for six years. He is always ready to gain knowledge and share it with others in the relevant field. He is of intermediate level in his teaching profession. He has participated in some research activities of others and his research as action research. He participated in this study to expand his knowledge in research work and related fields. He has also participated in NELTA and other research seminars on projects and his Master's thesis.

T2 is a male English teacher in one of the schools of Narayan Municipality, Dailekh. He is 42 years of age. He has been teaching English for more than 18 years. He is a Nepali citizen who is interested in teaching English in different schools, and he is also interested in helping others. He is an expert in his profession. He participated in this study to expand the horizon of his research knowledge and to help the researcher. He has conducted research in the field of ELT for the dissertation of his Master's degree. He has also actively participated in the NELTA programs and Teachers' Professional Development (TPD) training.

T3 is a male teacher in one of the schools of Narayan Municipality. He has been teaching English for 15 years with a strong enthusiasm for gaining knowledge

and helping others. He is a Master's degree holder and a Nepali citizen. He enthusiastically participated in this research. He has also experienced participating in other research activities; such as; his Master's degree thesis on 'Techniques in Teaching Poetry in Grade 10, Master's paper presentation on the use of ICT tools in teaching English, NELTA presentation in Hetauda on 'Multiple Intelligence in English Education', etc.

T4 is a 39-year-old male English teacher in one of the schools of Narayan Municipality. He has been teaching English since 2064 B S (2007 AD). He is a Nepali citizen with a Master's degree in English. He has been teaching English from the secondary level to the Master's level at Narayan Campus, Dailekh. He happily participated in this study to further broaden his research knowledge and to cooperate with the researcher. He is the trainer of English teachers in Leading Resource Center (LRC) Dailekh and English Training Center (ETC) Surkhet. He has participated in training for 'Research Methodology and its Relevance to Academic Field in TU Kirtipur, as well as an English training workshop for trainers in Nepalgunj organized by Save the Children.

T5 is also a 34-year-old male teacher of English in one of the schools of Bhairabi Rural Municipality Dailekh with a Master's degree in English. He has more than 15 years of experience teaching English. He is a Nepali citizen with the motto of honesty and hard work. He is good in his profession and has excellent teaching and working computer skills. He is a young fellow with enthusiasm and energy. He is still implementing the EMI in his classrooms. He had also run a boarding school in his village for some years. He happily participated in this study to expand his research knowledge and cooperate with the researcher. He also has experience of participating in NELTA programs and other professional development training.

The Following teachers have been ready to be participants in my research process:

Table 1

Table of Participants' Profile Summary

SN	Participant Code	Aca. Qual.	Experience	Age	Working School
1	T1	M. Ed.	6 Years	38 Yrs.	Shree Pipal Chautara Secondary School, Dungeshwor RM - 5, Dailekh
2	T2	M.Ed.	18 Years	42 Yrs.	Shree Saraswati Secondary School, Narayan Municipality - 8, Dailekh
3	T3	M.Ed.	15 Years	34 Yrs.	Shree Red Cross Secondary School, Narayan Municipality - 6, Dailekh
4	T4	M.A.	17 Years	39 Yrs.	Shree Saraswati Secondary School, Narayan Municipality - 8, Dailekh
5	T5	M.Ed.	15 Years	34 Yrs.	Shree Pancha Dewol Secondary School, Bhairabi RM - 2, Dailekh

Data Collection Techniques and Procedures

Creswell (2009) states that different data types can be used in qualitative research. They further argue that according to the study's research questions, qualitative research materials are received utilizing qualitative designs and approaches. Ngulube (2015) and Creswell (2009) state that the phrase 'Research Methods' illustrates the ways of collecting data, and research designs mean the ways of designing and carrying out research.

According to Patton (2002), qualitative research can use different data sources. The main sources are observations, interviews, questionnaires, document reviews, etc. However, the main source of qualitative research is interviews. In this study, as a narrative researcher, I visited the research site and talked with the participants (English teachers) regarding the purpose of my research. I requested them to put

forward their experiences in the data collection process. I have collected English teachers' narratives as data to generate information for this study. I primarily collected and generated data through interviews because interviews and observation are the major data collection techniques and three types of interviews are used in such research.

Butina, (2015, as cited in Patton, 2002) further states, "There are three basic approaches to collecting qualitative data through open-ended interviews, which include informal conversational interviews, standardized open-ended interviews, and the general interview guide approach. An informal conversational interview consists of a spontaneous generation (creation) of questions in the natural flow of conversation. In contrast, standardized open-ended interview questions are carefully prepared ahead of time and each participant is asked the same question in a certain sequence. The general interview guide approach sits in the middle of the other two approaches and includes the outline of questions ensuring that all pertinent topics are covered" (p.192). So, in this study, I also collected my primary data through semi-structured, 'standard open-ended' interviews, according to Patton's approaches to fulfill my research objectives. My other data are secondary data collected from previous studies conducted by other researchers.

Data Analysis and Interpretation

Butina (2015), in her study entitled A Narrative Approach to Qualitative Inquiry, states that qualitative data analysis is simply the process of making sense of the data. To do this, one immerses oneself in the data and consolidates the data focusing on the segments that may provide an insight (even a glimmer) into your research questions. Then the researcher compares the segments looking for patterns/themes in the data. The researcher interprets what was said and makes meaning from the patterns/themes. These meanings or understandings become findings within the study.

Similarly, Ngulube (2015) mentions that the "true test of a competent qualitative researcher comes in the analysis of the data" (101). He further argues that qualitative data analysis searches, evaluates, recognizes, codes, maps, explores, and describes the patterns, trends, themes, and categories of raw data, and transforms them into theories by interpreting and providing them with meanings.

Kim (2006) has mentioned in his study that data analysis can be done based on four elements: codes, categories, patterns, and themes. So, based on these four

elements, I edited the information and coded it with the pseudonyms of the participants. Then, I read the conversation between them and me. I read the conversation and other information several times. After that, I changed them into personal narratives based on their early experiences and practices of using EMI. Then, I narratively analyzed them.

Butina (2015, citing Patton, 2002), says that narrative analysis is one form of qualitative data analysis often used in narrative inquiry. There are no set procedures for narrative analysis but several narrative researchers have published guidelines and processes for analyzing narratives. Narrative analysts may use one of four approaches. The most common of the four approaches is narrative thematic analysis in which content within the text is the primary focus. (p.193). In this study also, I have used narrative thematic analysis from which I concluded the themes of the studies.

Quality Standard and Truthfulness

During this research, I visited some of the secondary schools to collect primary data (interviews) from the teachers of secondary levels (especially English), got to know each other, and shared some pedagogical experiences with them. As qualitative research depends mostly on pre-existent secondary data, I consulted many reports and results from previous research. They all have expanded my horizons of learning and researching.

As a researcher, I created stories of my research participants' truthfulness with a real context. Reports of the research sound/resemble my experience, they are realistic and do not come across any risk. The stories I created here during my research are based on the experience of research participants (my interviewees) and whoever reads the story, I am sure, s/he feels the story is relatable in their context.

Ethical Considerations

Ethics refers to morality, as I understood. Creswell (2009) and Cohen et al. (2018) state that ethical research concerns what researchers ought and ought not to do in their research; and behavior. Thus, in research, ethical consideration means how the researcher has followed morality while conducting the research. The research topics may resemble each other to some extent, but the report writing should be original and not copied.

This is qualitative research. Qualitative research tends to ensure the confidentiality and privacy of the research participants. The participants were not suppressed (harmed) during the research and were well-informed to give their

information spontaneously. According to Creswell (2009), the following four things have been taken into consideration while doing this research:

Informed and Voluntary Consent

I have maintained the ethical matter of 'informed and voluntary consent' by informing participants to be part of my study. I recognized their right to be informed about the research process and its purposes. I requested that they narrate their experiences of teaching English in the public schools of Dailekh, Nepal. I ensured them that they could withdraw their involvement whenever and wherever they liked.

Confidentiality of the Information Shared

I conducted this study in my autonomous interest, so I collected the data respecting the participants' noble ideas and opinions and letting them express their opinions freely without forcing them to support my purpose and process. So, they narrated their stories of experiences confidently that they are experiencing. Therefore, I had to change the conclusion of my study.

Anonymity of the Research Participants

Cohen et al. (2018) state the notion of anonymity in qualitative research is essential in the sense the researcher should not reveal the information provided by the participants as well as their identity. In some research cases, the participants may like not to expose their identity for authentic data/information. In collecting primary data through interviews, I promised my participants that their identities would be kept secret if they intended. Pseudonyms are used for the participants involved in this research.

No Harm to Participants

During the data collection of the research process, the researcher should not cause any harm or pressure on the participants. Considering this issue, I have caused no harm to the participants while taking the data. It means I did not take data without giving any information to them and without taking their consensus. I provided them with full information about the benefits and risks of the study. I ensured them that they would not risk participating in the interviews.

<center>**Pedagogical Thoughtfulness**</center>

As an English teacher, my curiosity and thoughts grew towards implementing EMI or shifting the code (translanguaging) for a long time. So, my interest in improving the English language teaching situation in the context of Dailekh, Nepal, and in my own has been long, too. The present study shows good thoughtfulness and

findings in the context of the ELT situation, especially in Nepal. The findings of this study are beneficial for the teachers who are/will be involved in English pedagogy and helpful for the future rulers and policymakers in the implementation of EMI.

CHAPTER IV

DESCRIPTION OF MAJOR THEMES

As this study aims to explore the teachers' perceptions, especially of English, it has come up with three themes after studying the literature concerning the implementation of the EMI. The themes are presented here that are gathered by this researcher as follows.

Sustaining the EMI

Sah and Li (2018, p. 109, as cited in Ghimire, 2019) stress, "There has been an increasing trend among non-English speaking countries to adopt the English Medium of Instruction (EMI) policy in schools for the last couple of decades." Dearden (2014) emphasizes that EMI is increasingly used in universities, secondary schools, and even primary schools. The EMI has many important implications for the education of young people. Yet little empirical research has been conducted into why and when EMI is being introduced and how it is delivered (p. 4). According to Ghimire, quoting Sah & Li, and Dearden; EMI is a fast-spreading phenomenon worldwide, touching the education system of all levels, i.e., primary, secondary, and universities. In this way, Ghimire thought we could make the learners construct their knowledge by participating in group or pair activities in English. Communicative activities also are essential for learning a foreign language. So, according to Ghimire, English can be learned/taught using it as a medium of instruction.

McMahon (2019), in her study entitled EMI - English as a medium of instruction, mentions that teaching strategy of course subjects through the English language at the primary level as a second or foreign language may be discouraging at first. However, with the provision of the right training and support, it can be a very satisfying experience for the teacher. So, this definition shows that teaching English medium at the primary level is very hard but to achieve success to some level, we should train the teachers and manage other supports. Considering McMahon's opinion, if we provide training to educators and strengthen the support mechanism, we can have satisfactory outcomes in teaching English. Thus, McMahon stated that learners can learn the TL in groups using English as a medium of instruction (EMI), and language learning can occur easily. She also believes that they must practice communicating in the TL (English) to build their capacity to communicate in it.

In their research, Dahal and Gyawali (2022) write that the teachers and most of the students at the college level liked using EMI. The result of the study showed that EMI is growingly implemented in the academic field. However, the students, who are much more than half in number, responded that they were facing difficulties in understanding the text and also needed their L1 use, though they wanted to use EMI. They concluded their study by suggesting to everyone in the English academia that we should raise positive attitudes toward the EMI from the policy-making level to the implementation level, such as in English classrooms. They say that the Government, Ministry of Education, Science and Technology should train the teachers, make the teaching materials available, and fulfill other essential requirements. The study was conducted among 16 teachers and 80 students of higher education (college level) of Surkhet Valley using class observation, interviews, and questionnaires. Thus, in the study of Dahal and Gyawali, conducted for the higher level of Surkhet Valley, we can see that EMI is good for the communicative performance of the learners. However, we must fulfill some prerequisites; such as training the educators, making the materials available, etc., for better implementation of the EMI and its better results. So, Dahal and Gyawali believe that learners can create their knowledge of the TL when they work in groups (social environments), and they have to communicate in the target language (English) to develop their communicative abilities in it (English).

Analyzing the above literature reviews on this theme, Ghimire (2019), along with Sah and Li, opines that EMI has been a rapidly increasing phenomenon throughout the world in recent decades and it should be emphasized in public schools of Nepal also or it should be effectively implemented as it poses various prospects. McMahon (2019) states that the EMI strategy may be hard and discouraging initially for primary or school-level students. However, if the government provides training to the teachers and other support, it can produce better results for the younger ones. Dahal and Gyawali studied the effectiveness of EMI at the campus level in Surkhet Valley. They found that both parties (teachers and students) accepted the benefits of EMI and suggested that the relevant authorities; and the government of Nepal should take some policy-level steps and provide training to the educators for implementing EMI. Yet, they also mentioned that the students preferred the content to be explained in their mother tongue. So, looking at some of the earlier opinions, we conclude that EMI can enhance the student's communication ability and should be implemented strictly as a monolingual teaching strategy providing training and support

mechanisms. For that, some policies regarding the education system, a strict evaluation system, training the teachers, and providing instructional materials easily available, are the prerequisites. Thus, the studies of Gyawali & Dahal, and others emphasize properly implementing EMI.

In my primary data collection, T5 narrated his experiences when he attempted to implement the EMI in his classroom, the learners were initially puzzled because they could not understand the content easily. Then, he improved his strategy by preparing more and more instructional materials, increasing group work, and easing the language used in his classroom. He also encouraged the learners to speak the easy words. Then, they began to produce some easy words. In this way, he is encouraged to implement the EMI and he is still attempting to do so. Yet, he agreed that it is a reality for public schools to use the students' L1 to some extent, and he uses a little of the mother tongue to give them key concepts at the end.

Here, looking at the above pieces of literature of Ghimire, McMahon, Dahal & Gyawali, and the narrative of T5; we have to allow the learners to choose the medium of instruction in the classroom. If the learners understand the content and prefer the EMI, they can implement it in the class. With this, they can participate in pair and group activities and communicate. By so doing, they can construct their knowledge and enhance their communicative capabilities in the target language. So, in this context, I prescribe Learners' Preference Theory in the context of ELT in Nepal while teaching English as an FL/SL.

Switching the Code

Kjellström (2021) conducted a study on EMI in the schools of Ethiopia. The study shows that although there are some benefits in implementing EMI in English/EFL classrooms and so many public schools are also attracted to it, it is not free from challenges. The founders of the private schools saw that they could have better access to the materials. There is also the possibility of access to better curricula. EMI had positive influences in the community. It showed wider chances for communication and job opportunities also. Several challenges or problems also appeared when teachers entered the classrooms using EMI. They saw that in implementing the EMI, the teachers or educators should be proficient in spoken and written English. It was also clearly seen in the study that the parents of the children were involved only a little in children's learning activities. Some of the parents were also worried about the loss of their mother tongue and culture. Lack of government

support was also another obstacle to implementing the EMI. They also realized that much of the student's learning of English could be overcome by using their mother tongue. Kjellström (2021) believed that second language learners can participate in group activities and construct their learning when they clearly understand the content, information, and guidelines their teachers provide. They should also comprehend the subject matter to participate in communicative activities. Thus, according to Kjellström (2021), language learners' comprehension of the content is the prominent thing to teach them through EMI.

In one of the studies conducted in Saudi Arabia, Oraif and Alrashed (2022) state that it is difficult for students to learn English using the EMI. They prefer that the teachers translate the subject matter into their mother tongue. The study was conducted targeting students who were higher than the school level. Although they are impressed by the implementation of the EMI, Saudi Arabian higher education students demanded the text be described and interpreted in the mother tongue. The study, thus, illustrates that learning English or any other second language can be more effective when the teachers or facilitators use the student's first language. Oriaf and Alrashed (2022) believed we should involve the learners in group activities and make them work together. They should also be engaged in communicative activities to have the necessary communicative skills in the target language. To do so, the learners should have understood the content clearly. To understand the content clearly, Oraif and Alrashed opine that the facilitators/teachers should use the learners' mother tongues in the classrooms sufficiently.

Shrestha (2023) mentions that teaching can be effective and comprehensible for the students if the teachers explain the text in their mother tongue (switch the code). Otherwise, it may be difficult for them to understand because of the vocabulary of the foreign language. Analyzing the narratives of her participants Mr. Jagat, Mrs. Mamata, and Mrs. Sita; she mentions that they switched codes because their students demanded to explain the meaning of the contents in Nepali for ease of understanding and use Nepali to clarify concepts. According to the study of Shrestha, it is clear that teaching English as a second or foreign language; is effective and comprehensible for students when the teachers switch the code or explain the text in the mother tongue. The participants of Shrestha also have a similar perception because their students can understand the content better when they switch the code in the classroom. Shrestha believed that with the help of their mother tongues rather than the EMI, the learners

get involved in group activities and make their learning by working together. They can also participate in communicative language activities and enhance their communicative abilities when they understand the content clearly.

In an article, Ghimire (2019) mentions that EMI has created many difficulties for students and teachers. The action or involvement of EMI in public schools has been a great challenge from the view of instructional difficulties for teachers and more importantly, from the view of the existence of language for all (teachers and students). Thus, Ghimire points out the challenges in implementing EMI in English classrooms for teachers and students and recommends using students' mother tongue, so they can learn the content easily and make clear concepts of concrete and abstract objects. In Ghimire's opinion, the theory of social constructivism has a major role when the learners get involved in groups and make their learning by working together. The theory of CLL or CLT and the theory of EMI contribute when they participate in classroom interaction in the target language (in this context English).

In the study about the implementation of EMI, his experience from the Nepali hinterlands, Khati (2016) mentioned that in many public schools of Nepal, EMI has been a motto and has been adopted rapidly in recent decades. It has been the key selling point of the schools in the education market in the name of quality education. However, only a few students have succeeded in the local, international, or global market. Thus, from the conclusion of his study, it is obvious that schools have made the notion of EMI the issue or matter of marketing the schools in the educational arena. They have made EMI the slogan to be sold by schools and purchased by people. Khati further explains that though; EMI may increase the learners' communication skills to some extent, it lacks proper policies at the implementation level. So, Nepal needs to follow the multilingual language planning and policy model to obtain fruitful educational results. According to Khati, the learners should be clear about the content with the appropriate use of multilingualism or the mother tongue, and if necessary, engage themselves in group activities to construct their knowledge by giving themselves; have communication in the target language (English) to enhance their communicative abilities.

Karki (2018) mentions that using EMI in community schools in Nepal; is just a tool to attract the parents' attention to send their children to public schools and increase their trust in community schools about their quality. Ojha (2022) says that it is just a panacea ('romanticizing' or hypothetical state) to think about how EMI

improves the condition of public education. However, EMI is inappropriate or unsuitable in Nepal's multilingual situation. Instead, the leadership skills of headteachers, teachers' effectiveness in teaching skills, and active involvement of the community's parents in schools should be promoted to improve the educational situation. Looking at the quotes of Karki, it is obvious that; using EMI in the public schools of Nepal, is only a slogan to attract the students. In reality, EMI is causing difficulties or hindrances in learning English. Karki believed that the learners are the educational system's focus and they should have understood the content the teachers deliver. He emphasizes that with the use of the learners' mother tongue, the teachers can clarify the content. When the learners understand the content clearly, they can participate in pair and group activities and learn by working together. They also participate in communicative activities if they comprehend what the content says. Otherwise, they become the crow lost in the fog.

Subedi (2024) states that the main aim of English classes is to teach the English language. Regarding the medium of instruction in the English classrooms, he used to hear complaints that some schools have made it mandatory for students to speak English. Students were forced to use the English language only in the classroom. In many cases, they were kept outside because they did not speak English. It created psychological problems for the students. He suggests teaching English to the students by beginning with speaking and explaining in English. To explain a situation or a problem, we can use Nepali. He advises us to be bilingual. Bilingual means that when the students have a problem understanding for the students, we use Nepali or the learners' mother tongues. By concluding his experiences of teaching in colleges of Nepal and drawing various experiments' outcomes, he emphasizes that students cannot learn and read without understanding. The significant thing about teaching is students understand the content. He also reveals that the results were more effective when the students' language was used in the classrooms. Therefore, he further emphasizes that it is not right to control the medium of the class that way. The best way to teach is to use both the mother tongue and English. He calls it a mixed method in his words. He and many of his friends have been using this method. Subedi recommends this method in English classrooms is effective and appropriate.

I have an experience of learning and communicating in English. When I passed my B. Ed. in English, I got an opportunity to visit Kerala, India in 2054 BS (1997 AD). After completion of my bachelor's degree, I could hardly produce some

chunks of English sentences. There was/is my father's patron and he was calling us repeatedly. Since I studied English, my father, and elder brother-in-law took me with them. My father could understand and speak some simple English and understand some Malayalam (Kerala's local language). However, my brother-in-law could speak neither of those languages. My father and brother-in-law made me speak English during our travel to Kerala as they would not understand and speak our Nepali. When we reached Kochin, they arrived to receive us. They still live in Nellad, Kerala, India. As we reached their home, my conversation was via English. I struggled to complete the sentence or exponent on the first day. It was a little easier from the second, and third day, I greatly improved my conversation skills. My father and brother-in-law returned on the seventh day and left me there for the next seven days as they (Indian people) were interested in visiting our place. Then, there was the English language only I could converse in. When my fifteen-day trip ended, I arrived home after 18 days. Till I arrived home, my English was as fluent as my Nepali. One of my elder brothers, who studied in the same class at the school level, was puzzled seeing me speaking so fluent English.

Regarding the implementation of the EMI, Oraif, and Alrashed (2022) from Saudi Arabia, in a study targeting the higher level than the school level, found that the students felt learning easy when the teachers taught them in their mother tongue. Kjellström (2021), who researched school-level students in Ethiopia, found that there are so many obstacles to implementing the EMI. He saw the lack of parental involvement in children's learning, school activities, government support, and the parents' worry about losing their mother tongue, are remarkable barriers to implementing EMI. They recommended that using students' L1 without losing any cost could easily overcome those barriers. Karki (2018), in the case study conducted on the effects of EMI in public Schools of Nepal in the Mt. Everest Region, mentions that the use of EMI in community schools of Nepal; is just an enticement to attract parents to the public (community) schools because of which they send their children to these schools. Shrestha (2023) explains that her participant teachers switch codes in their classrooms because their students demand to explain the meaning of the contents in Nepali for ease and they use Nepali to clarify the concept. Subedi suggests we use mixed mediums in the classroom to make the students understand the content easily. By helping the students understand the content, developing their communicative capabilities is not difficult.

In the interviews, with my participants during my research, T1, T2, T3, and T4 expressed through their narratives that to learn the target language, the learners must understand the content the teacher delivered to them. When they understand the content, they can converse in the target language. For that, the teachers should switch the codes in the classrooms. Or the teacher should use the mother tongue of the learners. When they comprehend the content clearly, they can participate in pairs or groups in the classrooms and do the assigned activities in the target language. They can also communicate in the language they are learning. For that, T1, T2, and T4 use students' L1 (mother tongue) for about 50%. T3 states that he uses their mother tongue for about 25% of the class. Thus, these four teachers advocated using the L1 (mother tongue) of the students or translanguage while teaching.

Reading the pieces of literature of Oraif and Alrashed, Karki, Shrestha, and Subedi (2024); and the narratives of T1, T2, T3, and T4, it is crystal clear that we must allow the learners to choose the medium of instruction in the classroom. If the learners understand the content and prefer the EMI, they can implement it in the class. When the learners do not understand the content in the target language (English here), they should be allowed to switch the code or we should use their mother tongues. When they understand the content, they can participate in pair and group activities and communicate with each other. By doing so, they can learn the target language easily and participate in class activities. The process of teaching and learning becomes worthless without the learner's understanding. So, I strongly recommend the Learners' Preference Theory in the context of ELT in Nepal while teaching English as an FL/SL.

Preservation of Identity

Zhang and Wei (2021) mention that researchers emphasize using the first language (L1) in the EMI classrooms as a mediator. They, along with Tei and Wei (2023), further mention that translanguaging practice is highly recommended in the classrooms of Arabian schools. As cited in Belhiah and Elhami, they say that in Arabian and Persian schools, implementing a bilingual curriculum as a challenge to a strict English-only strategy is necessary to support the students' linguistic skills in both Arabic and English. They further argue that a bilingual curriculum leads to stronger proficiency in the skills of language learners. On the other hand, it also recognizes and values the students' national identities and local cultures.

Dahal (2023) has mentioned that in urban areas, public schools in Nepal have been lured into adopting English medium instruction in recent years. Though; many schools are attracted to the English medium instruction, he sees it (EMI) from three angles: at first, he sees it as an instrument to enhance the student's proficiency in the English language, secondly, he sees it as a barrier in the student's academic performance and thirdly, he sees it as an imposed and aggressive attempt to overshadow the mother tongues of the students. Concluding his study, Dahal further emphasizes that EMI is a helpful tool for enhancing the students' spoken proficiency to some extent, and rather than the EMI, the students' mother tongues (L1s) can deliver quality education. This can ensure students' social and psychological advantages and sound academic achievements.

In an article, Phyak (2018) mentions that the ideology of Vikas (विकास), or development, has enforced a monolingual EMI policy in both public and private schools of Nepal by disciplining language activities. These language disciplining strategies reproduce the sociolinguistic inequalities on the one hand; and, on the other hand, divide students in terms of socioeconomic and language-competence backgrounds. In this statement, Phyak (2018) is harshly critical of the ideology of 'Vikas'. He argues that the ideology (notion) of development has swallowed the languages and cultures of many communities. He further claims that this ideology has caused other languages and cultures to suffer by imposing an English-only teaching strategy on the teachers and students, making them speak only English. Most importantly, language disciplining behaviors make the school a policed place; the teachers' and students' right to speak multiple languages are highly suppressed or crushed, and their self-esteem, identity, and opportunities to participate in interactions are badly affected both inside and outside the classrooms.

Graddol, under the title, The Political Dimensions of Language Teaching and the Participatory Approach, sees that the availability of the English language is speeding globalization up on the one hand, and; the globalization of English is speeding up the use of English; on the other. However, this view of English as a global language may have benefitted some/few individuals. Other people worry about learning English and joining an 'English-speaking identity' means losing some abilities or skills in another language (learner's native language/L1). Thus, establishing a new identity as an English speaker might cause the other (native) identity to disappear or

die. Nowadays, many nationalities have begun to worry that the dominance of the English language is leading to the loss of other (endangered) languages and, consequently, their cultures (Freeman and Anderson, 2011, p. 209).

After studying the above pieces of literature on this theme, Phyak (2018), Graddoll (2006), and Zhang and Wei (2021) have strongly criticized the implementation of the so-called EMI strategy on one hand, it has imposed a monolingual burden on the students causing learning difficulties, and on the other hand, it has hurt the local language and culture causing them to disappear. And, in the long run, their own identity would disappear too. So, for the sake of teaching English as a profession, we should not let our language and culture disappear.

During this study, the participating teachers T1, T2, T3, and T4, who spontaneously and happily took part in the interview, did not directly narrate their stories about the loss of their learners' identity. When they expressed that the learners felt clear, easy, intimate, and secure while learning with an explanation of the content in their mother tongue, it was obvious that learning in the learners' mother tongues can be effective and fearless. It also boosts the learners' psychological readiness to learn. Indirectly, it can easily be assumed that the learners and their parents are afraid of losing their language, culture, and identity.

Studying the pieces of literature of Zhang and Wei (2021), Graddol, Dahal (2023), and the participants T1, T2, T3, and T4, I came to conclude my research with the LP Theory as this theory allows the learners to pursue the medium of instruction in their own choices. The second-language learners should be left free to select the medium of instruction as they can learn in the language they grew up, spoke, lived, and loved. Every community and individuals have intimacy with the language and culture s/he had grown up. S/he does not like his/her language and culture to disappear as time passes. S/he has the right to preserve it. S/he can learn in his/her homelike environment with pride and security in the mother tongue. Language Preference Theory can preserve one's language and culture, enhancing an individual's learning of another language.

CHAPTER V

DISCUSSION

The purpose of this study is to explore the experiences and perceptions of the teachers who taught through the medium of English. For the fulfillment of the purpose, I have collected and studied the data mentioned in the earlier chapter(s). In this chapter, I present a detailed discussion about the issue of implementing EMI while teaching, from the primary and secondary data collected.

Discussion in Thematic Order

The study of McMahon shows that EMI, which is a foreign language teaching strategy, though difficult at first, can be effective for the learners and satisfying for the teachers as well. The main learning theory behind this strategy of McMahon is Social Constructivism propounded by Russian psychologist Vygotsky. Social constructivism occurs under cognitivism, is one variety of cognitivism, and emphasizes the collaborative nature of learning. According to Vygotsky (1978), language and culture are significant components in the development of humans, both in intellectual development and in the way he/she perceives the world. Language abilities enable children to overcome the natural limitations of their perceptions and fill them with culturally constructed senses and meanings of the world. According to Brown (2007), social constructivists view learning as an active process. Learners should discover principles, facts, and concepts without depending on their teachers. Teachers may support them from the back when they have any difficulty or confusion. A social constructivist illustrates that reality is not an individual thing that s/he can discover alone because it does not exist in advance. Thus, McMahon's teaching strategy is grounded on the theory of social constructivism in learning a second language when learners work together and make their learning with their feelings, out of interactions. Vygotsky's theory advocates social constructivism helps learners construct knowledge to find out and solve problems independently, developing personal interpretations of the world based on their experiences and interactions. Self-awareness, self-facilitation, and self-regulation lead the learners to acquire knowledge from each other in the group learning environment; (Saleem et al, 2021).

It is supposed that EMI supports the learning of language communicatively. The language learning theory on which the strategy of McMahon is based is;

Communicative Language Teaching (CLT). Through CLT, it is believed that an L2 learner learns his/her target language by practicing language in meaningful contexts using language functions. CLT has developed very different language learning and teaching perspectives. In the opinion of Richards and Rogers (1986), the theory of communicative language teaching is an inclusive theory assuming that language is a way of expressing meaning; it primarily works to manage people's interaction and communication with each other. Language structures are used for functional and communicative purposes, and language is not only the grammatical structures but functional and communicative meaning in the discourse are more important factors. The activities carried into the language classroom are communication-focused and should serve to enhance communicative skills, which is the primary principle of communicative language learning. The teachers and students perform the classroom's direct and indirect communicative activities; (Ma, 2009, p. 1). Nunan (1986) writes that communicative approaches to language teaching have been widely embraced in recent years in different classroom environments. Thus, according to CLT, language teaching theory suggests the meaningful input of the target language in a real-life context. The data that have arrived in my hands through interviews with the teachers, here in Dailekh, Nepal: teacher 5, who is one of the participants in this study, shows that when he implemented the EMI in his classrooms, the learners felt very difficult and hesitated to produce English words at first. But later, when he encouraged them to speak at least some words and he organized game-like activities in the class, they got motivated and began to speak. T5 gave a summary of the lesson in Nepali at the end. So, he has concluded that if we are well-prepared for the classroom, we can enhance the learners' communicative abilities by implementing the EMI.

According to Rosenshine (2010), there are ten principles of teaching foreign languages with implementing EMI. They begin with a revision of the previous lesson and end by providing feedback. The main learning theory behind this philosophy of teaching, followed by Rosenshine, is the Social Constructivism of Vygotsky. Vygotsky (1978) believed that learning is a continuous process approaching the learners' potential from the existing level to a higher level. This learner's continuous development occurs via social interaction in the Zone of Proximal Development (ZPD). According to Vygotsky, ZPD is determined by the skill of independent problem-solving; and the level of possible development that is developed by the problem-solving practice of the self, adult guidance, and collaboration and interaction

with peers who are more capable of others (Aslan, 2016). Vygotsky claims that language and culture have crucial roles in individuals' intellectual development, and the way humans perceive the world. However, learning a (second) language can be transferred using language, information interpreted and understood by experience, and interactions within the cultural setting (Akpan et al., 2020). Kim (2006) mentions that social constructivism is a theory that emphasizes the importance of culture and context in understanding the occurrence in society and the construction of knowledge based on that understanding. Kim presents three assumptions: a) assumption of reality which believes that reality is constructed through activities of the human being(s) and members of society discover the properties of the world working together; b) assumption of knowledge in which we can see that knowledge is a human product, and it is constructed culturally and socially; and c) assumption of learning in which social constructivism sees learning as a social process and it does not occur only within an individual.

There is a general belief that EMI fosters English language learning, and when English is used as a medium of instruction, it helps us enhance the learners' communicative abilities. The language learning theory within Rosenshine's principles lies in; communicative language learning (CLL). The magazine 'Educational Research Techniques'; mentions that CLL recommends grammatical, sociolinguistic, discourse and strategic competencies to be developed in the learners. The teacher performs the role of supporting and encouraging the learners while they are communicating with each other. Another relevant theory with CLL is communicative language teaching (CLT). CLT was introduced in the 1970s by American and British linguists to develop functional competencies in L2 learners. Later, however, CLT followed the communicative agenda differently. CLT methodology is centered on the learners' participatory experience; and meaningful interaction in the target language. It emphasizes communicative situations with less structured more creative language tasks. For this, leaving back memorizing scripted dialogues, games, problem-solving, and situational role-plays are focused on communicative language teaching (Dornyei, 2009). CLT, which differs from the traditional language teaching method, includes language functions in its curricula instead of grammar development in the learners. The main aim of CLT is to develop fluency and the ability to communicate with people in different situations in the learners, embedding grammar use in the appropriate contexts (Suemith, 2011). So, Suemith emphasizes pursuing CLT as it

enhances learners' communicative capabilities because language is used to transmit messages. Wilkins (1972), and, Canale & Swain (1980) mention that in CLT, the main emphasis is on enabling the learners to communicate in the target language instead of memorizing the set of language rules. The goal of CLT is to achieve communicative competence. Earlier versions of CLT focused on the definitions of language functions that could be used to create communicative syllabuses in language teaching (Yoon, n.d.). Richards and Rogers (1986) believe that CLT is not a method like audiolingual, grammar-translation, direct method, etc. It doesn't follow a strict content, syllabus, clearly fixed routine, etc. Instead, CLT leaves its door open for various teaching methods and techniques. It uses materials and methods suitable to a specific or given learning context. They add that CLT has passed through various movements such as; proficiency-based instruction, standard-based instruction, etc., but, CLT greatly emphasizes Developing Oral Communication Skills (Brandl, 2021). In my primary data collection through interviews, T5 expressed that when we are well-prepared in the classroom, we manage sufficient materials with digital tools, and organize a lively and active learning environment, we can improve the learners' communicative abilities with EMI.

The study of Dahal and Gyawali, focusing on teaching English at a higher (college) level and conducted in the Surkhet valley, demonstrates that we had better implement EMI in teaching English as a foreign/second language. They recommend that for effective implementation of EMI, management aspects such as teacher training, provision of materials, and education policy should be improved in Nepal. Dahal and Gyawali have based their theory on Vygotsky's learning theory. Mohammed and Kinyo (2020) write that language and culture, according to Vygotsky, affect the intellectual development of people and their perception of the environment. Language transformation in learners occurs through the interpreting and assimilating of their experiences and cultural concepts. Learning is produced and co-constructed socially among people within a community who share language and culture. The 'social constructivist theory' sees children gain knowledge in partnership or collaboration with their teachers and peers. This kind of learning promotes collaborative learning that makes learners work among themselves and with teachers and construct knowledge themselves; thus, it is called constructivism (Saleem et al., 2021, p. 406). An article; as cited in Vygotsky, in the magazine Graduate Student Instructor: Teaching and Resource Center, mentions that language and concepts

(knowledge) that are transmitted through language are social phenomena. So, according to Vygotsky, human cognitions or concepts (knowledge) are socially constructed. Vygotsky blamed the earlier psychologists and educationists for failing to understand that learning is a collaborative process. With the help of collaborative learning, the learners' teamwork and individual development skills are enhanced. It is recommended that the optimal size of the group-work or team-work is four or five. Gray (1997) states that in social constructivism, students actively participate in the activities, the learning environment is democratic, and interaction between the learners and the teacher plays a crucial role (AsIan, 2016). Thus, this theory confronts the idea that learning (here, language learning) occurs in collaboration with others in the social environment (miniature society).

The language learning theory behind the study of Dahal and Gyawali is CLT, which is assumed to be enhanced by implementing EMI in the classroom. Here, we can see that CLL and CLT are taken as synonymous/complementary to each other. Brandl (2021) writes that CLT in action contributes in two ways: 1) It gives a conceptual foundation relevant to language teaching and learning, being mostly based on the principles of language learning; 2) It puts the instructional practices forward that are significant to achieve the high impact on communicative language learning, emphasizing the pragmatic aspect of language teaching. 'The major understanding about communicative language teaching is understanding of communicative competence. The term was coined by Hymes (1972); and meant to include socio-linguistic rules and appropriateness of utterance or expression with the knowledge of grammar. Now, the term is used in language teaching contexts which refers to the ability of the learners to establish meaning - to successfully combine a knowledge of theoretical rules of language in practical communicative interactions. The term is used for both oral and written forms of communication and in academic and non-academic settings, (Savignon, 1972, 1983). T5 stated when implementing the EMI, we have to be well-prepared for the classroom, manage sufficient materials with multimedia, and organize a lively environment in the class. By doing so, we can improve the learners' communicative abilities.

Thus, studying the above research of McMahon, Rosenshine, Dahal & Gyawali, and others; it seems that EMI is important for teaching English as a foreign language in Nepal. It gives the learners enough exposure to the target language (English). It is very much relevant to the Comprehensible Input Hypothesis of

Krashen, according to which learners can practice the structures of language in real functions. It is based on the learning theory of Vygotsky, which states that knowledge and reality are created through the experiences and insights of individuals through collaboration and the exchange of ideas, followed by the construction of a new body of information or truth. It is also based on communicative language learning (CLL) because it allows learners to enhance their communicative capacities in the target language. I have experienced implementing EMI in my secondary level classroom optional English (Linguistics), and I also attempted to be an EMI teacher as far as possible by preparing, using simple words, and printing some flex boards. My students kept silent and listened and copied my notes. However, they indirectly requested the school management committee (SMC) chairman to advise me to tell them about the content in Nepali to some extent. So, educators or scholars see contradictions in applying either medium of instruction. Whitehead, as cited in Whitehead and Huxtable (2016), believes that professionalism in education includes professional responsibility to innovate new ways of accomplishing duties by asking questions to oneself, and answering questions such as, 'How do I improve my educational influences in my learning, and learning of others or my learners. So, according to him, we educators; must keep exploring or researching newer and newer strategies of English pedagogy in the context of foreign language teaching (Whitehead, 2019). So, I have concluded and theorized the issue as 'Learners' Preference Theory (LP Theory)' in the context of ELT in Nepal. This theory allows learners to select the medium of instruction on their own choices. I believe that the learners choose the medium of instruction in the language classroom in which they understand the subject well.

Balter et al (2023) researched the implementation of EMI to find the perceptions of the educators in the schools of Sweden. They found that the enrollment rate of the students in the English medium schools was lower than in the Swedish medium schools and the dropout rate was higher in English medium schools compared to Swedish medium schools. Therefore, they concluded that the learners' mother tongue doesn't interfere with learning the second language. Instead, it plays a positive role by making the repertoire of the vocabularies of the languages and learning the structures comparatively. So, the use of learners' mother tongue supports the learning of another language. The study of Balter et al. is based on the learning theory of social constructivism propounded by Vygotsky. Berger and Luckmann

(1966) put their logic that social reality, truly speaking, does not fall from heaven, but it is constructed through peoples' daily practices; and so, is the production of human beings. Woolfolk (2004) mentions that, according to Vygotsky, cooperation and collaboration are significant for a deep understanding of content in a constructivist classroom. When learners have group work and interactions among themselves in addition to their one-to-one relationship with their teacher, they can have a deep understanding and internalization of knowledge with the completion of their project works from their own experiences (p. 326). Vygotsky believed that when there is social interaction, internalization of knowledge and deep understanding becomes more effective through cooperative learning. A question may be raised that knowledge is constructed internally at a particular situation and point in time or it is constructed generally. However, some theorists claim that Vygotsky believed that social constructivism and situational learning are automatically social and attached to a particular cultural setting (Powell & Kalina, 2009, p. 244). According to Saleem et al (2021), Vygotsky's learning theory of social constructivism, learning occurs through the cognitive development of an individual with the guidance of adults and with the learners' collaboration among themselves in the social environment. Saleem et al. (2021) mention that social constructivism is a teaching style that emphasizes the participation of the students and their discussion and sharing. This technique gives enough space for the learners to group and interact with each other. In interactions among the whole class or in small groups, students are involved in discussions on specific topics, brainstorm and share their ideas, and add something new to their existing knowledge.

Language is for communication, and it is believed that EMI promotes learners' communicative skills in English. So, the language learning theory relevant to EMI, based on Balter et al.'s finding is based is; communicative language teaching (CLT). Richards (2006) states that CLT is based on the principal goal of language teaching, which is to teach, how learners learn a language, and how we can make the best place of learning. Balter et al. (2023) believe that learners can learn a language (mostly a foreign language) and be able to communicate in it through bilingualism (using the learners' mother tongues along with the target language). Willis (1996) advocates that it is not good to completely ban L1 use in the classroom to teach the learners to communicate in the TL. The monolingual classroom is seen as an obstruction in English classrooms. Due to globalization and the transmission of culture across

societies, multilingualism has been a need for communication, and thus, for learning. A study in Turkish secondary school classes with 12-year-old children has shown that when a group was banned from using L1 (mother tongue), the teaching and learning became less effective and shorter as many (weaker) children gave up their studies shortly after they began. So, the study concluded that the learners should be allowed to use their mother tongue on some occasions systematically, and, in relevant tasks by making them practice communicating in the target language. Here, Balter et al. claim that foreign language learning, in this context of learning English, is also possible when the learners clearly understand the content and instructions their teacher provides them, interact and participate in group activities or with their teacher, and take part in communicative activities. According to Liao and Zhao (2012), CLT is a set of goals and processes in learning and the main theory behind this approach is the acquisition of communicative capabilities in the learners. Butler (2011) states that the communicative language theory is a method that views language as a tool that maintains the social relations of human beings. So, language teaching methods should be based on language contexts and circumstances having enough extent to exchange language components. The concept of CLT brought out the need for an interactive classroom environment in which the teacher addresses the learners' communicative needs. In the interview with me, T1, T2, T3, and T4, mentioned that the learners can learn by collaborating when they understand the content their educator presented to them and the instruction s/he gave to them. For that, their educators or teachers had to use their mother tongues. In this way, different approaches, methods, and even techniques also have appeared in foreign language teaching. Some focus on using the target language (TL) only whereas, others emphasize the appropriate use of the mother tongue. This situation seems to be contradictory.

Zhang and Wei (2021) mention that researchers emphasize using the first language (L1) in the EMI classrooms as a mediator. They further mention that translanguaging practice is highly recommended in Arabian schools. Citing Belhiah and Elhami, they say that in Arabian and Persian schools, implementing a bilingual strategy is necessary to support the students' linguistic skills in both Arabic and English. They further argue that a bilingual curriculum leads to stronger proficiency of the skills of language learners and it also recognizes and values the students' national identities and local cultures. The learning theory that supports this finding or exploration of Zhang and Wei (2021) is; Vygotsky's social constructivism. Vygotsky

believed that social interaction is mandatory for an individual's cognitive growth and personality development in his/her life. Learners perform any activity under the adult or senior's guidance and/or co-work with their peers to construct knowledge. This helps the learners collaborate with their teachers and classmates and build their knowledge by understanding via experience (Saleem et al., 2021). The learning environment in social constructivism includes such activities in which the learners feel their level of understanding and look for assistance to go to the next level. According to Martinez (2010), Vygotsky's Zone of Proximal Development (ZPD) advocates that people often reach their higher-level skills with the assistance, encouragement, and coaching of other people (p. 14).

In addition to the theory of social constructivism; there is another theory of language learning in which the study of Zhang and Wei (2021) has the basis is communicative language teaching (CLT) which supports the implementation of EMI in ELT. According to Liao and Zhao (2012), in the CLT, the teacher should try to encourage communication with the learner in the classroom activity. The theory also directs the teacher to use dialogue-centered communicative functions and to teach the language using drill-like practices that assist communication and understanding. To teach the learners to communicate in the target language, Using L1 in an English class helps the learners improve their capacities in English skills. Research on English classrooms with Chinese students proved the findings of Schweers (1999), in which he conducted research in EFL classrooms where teachers and students in Spanish pedagogical scenarios, investigated whether Spanish (L1) should be used in the EFL classes. A study in Turkish secondary school classes with 12-year-old children has shown that when a group was banned from using L1 (mother tongue), the teaching and learning became less effective and shorter as many (weaker) children left their studies. The study by Schweer concluded that the learners should be allowed to use their mother tongue on some occasions systematically and in relevant tasks by making them practice communicating in the target language. Larsen-Freeman (1987) comments on the role of the mother tongue as the judicious use of the learners' mother tongue is permitted in communicative language teaching (CLT). However, target language should be used in communicative activities, as well as in explaining the activities and giving homework.

In the editorial part of the article, English as a Medium of Instruction in Postcolonial Contexts; moving the debate forward that education in the mother tongue

is a matter of human rights. The supporters of mother-tongue-based education argue that obtaining education in their mother tongue up to the age of six years is essential both for teaching purposes and for maintaining the individual's language rights (Milligan & Tikly, 2016). Milligan and Tikly also mention different possibilities of pedagogical strategies to develop the learners' language abilities and enhance the learning outcomes of disadvantaged groups concerning learning English. They say those strategies are based on bilingual practices and the significance of including the learners' mother tongues in English classrooms. The authors of the papers Milligan and Tikly read, add the claim that those different strategies allow enhancement in the language capabilities avoiding strict monolingual stance and turning to more thoughtful and strategic policies of using language in multilingual contexts as well as to the recognition of the range of English. Iglesias (2023), in a magazine published by the British Council, writes that using learners' L1 in the L2 classroom can have many benefits. Allowing learners to ask about new words in a natural way, allowing the teachers to explain, checking comprehension, and giving complex instructions help the learners in developing their language. Teachers can tell them what they want, provide them with a quick and accurate equivalent of English words that might take much time to explain, and present humor and fun in the class to avoid anxiety, giving the beginners security and relief from fear of using English, etc. According to Moss, the primary theory of CLT is to provide learners with the opportunities to use the language in authentic conversations. In developing communicative competence, understanding is more important than using correct vocabulary or grammar. Maurya, (2022) mentions that translanguaging or multilingualism in teaching English as a foreign language has the following advantages: a) learners have access to the knowledge of other cultures, b) ease of communication between linguistic and cultural groups, c) increase in job opportunities, d) development of high cognitive capacities in children, and e) development of a broader worldview in them. Zhang and Wei (2021) conducted in Namibian primary schools, English medium instruction in Japan, English medium instruction at the Universities of Brazil, etc. They discovered that translanguaging (switching the code) is useful in teaching and learning second languages. They say that when the learners comprehend the content clearly, communication and fluency can be developed shortly. So, it can be claimed or theorized that learners' first language plays a significant role in acquiring or learning a second language. In my data, as a part of this research via semi-structured open-ended

interviews; T1, T2, and T4 use the learners' mother tongue around 50%, and T3 uses it above 25% of their class time. They mentioned that the learners can collaborate and communicate with each other and then learn when they understand the content their teacher presented and the instruction s/he gave to them. Thus, they state that; the teachers should use their mother tongues. After they comprehend the content and instruction, the learners can use them in the target language learning. While collecting data, the above teachers I interviewed, expressed that without using their mother tongues, the learners become like the crow lost in the fog with EMI and can learn very little.

Karki (2018) carried out a case study research and found that using English as a medium of instruction in community schools; is just a tool to attract the parents' attention to send their children to public schools and increase their trust in their quality. Timsina (2021) quotes that it is just 'romanticizing' or a hypothesis to think about EMI for improving the condition of public education. However, EMI is an inappropriate or unsuitable strategy for Nepal's multilingual situation. If the teachers use the learners' mother tongue, they can make clear concepts of the objects or notions in their home language and learning can be effective and fruitful. Instead of using monolingual EMI that needs lengthy explanations and preparations, multilingual teachers can save time and give a clear concept of the content and feeling of intimacy and ownness. They (Karki and Timsina), further claim that they had better enhance the leadership skills of the headteachers, teachers' effectiveness in teaching skills, and active involvement of the parents in schools should be promoted to improve the educational situation.

Relating to the theory of EMI in the English classrooms of Nepal, the studies of Ghimire have the theoretical basis for the learning theory of social constructivism. Vygotsky (1978), the pioneer of the constructivist learning theory, believed that the learners' language and culture significantly impacted human or personality development and her/his perception of the world. Learning concepts are transmitted by interpreting language, experiences, and interactions within a cultural setting. Knowledge is the matter of social construction and co-construction in a group of people who share the same language and culture. There is a link between constructivism and social constructivism. Social constructivism is the belief that learners accumulate knowledge through collaboration and co-working with other learners, peers, and teachers. So, social constructivism advocates that knowledge, or

learning, takes place through the co-working of the learners. This theory supports establishing opportunities for learners to collaborate with their teacher(s) and peers to construct knowledge and understanding. Kapur (2018) saw that the social construction of knowledge occurs in many ways and locations/social environments. It means social constructivism tells us that the learning of brilliant students and common students may learn differently, and students from more advanced areas and students from far remote areas may learn differently. It strongly advocates the understanding of the students. Polin (n. d.), in a paper on Social Constructivist Theory, mentions that teachers provide the learners with tasks to accomplish in a social constructivism-implied classroom. They arouse learners' interest by creating the appropriate context and encourage the learners by facilitating from the back when needed. Without standing passively, the social constructivist teachers watch and guide the learners' groups moving around the classroom, where they face confusion, dilemmas, or difficulties relevant to their real-life situations.

The other theory on which the studies of Ghimire and Timsina have their basis is CLT which can be fostered by implementing EMI. Communicative language teaching (CLT) has the goal of language teaching to develop the skills of communicating in the TL. CLT places the teacher as a facilitator rather than an instructor. In second language learning and teaching, language is supposed to be a means of communication among people. Language teaching aims to develop the 'communicative competence' in the learners. Hymes (1972), who coined and forwarded the concept of CLT, has the assumption that second language learners need to know linguistic knowledge as well as cultural knowledge to interact with others in different situations. While interacting, his theory includes grammatical, psycholinguistic, sociolinguistic, and probabilistic components (Ma, 2009).

Ghimire believes that we can develop or obtain communicative competencies in the learners; when they have a clear comprehension of the content with a multilingual strategy, including using the learners' mother tongues, rather than implementing monolingual EMI. They also claim that to see students' clear concept of the content in the target language, the teachers should use the learners' mother tongues or be multilingual. Regarding using multilingualism in the language classroom, Illman and Pietila (2018) state that, recently, multilingualism has been understood as a tool for enhancing learners' language knowledge. Having language diversity in the classroom, and using a multilingual strategy raises linguistic awareness in the

learners, acknowledges their similarities and differences, and supports them in learning the language. So, multilingualism strongly emphasizes an individual's language(s) as interacting with each other and is supposed to support the language learning process. A situation of the medium of instruction at all levels of English education in Taiwan, there is a problem with EFL in language planning policy and the learners have little exposure to English as they can't have opportunities to practice English outside the classrooms. In this situation, he suggests that instead of making learners practice oral skills, educators should emphasize all four skills of language (here, English) and focus on making the foundation of English competence. Thus, he presented a modified model of teaching English as an FL, highlighted the need to revise the curriculum, and emphasized conducting more empirical research (Chen & Tsai, 2012). We can understand that if we can develop a clear concept of the content (competence) in the learners, we can easily enhance their communicative capabilities or performance. Xu (2018) mentions that appropriate use of the mother tongue can support the learner's understanding of the content and, therefore, be judiciously used in communicative language learning. He also mentions using the learners' mother tongue in the classrooms provides them with equal opportunity where they may be of different levels and capabilities. A teacher teaching in a multilingual setting should use a multilingual strategy and since like India, Nepal is a country where people speak different languages, possess a large variety of cultures and ethnic groups. So, it is better to use the multilingual (here to mean learners' mother tongues) strategy while teaching to make the learners comprehend the content better and use a monolingual strategy in communication. Xu (2018) advocates bilingualism (use of students' mother tongue as well as the target language) as a way of teaching that facilitates the learning of a second language and helps more people know the significance of two languages in EFL classrooms. Most of the participant teachers in my data; mentioned that they can understand the content of their educator presented in front of them and the instruction s/he gave to them when the teachers use their mother tongue. Then, they can learn by collaborating. For that, their teachers use their mother tongues.

Thus, the studies of Balter et al., Karki, and Ghimire advocate that the facilitators of English should shift the code where necessary. This is because the use of the learner's mother tongue gives a clear concept of the content. If the learners cannot understand the content, the facilitation becomes futile. They say that instead of giving lengthy speeches and explanations, the teachers can save their physical and

mental efforts by shifting the code or using bilingual or multilingual classroom strategies. The participant teachers I had interviews with (T1, T2, T3, and T4), also expressed that it was easy to facilitate the students, and the students felt easy and clearer to learn when they shifted the code. T5 above has stated that he has been implementing the EMI using visual materials and simplifying the language in the classrooms. Here too, a contradiction appears in the field of ELT in Nepal and outside of EFL/ESL. Some educators claim that implementing EMI in the classrooms is essential for developing communicative skills in the learners while others emphasize using learners' mother tongues. Whitehead (2019) defends Newby's criticism by proposing a living educational theory to improve facilitation by addressing teachers' struggles in fully expressing content and contributing to the creation of educational communities.

Gallagher and Collahan (2014) researched the implementation of EMI in schools in Japan and Persia. They found and encouraged the policymakers implementing EMI, to consider alternative ways to ELT. They recommend that bilingual instruction programs must be pursued instead of English-only Programs. According to them, comparative studies have shown that bilingual instruction programs in sustained periods gave better results on the part of the students. They also say there was much evidence that L1 medium teaching strategies (or; translating TL terms into students' L1 are helpful and this policy also welcomes and includes the students' L1 by allowing being recognized and valued, letting them know who they are. Finally, they urge the policy-makers to consider alternative ways in ELT that recognize and support students' L1. Chalmers (2019) states that using the children's first language allows them to engage with educational content from the moment of start (Gallagher & Collahan, 2014). The learning theory on which the study of Gallagher and Collahan (2014) is based is; Vygotsky's social constructivism. According to Saleem et al, Vygotsky's learning theory of social constructivism, learning occurs through the cognitive development of an individual with the guidance of adults and with the learners' collaboration among themselves in the social environment. Saleem et al. (2021), as cited in Qaysi, Nordin, and Emran (2021), mention that social constructivism is a teaching style that emphasizes the participation of the students and their discussion and sharing. This technique gives enough space for the learners to group and interact with each other. Interactions among the whole

class or in small groups; students are involved in discussions on specific topics, brainstorm, share their ideas, and add something new to their existing knowledge.

Regarding the social constructivist learning theory, Pepperdine University, in a paper, writes that social constructivist learning theory emphasizes that the learning and development of an individual is a social and collaborative activity. Knowledge gaining is not possible in isolation. Using a social constructivist approach relating to Vygotsky's Zone of Proximal Development (ZPD), teachers and educational planners can also guide curriculum and lesson planning activities. The paper further emphasizes that school learning should be in a meaningful context and separated from the learning acquired from real-life situations. The learning experiences gained by learners outside the classrooms should be related to the learning and experiences gained inside the classrooms. In this way, the learners can master the concepts and skills that they cannot be developed individually, they have gained with the help of teachers, parents, fellow learners, and other more knowledgeable ones that surround their culture and environment. So, according to Gallagher and Collahan (2014), learners learn (a foreign) language easily when their language is used in facilitating and their language, culture, and their identity get the appropriate level of status. Learning is possible only when the learners feel dignified and free and feel an intimate and learner-friendly environment.

Concerning the perception of implementing the EMI in classrooms, the study of Gallagher and Collahan (2014) has a basis in the theory of communicative language teaching (CLT). CLT which differs from the traditional language teaching method, includes language functions in its curricula instead of only grammar development in the learners. The main aim of CLT is to develop fluency and the ability of the learners to communicate in different situations, embedding grammar use in the appropriate contexts; (Suemith, 2011). CLT allows learners to interact in the target language. It also encourages interactions among learners and teachers. The theory of communicative language teaching is based on two basic concepts: a) language is used for spontaneous use by humans and it is acquired rather than learned, and, b) the process of second language (L2) acquisition can, to a great extent, be explained in a similar way to the process of first language (L1) acquisition. Gallagher and Collahan (2014) found when allowed to use the first language secondary-level students in their writing practice English, the learners did much better than in the earlier monolingual English classes. She also expressed that the students had better

opportunities to interact with each other and did much better in their academic achievements. She was amazed to find social, emotional, academic, and linguistic advancements in her learners when allowed to use their home language in the classrooms (Gallagher & Collahan, 2014).

Many communities are mixed in terms of languages in Nepal, and so, education in the mother tongue is complex. While children speak a certain language at home, they are also somehow familiar with the language used in other communities. In this case, they may receive education in the language they understand well and can speak fluently, even if it is not their mother tongue (Seel et al. 2015, p. 68). Cummins (2005) states that both challenges and advantages exist in using bilingualism in the classroom. Bilingual or multilingual classroom teachers should understand that English should not be the only system (monolinguistic/monolithic) from the perspective of either linguistics or the learner. They should take advantage of the enormous resources that bilingual learners bring in the language proficiencies (Wyse et al, 2010). Most of the participant teachers in the primary data mentioned that the learners should clearly understand the content their educator presented and the instruction s/he gave to them. Among them, T1, T2, and T4 use it (mother tongue) for half of the class time whereas, T3 tries to reduce it a little and uses it for about 25%. And, they recommend that the teachers should use their learners' mother tongues.

Paudel (2024) writes that rather than strictly implementing the monolingual EMI, translanguaging, or using multiple languages in language classes aimed at enabling learners to understand the content, it had supported English language teaching. It also minimizes the monotony of the teachers in the classrooms because it allows using more than one language. The learners' L1 is used to exchange the meaning or comprehension of the content taught in the classroom. The study has concluded that rather than strictly implementing monolingual EMI, translanguaging in EFL/ESL classrooms helps teachers to teach effectively and they do not have to depend on the vague explanation of the content in the target language; and suggests that judicious use of learners' L1 should be implied for making teaching and learning effective. Earlier, the Grammar-Translation method worked as translanguaging.

The findings of Paudel's research are on the learning theory of social constructivism propounded by Vygotsky. Vygotsky believes that learning or knowledge is constructed through co-working and collaboration of people with each other. According to him, cognition grows in a person at the social level first and then

occurs within the individual. By relating to social circumstances, learners make sense of others and create knowledge. Derry (1999) and McMahon (2019) state that social constructivism emphasizes that culture and context play vital roles in understanding what happens in society and the construction of knowledge is based on this understanding. Kim (2006) believes social constructivism has some special assumptions about reality, knowledge, and learning. The first assumption says that reality does not exist already in human beings. Instead, it is constructed through human activities, and members of the society create/invent the reality of the world. The second assumption says that knowledge is a human product and is socially and culturally constructed. People can construct meaning or knowledge when they come closer and interact with each other and with the environment. The third assumption of social constructivism is that learning is a social process and it does not take place in isolation or individually, nor is it granted by any external forces, rather, meaningful learning occurs when people are engaged in social activities like interaction and collaboration, etc. Emphasizing the social aspect of constructivism, they further write that it is better to describe constructivism as based on social reality (ontology), and it focuses that human beings are social animals; they do not exist in the environment independently and knowledge is a collective shared system of meanings. In a broader sense, social constructivism is a system of knowledge shared by the culture of the people. It means that individuals construct reality about the world or things by interacting with others who share their culture.

The other theory relevant to the implementation of EMI in language classrooms on which the study and findings of Paudel are based is; communicative language teaching (CLT). Language is a social tool for communicating meaning in society. Therefore, making the learners capable of communicating in the target language is the major principle of language teaching. The implementation of EMI is based on the theory of communicative language teaching (CLT), as teaching English as an FL/SL through EMI aims to enhance the learners' ability to communicate in English. Language learning emphasizes learners learning to communicate in CLT, which is the opposite of learning the set of language rules. Gumperz (1982) mentions that the learner should not only be competent in linguistic knowledge but also be competent in communicative manners. The speakers or language users should be able to create and sustain linguistic and communicative conventions or conversational

cooperation (p. 209). According to Wilkins (1972); and Canale & Swine (1980), CLT's final goal is to achieve learners' communicative competence.

Earlier, CLT was supposed to create communicative syllabi for language teaching. One of CLT's main goals is to develop fluency in language use in the learners. Fluency is the natural use of language in which a speaker engages in meaningful interaction and maintains ongoing communication. Fluency can be developed by negotiating meaning, using communicative strategies, and correcting classroom students' misunderstandings (Richards, 2006). Jacobs, and Farrel (2003) suggest that modern CLT has shifted its paradigms from language function to the following eight skills or eight paradigms such as; learner autonomy, social nature of learning, curriculum integration, focus on meaning, diversity in strategies, thinking skills, alternation in assessment system and teachers also as co-learners. Scholars who support CLT mention that no single model universally accepted regarding communicative syllabi exists. Different syllabi and facilitators follow different ways to develop communicative competence in the learners. Modern communicative syllabi of language teaching are expected to cover different communicative skills to be developed in the learners, such as; skills of language, content, vocabulary, grammar, and language functions. Earlier linguists claimed that EMI should be implemented strictly to foster language abilities in the learners by providing much exposure to the target language. But nowadays, they have realized that a shift in code or translanguaging can be used in teaching a foreign language(s). In other words, the mother tongue of the learners can support the learners' understanding of the content and teacher's instructions in the language classroom and promote their communicative abilities.

Regarding the medium of instruction in the field of ELT, Conez, and Gorter, (2011b, mention that; being multilingual for learners should not be taken as just an imitation of monolinguals or just as the translation of the content/text in the second language learning, but rather should be taken as having the unique form of language competencies in their own right (p. 340). They emphasize that all the languages a learner learns or knows should be considered. They claim that the 'holistic approach' concentrates on what a multilingual learner can do with his/her language. This approach can be seen in various translanguaging forms in the language classroom. Cipra (2013), under the sub-topic 'Discussion on Teachers' Responses' about the use of L1 in English classrooms, mentions that 86% of the teachers confirmed the

proposal that bilingual strategy helps teach an EFL/ESL classroom. Bilingualism is necessary at the lower levels. Responding to the statement, that the best way to learn an L2 is through a communicative approach, 40% of the teachers favored it, and 60% were against it. The communicative approach emphasizes the complete avoidance of L1 in learning an L2, and it is not liked by most learners either. Learning an L2 is found very hard and painful at the basic or secondary level by both learners and teachers and confirms the reliance on using bilingualism in class. He further illustrates that 90% of the teachers strongly agreed with the fair and judicious use of students' L1 in teaching and learning an FL'. The study shows that bilingualism is not the exclusion of L1 in the class; instead, it shows the balanced, fair, and suitable use of L1 in English language classrooms and it makes learning an L2 more facilitating, helpful, and learner-friendly. Similarly, he further states that 80% of the teachers agreed that 'bilingualism makes instruction easier'. The data he collected show that most teachers support bilingualism or the use of L1 by the learners whereas, L2 can be taught effectively and efficiently through using L1. Most of the teachers (T1, T2, T3, and T4 among five teachers) in my data also, mentioned that when the learners understand the content and the instruction s/he gave them, they can learn and participate in group/pair works and communicative activities. For that, their educators or teachers had to use their mother tongues.

The study by Ghimire (2019) unfolds the various difficulties that English language teachers face while teaching, and students face while learning and tells us that implementing EMI is a great challenge in public schools in Nepal. Even more seriously, they showed the fear of the disappearance of their language. The perceptions of Ghimire; and his participants are based on the learning theory of 'social constructivism' propounded by Vygotsky. In the opinion of Vygotsky, a learner's language and culture have significant roles in the personality development and her/his perception of the world. This means that; language concepts are transferred by interpreting language and understanding experiences and interactions within a cultural setting. Knowledge is constructed and co-constructed in the social context in a group of people sharing the same language and culture. Vygotsky (1978) hypothesized the concept of Zone of Proximal Development (ZPD) under the theory of social constructivism, which explains that learners can learn to some extent themselves based on their prior knowledge and their independent practices. And, there are also areas where they can learn, possibly through problem-solving activities under the

guidance of adults or more capable peers. Therefore, the learners should be guided according to the ZPD, where a teacher or more knowledgeable other (MKO) knows the learners' zone of proximal development and facilitates them in going beyond it. Then, the MKO slowly minimizes the support until the learners become independent, as demonstrated in the following diagram:

Figure 2

Vygotsky's Zone of Proximal Development

The theory of social constructivism which is related to the use of EMI in EFL classes, advocates that learning happens through collaboration and co-working when a facilitator or the guide guides or instructs the students or the learners co-work with the facilitator. According to Akpan et al., (2020), social construction of knowledge occurs in many ways and in different locations and social situations. In social constructivism, knowledge is first constructed in a social situation and internalized and used by the people. This theory believes that the sharing process of individual perspectives brings the learners understanding together and this construction of understanding or knowledge is not possible alone. Thus, this theory tells us that brilliant students and common students may learn differently and, the learning of students of advanced metropolitan areas may differ from those of unaware remote areas. It strongly advocates the understanding of the students.

Communicative language teaching, CLT (complementarily CLL), is the other prominent theory behind Ghimire's study promoting EMI implementation. This theory (CLT) believes that language is for communication and the learners should be able to communicate in the given target language. Nunan (1986) mentions that ' it is the responsibility of the teacher to teach not only the language but also how to be a

language learner which includes the learners in the communicative activities in the classroom, such as role-playing, problem-solving, etc. through explanation, discussion, and demonstration. In this study, Ghimire's standpoint is that to participate and practice language functions meaningfully, the learners should have understood the content and the teacher's directions clearly. For that, the teacher may have to use the learners' mother tongues in some/many cases. Wilkins (1972) mentioned two types of meanings in using FL: notional components such as time, location, etc., and functional components such as requests, orders, denials, acceptances, etc. He also recommended that learners have both types of capabilities. In my study, I have collected data in which T1, the first of the participants, expressed that he uses 50% Nepali (learners' mother tongue) because they reported to the HT to explain the content in the mother tongue. T2 responded that his learners wished he discussed the content in Nepali. T3, the third participant said that he uses more than 25% Nepali in the class for students' better understanding of the content. T4 mentioned that his learners could clearly understand the subject matter when he explained it to them in Nepali and they demanded it. Different approaches, methods, and even techniques or practices have also appeared in foreign language teaching. Some focus on using the target language (TL) only, whereas, others emphasize the appropriate use of the mother tongue. This situation seems looks contradictory.

Kjellström (2021) had researched the implementation of EMI in Ethiopia. The learning theory on which the study of Kjellström (2021) is based is: Vygotsky's 'social constructivism.' According to Vygotsky, social interaction is essential for personality development over a life-long period and social learning adds to cognitive development. Adult or peer collaboration helps the learners complete any activity and learn. The social constructivist approach helps the learners collaborate with the teacher(s) and their co-learners to build knowledge and comprehension by establishing a strong basis (Saleem et al, 2021, p. 407). Thus, according to Saleem et al, Vygotsky's learning theory of social constructivism, learning occurs through the cognitive development of an individual with the guidance of adults and with the learners' collaboration among themselves in the social environment. Saleem et al. (2021) mention that social constructivism is a teaching style that emphasizes the participation of the students and their discussion and sharing. This technique gives enough space for the learners to group and interact with each other. Interactions are held among the whole class or in small groups. Students are involved in discussions

on specific topics, brainstorm and share their ideas, and add something new to their existing knowledge. According to Kjellström (2021), learners learn (a foreign) language easily when their language is used in facilitating and their language, culture, and identity get the appropriate level of status based on cognitive dialogues, ZPD, social interaction, culture, etc. Learning is possible only when the learners feel dignified and free and feel an intimate and learner-friendly environment. Regarding the social constructivist view of teaching, Shunk (2000) writes that teaching methods focus on reciprocal teaching, peer collaboration, cognitive learning with work/job, problem-based teaching, and other methods that include learning with others (Aslan, 2016).

Kjellström (2021) study grounds on communicative language learning (CLL), which directly relates to implementing EMI. 'CLL recommends four competencies (grammatical, sociolinguistic, discourse, and strategic competencies) to be developed in the learners where grammatical competence helps learners form structurally correct sentences, sociolinguistic competence helps them produce appropriate exponent according to social context, discourse competence helps them interpret what is said/written and strategic competence contributes to enabling the learners to maintain the conversations in different situations. CLL mainly focuses on fluency and accuracy during language learning. The development of these two abilities (fluency and accuracy) occurs through gathering and role plays, sharing information, expressing one's opinions, and exchanging each other's ideas. The teacher supports and encourages the learners while they are communicating with each other. Another relevant theory with CLL is communicative language teaching (CLT). CLT, which differs from the traditional language teaching method, includes language functions in its curricula instead of grammar development in the learners. The main aim of CLT is to develop fluency and the ability to communicate in different situations with the learners, embedding grammar use in the appropriate contexts (Suemith, 2011). There are a lot of theories under which communicative language teaching (CLT) underlies and advocates communicative activities in modern times such as the Reform Movement, through Audiolingualism to Naturalism. The theory of communicative language teaching is based on two basic concepts: a) language is used for spontaneous use by humans and it is acquired rather than learned, and, b) the process of second language (L2) acquisition can, largely be explained in a similar way to the process of first language (L1) acquisition. Cipra (2013), in his study, mentions that 84% of the

teachers expressed that bilingualism is an important strategy for learners in learning L2 and maintaining their L1 simultaneously. Language is a product of culture, and they emphasize that if we do not connect with cultural aspects, the learners' linguistic competence and fluency in the target language cannot be achieved. Therefore, an EFL/ESL teacher needs to be at least bilingual to familiarize the learners with the target language culture. In my study, I have collected the data in which T1, T2, T3, and T4 responded that the learners can participate in the learning activities when they understand the content. For that, their teachers should use their mother tongues. In this way, different approaches, methods, and even techniques have also appeared in foreign language teaching. Some focus on using the target language (TL) only whereas, others emphasize the appropriate use of the mother tongue. They have no accurate theory of pursuing the most suitable strategy in ELT to teach English. Thus, the situation about the implementation of EMI is contradictory.

Regarding the implementation of EMI, Phyak, (2018) complains that the ideology of 'Vikas' (development) has enforced a monolingual EMI policy in both public and private schools of Nepal by disciplining language activities. These language disciplining strategies reproduce sociolinguistic inequalities; and divide students in terms of socio-economic and language competence backgrounds. More importantly, language disciplining behaviors create the school like a police station where the teachers' and students' right to speak multiple languages are suppressed and their self-esteem, identity, and opportunities to participate in interactions are badly affected. The learning theory that supports this finding or exploration of Phyak is: Vygotsky's 'social constructivism'. In social constructivism, a learner can attain potential academic development with the help of his/her teachers or peers. He opines that learning is a social activity involving peers, family members, casually meeting friends, and other people in society or the environment. Dialogues, collaboration, and the use of information are significant components of learning in social constructivism (Saleem et al., 2021). Vygotsky believed that social interaction is mandatory for an individual's cognitive growth and personality development in his/her life. In simpler words, learners perform any activity with the assistance of an adult or co-working with a peer. This helps the learners collaborate with their teachers and classmates and build their knowledge by understanding via experience (Saleem et al, 2021). Looking at the social constructivist view of the learner, Wertsch (1991) writes that social constructivism regards the uniqueness and complexity of the learner and encourages,

utilizes, and rewards the learner as an important element of the learning process. It emphasizes the learner's perception or vision of truth. It also emphasizes that the learner's social interaction with knowledgeable others for learning is important. Wertsch further adds that children develop their thoughts through interaction with other children, adults, and the physical world (environment) around them. So, the learner's culture is considered an essential factor in constructing the learning process (Aslan, 2016).

In addition to the theory of social constructivism, another theory supports the ideology of Phyak. This theory is communicative language teaching (CLT) which is very much relevant to implementing EMI. Communicative language teaching has a theoretical base on; 1) language is a system of the expression of meaning, 2) language primarily manages interaction and communication, 3) language structures reflect communicative use, and 4) basic or primary unit of language, is not only grammatical structures but also categories of functional and communicative meaning. To teach the learners to communicate in the target language, Balabakgil (2016) says that it is not good to completely ban the L1 use in the classroom to teach learners to communicate in the target language. A study in Turkish secondary school classes has shown that when a group was banned from using L1, the teaching and learning became less effective and shorter as many (weaker) children gave up their studies shortly after they began. So, the study concluded that the learners should be allowed to use their mother tongue on some occasions appropriately and in relevant tasks by making them practice communicating in the target language (Koucka, 2007). Milligan and Tikly (2016) also mention that there are different possibilities for teaching strategies to develop learners' language abilities; and foster learning outcomes of backward and weaker groups of learners about learning English. They say that those strategies are based on bilingual practices; and the importance of including the learners' first language in English classrooms. Ma (2009) mentions that assumptions in communicative language teaching include language as social behavior and it conveys meaning. Grammar performs the task of organizing meaning in it, language is about making texts and connected discourse, knowing a language is knowing the grammatical rules and system/tradition of the speech community, and language is knowing four language skills and various abilities in the learners. My participant teachers, T1, T2, T3, and T4, expressed that the learners can collaborate, communicate, and then learn only when they understand the content. To make them

understand the content easily, their teachers had to use their mother tongues to clarify it. Here, Paudel (2024) also believes that in Nepal, the learners learn English (as a foreign language) using communication, collaboration, and interaction between the teacher and the students or among students themselves in meaningful facilitation of the teacher in the target language with the help of their mother tongues wherever necessary.

Dahal (2023) conducted a research study on EMI in public schools in Nepal, based on the urban areas that are attracted to implementing English as a medium of instruction. Out of that study, he found that though EMI is a tool to enhance students' communicative proficiency in the English language, it is a barrier to the students' academic performance; and an imposed burden that overshadows the students' L1 (mother tongue). Concluding his study, Dahal further emphasizes that EMI is a helpful tool for enhancing the students' spoken proficiency to some extent on the one hand, and, more importantly, rather than the EMI, the students' mother tongues (L1s) can deliver quality education, and manage students' social as well as psychological advantages and sound academic achievements. The research, Dahal conducted and explored, is based on social constructivism. Kukla (2000) mentions that social constructivism believes knowledge cannot be obtained by copying some objective reality but as the result of the mind selecting, sensitizing, and recreating experiences. In another way, knowledge is the output of the interactions between subjective (human) and objective (environmental factors).

Different from the traditional teacher who gives an instructive lecture on the subject matter, a modern-age facilitator assists the learner(s) in receiving their understanding of the content. In the social constructivist learning process, the learner plays an active role when the instructor facilitates him/her. Comparing the role of a classical teacher and social constructivist facilitator write that a teacher tells whereas, a facilitator asks; a teacher gives a lecture from the front, whereas, a facilitator helps from the back; a teacher gives answers based on the given curriculum, whereas, a facilitator provides a guideline; a teacher often speaks to himself much of the class time, whereas, a facilitator has more dialogues with the learners (Aslan, 2016). According to Akpan et al. (2020), knowledge of social constructivism can be obtained in various ways and locations. It can be obtained through group discussion, interaction, other educational institutes, social media, religious or marketing areas. When the learners interact with other students in material or immaterial environments,

they acquire knowledge and gather experience. Social constructivism is based on interaction, discussion, and sharing of ideas. It allows a range of group formation and interactive activities. These group or interactive activities include class discussions, small group discussions, and pair works. This theory believes that learners brainstorm to discover, share their ideas, and try to solve problems, and by creating they add something new to the existing knowledge.

The other most relevant theory of social constructivism and the use of EMI in EFL classrooms, on which the study of Dahal has depended, is; communicative language learning (CLL/CLT). CLT is an approach to language teaching that emphasizes the interaction among the learners as a means, and study's goal as well. It is believed that CLT supports the implementation of EMI and vice-versa. They can be taken as complementary as implementing EMI in language classrooms also encourages interaction and communication in the target language. Learners converse about their personal experiences with their partners, and the instructors teach topics of the target language without relating to traditional grammar teaching, and now, they promote language skills in the learners in different situations. CLT has the goal of language teaching to develop the ability to communicate in the target language. CLT places the teacher as a facilitator rather than an instructor. In the field of language pedagogy, the communicative approach (CA) has the theoretical belief that language is for communication. Hymes (1972) coined the term CA, and it aims to develop the learners' communicative competence. Hymes (1972) assumes that second language learners need linguistic and cultural knowledge to interact with others in different situations. While interacting, his theory includes grammatical, psycholinguistic, sociolinguistic, and probabilistic components. Dahal believes that the learners' communicative capabilities can be enhanced only when they clearly understand the content or language exponents; i.e., what to say and when. For that, the teachers should use the learners' mother tongue(s).

Concerning the use of EMI, Xu (2018) mentions that there have been several practices in the field of language teaching. Earlier the grammar translation (GT) method was popularized. After that, it was criticized for lacking exposure to the target language. Newer methods, such as the direct method, the natural method, the communicative language learning (CLL), and, computer-assisted language learning (CALL), etc. were introduced. In the late 19th century, the reformers of language pedagogy believed that translation should be avoided. However, the learners' mother

tongue could be used for some purposes, such as to explain new words, etc. Communicative language learning (CLL) also allows the learners to use their mother tongue to provide the learning content. Nowadays, CLT is also in favor of the use of the mother tongue wherever is appropriate or applicable. Most of the public-school teachers agree with the principles of CLT: group work activities are important; grammar is a means to learn a language, not an end; training learners for their learning; the teacher should provide feedback on the appropriate expression; learner-centered approach to language learning and teaching, etc. However, later, most teachers expressed that the practice of CLT principles in language classrooms seemed impractical or uncomfortable. According to Harbord (1992), using the mother tongue in a foreign language classroom can provide different-level learners with equal opportunities to learn. The teachers teaching there used the mother tongue most of the time because their learners liked it and stated that it helped them understand the content better. Most facilitators and learners accepted the use of the mother tongue in teaching an FL. A study on using the mother tongue in English classrooms at the college level found that the mother tongue was commonly used there. Besides, the teachers and learners had positive attitudes towards it (use of mother tongue). The use of the mother tongue of the students in their writing was observed. It was found that the mother tongue is an important psychological instrument in developing learners' writing process. It was observed that the mother tongue helped them uphold (enhance) their language abilities and bring out their inner speech in difficult situations (Xu, 2018). In my study, T1 uses Nepali for half of the class time as the learners suggested that the teacher tell the subject matter in Nepali. T2 also uses Nepali for about 50% of the class time as they demand to understand. T3 uses Nepali for more than 25% of the class; whereas, T4 also uses Nepali (learners' mother tongue) for about 50% as his learners responded that they can only understand when he explains the content in their mother tongue. Thus, some scholars focus on using the target language (TL) only whereas others emphasize the appropriate use of the mother tongue.

So, the studies of Gallagher and Collahan , Paudel., Ghimire show that shifting the code or translanguaging in the classroom is beneficial for the sake of the learners to comprehend the content on one hand; and, more importantly, it (translanguaging or use of L1) helps them learn with the feeling of ownness, with pride, preserving their language and culture. In the data I collected in Dailekh district of Karnali Province, Nepal, the participant teachers also expressed that the learners easily learn the content

of the target language if the teachers shift the code or use the learners' mother tongue in a safer; and fearless environment. It contradicts the studies of McMahon, Dahal & Gyawali, Rosenshine, and T5 in my data collection about the instruction to be used in English classrooms as a foreign or second language. Some teachers who teach English as an FL/SL; say that EMI is useful for enhancing the communicative capabilities of the learners. In contrast, others recommend shifting the code and using the learners' mother tongues for better comprehension and effective teaching. In the case of such contradictions, Whitehead recommends that we, educators, never satisfy any method or theory of teaching a foreign or second language. Instead, we should continue for better and more effective theories. According to Whitehead (1996), Liz followed her self-study intending to understand her own choices to learn, from the views of different educators to make her own conscious decisions. Thus, Liz attempted to describe her educational development and produce her living educational theories. It vividly shows us that the theories and practices of second language learning and teaching have no end, and we should have a hunger to find our theories based on our perceptions and periphery.

Apart from the secondary data above, I have collected primary data via interviews with five secondary-level English teachers from the nearest schools. **T1** narrated the experience of implementing EMI and teaching English he had, as:

> *Surely. I prepared slides, along with lesson plans. I simplified the words as far as possible for their better comprehension and learning, but they all went futile. Instead, they also talked to other teachers they could not understand without telling the content in Nepali. Then, the head teacher and other colleagues suggested I tell at least the main summary of the content in Nepali for the school result. Some students demanded to continue English to English classes, but there were very few. I also sat with the poor students, but they ultimately demanded the content to be presented in Nepali. So, I further reduced my English use in class and increased my Nepali use. Now, I use a little more English than 50/50 percent. This is the reality, sir.*

Language learning often involves ways of behaving, thinking, interacting, valuing, believing, and speaking. In this study, T1 has had the experience that language learning in children happens by participating in interactive social or group activities in the target language when they have a clear concept of the content, even in the L1, if the situation seeks. To conclude, I have used narrative thematic analysis in

this study. T1 expressed his experience of attempting to implement the EMI in his classroom in both the schools he taught. However, he found that the learners of English demanded the text be described in their first language (mother tongue) to understand. They mainly requested that they understand the content's theme in their L1. For that, the teacher had to describe the content in Nepali. T1 now uses at least 50% Nepali (students' L1) in the classroom. The construction of learning happens when people understand and participate in various social communities or environments.

In response to my query concerning the implementation of EMI, **T2** explained: *Certainly, I had tried two years ago. When I started teaching English using English medium 4/5 days earlier, some supervisors arrived from Kathmandu and observed our school. They also observed my class of English. When they inquired about the students' understanding, they responded that they did not understand the teaching in the class. They wished I had told the text in their mother tongue. This is because they all came from community schools and had a very low English background. Since that day, I realized that I should say the text in Nepali at least once and I began to use Nepali for the main idea of the text. When I used Nepali, they happily reacted and understood the lesson. Nowadays, I use 50% Nepali of the total class time.*

Thus, T2 reported that he also tried implementing the EMI in his classroom. After some time, he realized that he should explain the text in Nepali at least once to make them understand the content, and he began to use their first language to clarify the text's concept. He found that the focus of teaching is to make the students understand the content, so he also started using L1 again, and now, he uses the mother tongue of the learners (L1) nearly 5o% of the class time. According to a paper by a student of Pepperdine University, Chen (2015) mentions that a social constructivist teacher creates a context for learning and engages his/her children in various interesting activities, encouraging and facilitating them in learning. S/he doesn't stay standing in the class. Instead, s/he makes them think & encounter challenges, encourages them to work to find solutions, and guides them if necessary. So, by presenting the content with suitable context in the students' mother tongue, T2 lets them think, work, and construct their learning by interacting and communicating with each other guiding them in needy situations.

During data collection, I interacted with a third of my participants. In my inquiry, about his experience of teaching English and implementing EMI in his profession, the response of **T3** was:

The reason is to make the content clearer, sir. Without telling the content above 25% in the students' first language, they seemed to lack a clear concept. So, to make the learners understand the content more effectively, we have to explain the content at least to that amount.

So, T3 attempted to implement the EMI in his English classroom and partially succeeded because of his good acquaintance with ICT or multimedia. However, he also faced the challenges of low-level students and difficulties in comprehending the lesson. Ultimately, he also found the necessity of explaining the text in the students' mother tongue for a better understanding of the text; now, he uses over 25% Nepali in the classroom language. Learning is a coordinated activity among people developed from social and cultural environments. On the other hand, the main principle of CLT is that language learning and teaching activities organized in the classrooms should be communication-centered, and they serve the goal of communication. Similarly, according to a UNESCO Report of the research conducted in different districts of Nepal, parents said they want to teach their children in their mother tongues (Rana Tharu). They said it encouraged their children to study at home and motivated them to go to school and learn better. They liked their teachers teach in Rana Tharu because it is easy for them to understand. In this concern, T3 emphasizes that the learners work in a social environment making groups and participating in communicative activities in the TL after they understand the content clearly in their mother tongues.

T4 during the interview, narrated his experience of teaching English in schools of Dailekh district in the following way:

They said they could only understand when I described the things in Nepali. In Nepali, they could make a clear concept of the subject matter. So, they demanded it (using their mother tongue) and I returned to using Nepali. And, when I used Nepali, they could understand the content and participate actively in the class and group activities.

It seems that; T4 uses both languages in the classroom, for about 50/50 percent of the class time. He also attempted to implement the EMI strategy once. However, when he inquired about the students' responses, he found they could understand the subject matter when he described it in Nepali. In the text's description in Nepali, they

could clearly understand the content and participated actively in the class activities and the expected amount. So, he also concluded that the use of students' L1 helped them understand the content better. According to a vignette by Kim (2006), and McMahon (2019) mention that knowledge comes from the interactions between people and their environments and cultures remain around them. Richards mentions that communicative language teaching aims to enhance the learners' fluency and communicative skills. Paudel (2024) states that discourses of the two languages are linked and shared through cultures, and the learners can understand the subject matters of everyday communication. In this way, T4 emphasizes teaching the learners through work in groups having communicative activities in the TL after clarifying the content in their mother tongue.

During the interview, here are his words T5 narrated about what he experienced while implementing the EMI in his English classroom. In response to my inquiry about his perception of teaching English and implementing EMI as well as shifting the code in the English classroom, **T5** replied;

> *Yes sir. Only a little. I manage instructional materials as far as possible at first. I use simple words in front of the students to make it easier for them to understand. I also organize game-like group activities to have them interact with each other. At last, I use Nepali to summarize the content to some extent for the students' better understanding.*

Thus, teacher T5, one of the teachers, stated that when he implemented the EMI in his classrooms, the students felt very difficult and hesitated to produce English words at first. They kept silent and remained passive listeners. But later, when he encouraged them to speak some words at least and organized game-like activities, they got motivated and started to speak. Later, after some practice, they could produce some pieces of English. He gave a summary of Nepali at the end of the lesson. Therefore, he concludes that if we are well-prepared for the classroom presentation, manage sufficient instructional materials along with modern multimedia, and organize an exciting and competitive environment in the class, we can improve the learning of English among the students. So, T5 expressed that he is still attempting to implement the EMI policy in his classroom. He is trying to gather the materials as much as possible; and to simplify the words and sentences for the ease of students. However, he also conceded that explaining the content to some extent is necessary for the students to be clearer. Communication and interaction in the social structures and

rules of language people use are socially accepted and essential notions in the case of knowledge construction. So, T5, one of my interview participants, opines that we can help the learners construct their knowledge by participating in the group activities and communicating in the TL (in this context, English) using the EMI.

Looking at the secondary data above in the literature review section, Kulung, Seel, et al., etc., favor implementing the EMI in the ELT classroom. In contrast, Choi and Poudel, Shrestha, Paudel, Ghimire, Ranabhat, et al., claim that content understanding of the learners is essential in teaching and learning, and switching the classroom code provides clear understanding. Phyak, Khati, Bhattacharya, and the researcher, claim that using the learners' mother tongues (code-switching) boosts learners' learning and preserves their local language and culture.

It is true that; no teachers among the participants in my data collection explicitly expressed the disappearance or loss of the local language and culture with the implementation of EMI. They openly expressed that although EMI is a slogan for attracting students in Nepal and other countries where English is used as a second or foreign language, the use of students' mother tongue has a significant role in learning a language. The more important thing is that the learners should comprehend the content well. Using L1, the students took ownership and felt easy. Here, the implicit meaning from the teachers interviewed during my data collection is that we should preserve our identity and culture by using the learners' L1 and making the facilitation easier. We can understand it by the phrase ' the students took ownership and easy'. It is also the realization of the researcher myself. Fluency and communication can be improved within a short period by practicing taking language classes (like tourist guides). So, using L1 in teaching English about 50 percent of the class time rather than monolingual EMI, makes the students clear about the content of English and preserves our identity as Nepali. It contributes significantly to ELT in Nepalese public schools, especially in Dailekh district, as most Nepalese English teachers find it easy and effective to use in the classrooms.

As the AI tool (ChatGPT) mentions; earlier, Kolb developed an Experiential Learning Theory to boost individual learning preferences/styles regarding EMI. Fleming developed a visual, auditory, reading/writing, and kinesthetic (VARK) model to create more inclusive methods for teaching that also helped teachers discover learners' preferences. Gardner invented a Multiple Intelligence Theory in EMI to teach learners of different capacities. Oxford forwarded an individual preferences

strategy to enhance the students' second language learning. Joltan researched learners' motivation and individual differences in language learning and found that learner preferences can enhance EMI more effectively. Though these proponents have not formally mentioned the Learners' Preference Theory, their principles, and recommendations largely support this theory. They are applied in the EMI to enhance students' learning achievements.

In this study, I first based my research on the social constructivist learning theory and the communicative language learning theory. After studying the above discussion, I concluded my study with The Learners' Preference Theory (LP Theory) based on my hypothesis. Here, in the field of ELT as a foreign or second language, in Nepal and abroad, we had better let the learners select the medium of instruction to their preferences. I clearly understand from the literature I reviewed, and from my own teaching experiences and the narratives of my participant teachers, that learners can better learn English when they can comprehend and learn (the content) in the medium of instruction of their preferences. In other words, we had better use the medium of instruction, either EMI or the learners' mother tongue, in the learners' preference while teaching English as an FL/SL. Our other attempts become futile without the learners' comprehension of the content.

From the literature review above, the narratives presented by the participant teachers in my data collection, and the experience I have had while teaching English; it can be seen that some of the teachers who are teaching in private schools use English as a medium of instruction (EMI) in their ELT classrooms. Most ELT teachers in Nepal, use the learners' mother tongue for their comfort in teaching on the one hand; and for better comprehension of the content by the learners on the other. It is not that they did not try implementing it (EMI). Surely, they did try. All respondent teachers in my data collection reacted that they tried their best. They prepared the instructional materials; and simplified the words or language they used in their classes as much as possible. They even tried multimedia tools and game-like language activities. I also tried it with slides and game-like activities such as; hot potato, lucky numbers, etc. However, it is felt and expressed that they didn't understand clearly without being told about the content in their mother tongue. They feel easy and possessive in using it to clarify the content and to make English classes motivated and lively.

I found that not only Nepalese English teachers; but also; English teachers from around the world who teach English as a foreign/second language; prefer to use the learners' mother tongues as their learners also find it easy to understand the content in their mother tongue. There seem to be some advantages of using the EMI in English classrooms, such as fluency, communicative capability, avoidance of hesitation, etc.; there are more obstacles to implementing the EMI in English classes. The most important factor in the educational institutions is the learners. They should have understood the day's subject matter that their teacher(s) delivered. Nepalese English teachers in public schools have found and experienced that the learners do not understand the content in the target language (English). Therefore, Nepalese teachers of English subjects/languages found that using the EMI in the classroom is a barrier to Nepalese students. Instead, they experienced that using the learners' mother tongue supported their learning of English. English teachers tried to apply EMI in their language classrooms as it is spreading globally. They tried best from their spaces to implement it and raise their and their learners' status and scope. The reality appeared in the classrooms that their learners didn't understand and looked unsatisfied. The data shows that the learners showed desperate results in the examinations; when the EMI was implemented. Then, the teachers found that using the students' mother tongue in the English classrooms is more beneficial than the EMI-implemented classrooms. So, I theorized that using learners' mother tongues can contribute more to learning the second language (English) than the strict monolingual EMI.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

This narrative inquiry highlighted at least three issues on EMI. They are whether we should keep on using the EMI in the classroom, switch the code in the classrooms, and preserve the local language and culture of the people/students. The first issue tells us we can continue using English in the classrooms if the learners like and understand the content. The issue emphasizes that educators or teachers had better switch the code and use the learners' mother tongues to make learners learn with better understanding. The third issue that was explicitly raised in the literature reviews and implicitly raised in the narratives of the participant teachers, emphasizes that using a foreign language medium of instruction in teaching course subjects in Nepal or other countries; has worried the learners and their parents about losing their language, culture and identity in the future.

After studying the above findings or statements of the researchers and my experience of teaching English; one major issue was raised which language is to be used as the medium of instruction while teaching English in places where English is not spoken as the native language? Which medium of instruction can best help English teachers facilitate the learners? My answer to those issues is that the heart of the teaching-learning process is the comprehension of the content by the learners. If the learners do not understand what we teach, our teaching, whatever the subject we teach, or whichever may be the place, our teaching will be futile. The center of the teaching is the students, and they should understand the content we deliver. Not only this, but our language, culture, and identity should also be preserved, and we should be aware that we may not be lost or disappear after some decades. Taking these issues in mind, I have come to conclude that in the context of most public schools of Nepal, code-switching in the classrooms is the better pedagogical strategy or medium of instruction in three ways: a) by making the learners learn easily in their mother tongue with clear concept of the content, b) by saving of materials and training costs for the implementation of EMI, and, most importantly, c) by preserving local language and culture of the people, ultimately their identity, rather than the laden monolingual EMI strategy. Within Nepal, some schools and students also preferred EMI, whereas, most students and teachers liked and demanded using the students' mother tongues. The

teachers T1, T2, T3, and T4; stated that learners should understand the content clearly in the semi-structured open-ended interviews I had with them. For that, the teachers should use their mother tongues. After clearly comprehending the content and instruction, the learners can use them in the target language learning. The above teachers I interviewed while collecting data, the learners become the crow lost in the fog with EMI and can learn very little without using their mother tongues.

Awasthi (1979) mentions that many teachers and learners demonstrated positive remarks about continuing English medium at the secondary level. T5 in my primary data, has still been attempting to implement the EMI using simple words and multimedia tools. So; there is a contradiction regarding the medium of instruction. These opinions have created contradictions in using EMI or the learners' mother tongues. Thus, various and contradictory opinions that support or oppose implementing EMI in English as a foreign language classroom have appeared in the field of choosing a medium of instruction. According to Whitehead, in such a contradictory issue about what language is to be used in the EFL classroom, no single individual perception or conclusion can be perfect on its own. No theory or strategy has completely praised or supported EMI or the learners' mother tongues. Some scholars recommend that we strictly implement the EMI, whereas others prescribe to use the learners' mother tongue if the situation demands it. In this dilemma, regarding the medium of instruction in second language learning/teaching, I have decided to wrap up this research by concluding that 'LP Theory' is the best way to follow in the classroom as it opens the option of pursuing EMI, strengthens learners' understanding, and preserves the local language and culture.

However, these are my understandings and perceptions based on the literature used here, the narratives my participants narrated during interviews, and my own experiences. But I should not say that it has been the end. Regarding the use of EMI and the best medium of instruction, there is still much to be researched in the field of EFL. More classroom practices should be observed, and more empirical studies should be conducted on teaching English.

CHAPTER VII

REFLECTION AND IMPLICATIONS

As a secondary-level teacher, especially of the English language, I had the impetus to improve the situation of teaching English for a long. In that course, I tried some action research in my school and district also focusing on my classrooms. Suddenly, I saw an advertisement from Kathmandu University. Earlier, I had heard that the course at Kathmandu University was very standard and tough. Then, I wanted to grab the opportunity without letting it be delayed. I applied and fortunately got admitted for an MPhil degree in English Language Education at that university. During the sessions that were run online, I enjoyed the classes and got some prominent ideas for improving the teaching of English. It was a great opportunity for me to step forward and fulfill my impetus. I took the issue medium of instruction in teaching courses, especially English, that was poking me for long.

As my respected professors suggested after listening to my intention, I took the title English Language Teachers' Perceptions of Using English as a Medium of Instruction in Public Schools of Nepal: A Narrative Inquiry, and my research journey began. With the theoretical guidelines three times a week in three subjects, I forwarded my research with the proposal, selected participants, and studied works of literature available. After studying some of the literature on events/experiences from around the world and having interviews with the teachers who enthusiastically participated in the research, I got mainly three ideas. There are two ways with three opinions. One way holds the belief that we should continue using English as a medium of instruction as some teachers claim that it can enhance the learners' communicative capabilities. The other way that suggests using the learners' first language or mother tongue raises two opinions: a) help the learners learn the content with better understanding, and b) preserve (our) learners' local language, culture, and identity. For that, I propose the Learners' Preference Theory which allows the learners and teachers to pursue any of the mediums of instruction according to the level of the learners.

I selected five English teachers from my academic network. This conclusion has been drawn from the teachers' perceptions who are teaching English in Dailekh district. However, reality is subjective, and learning and teaching may differ as

individuals perceive their ways. Since this research has qualitative features, other teachers' perceptions of the issue may differ. The perceptions of the other subject teachers, private school teachers, and the teachers' expertise, and acquaintance with ICT technology, are excluded in this research. I believe; this research will help my professional endeavors in the coming days. I hope it will help other teachers and the people in English academia.

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Guiding Questions

1. Did you hear about English as a medium of instruction (EMI)?
2. What did you understand by it (EMI)?
3. Did you implement it in your English classroom?
4. How did you experience in the class while implementing it?
5. Did your students understand the lesson/content?
6. How did they respond about the class?
7. Did you face any challenges in the class while using EMI?
8. What kind of challenges did you face?
9. Did you feel the necessity of changing the strategy of the medium of instruction?
10. Did you change the strategy of implementing EMI?
11. Did you use the learners' mother tongues in the classes/switch the code?
12. How much of the learners' L1 did you begin to use?
13. How did the learners react after using their mother tongues?
14. Did they understand the content after using the mother tongue (Nepali)?