

Navigating English as a Medium of Instruction Practices in a Public School

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Abstract

The Implementation of English as a Medium of Instruction (EMI) in public schools has been connected with teachers' competence, teachers' professional development and teacher learning processes. The study adopts the qualitative case study to explore EMI practices in a classroom of a public school through the lenses of Vygotsky's (1978) social interactional theory. The study looks into the experiences and practices of teachers, students, and other stakeholders in EMI classrooms. The research findings show that teachers are unable to make their pedagogy meaningful as the textbooks of private publications are entirely designed for commercial purposes; as a result, the students are quiet and passive due to the fear of EMI in the classroom. The study also reveals that newly appointed teachers have a zeal to enhance professional development and network among the teacher community to uplift students' levels. Lastly, the paper paves the way for in-depth debate on EMI policy and practices in public schools.

Keywords: *Medium of Instruction, Practices, Social Interactional theory, Stakeholders*

Introduction

It was a winter day, my friends and I were getting ready for school early in the freezing morning. We walked for over two hours to get to school. I noticed a new face in my class when I arrived at school. He looked as if he was brilliant and well-dressed. He was sitting alone in the front row. I kept my bag on my seat and went outside the class, where everyone talked about him. While talking in a group, the assembly bell rang, and we attended the school morning assembly. The assembly was very short because it was cold outside. So, our principal instantly sent back all students inside the classroom. Then, our class teacher came

in the first period. He started conversing with the new student without taking attendance. He spoke fluently in the English language with our English teacher. All my classmates were silently listening to their talk. I did not understand their conversation, so I requested my class teacher to translate it into Nepali. After that, our English teacher narrated it in Nepali and our local language. We came to know that he studied at a private school in Kathmandu. He came to our school for the SLC exam. He said that it would make him easier to receive scholarships in higher education if he completed school education from a public school.

The incident inspired me to think about the pertinent issue of EMI, and I feel that it is worth exploring the perceptions of teachers and students on pedagogical practices in EMI implemented schools. EMI has largely become the main medium of instruction where English is taught as a foreign language (Dreaden, 2014). It is increasingly growing in the public and private schools in Nepal, where the practice of EMI policy has significantly become the synonym for quality education and the centre of attraction in public schools. It has become popular over a decade within Nepal and the global context (Ghimire, 2024). Similarly, EMI has significantly become a strategic decision to enhance the quality of education (Tsou & Kao, 2017). People firmly believe that when students get exposed to the English language, then they clearly understand all other subjects. In this regard, Karki (2018) mentions that EMI has been a vehicle to attract parents to enroll their children in public schools. The schools also believe that EMI has helped them regain the trust of guardians and parents. As a result, many countries have implemented tangible policies endorsing the use of EMI for their better education system (Elkhayma, 2022).

On the contrary, the abrupt switch to EMI in developing nations such as Ghana and Rwanda, which were unprepared for the opting medium of instruction, are having difficulties in their education systems (Sah & Li, 2018). EMI, however, has become an emerging issue in recent years, attracting a wide range of research worldwide. In this regard, Macaro et al. (2018) recorded that the rapid growth of EMI has been preferred in every nook and corner of the world. In the case of Nepal, EMI has been implemented in school education without adequate resources, human capital, and supervision from government authorities

and school stakeholders. It has largely become a preference and a mantra of competition (Mishra & Bhatta, 2021) among parents and students.

Many scholars and researchers have explored the influence of English as a medium of instruction in education. For instance, Bist (2015) argued that EMI should be used from earlier grades because the researcher found the English language helpful to the student's higher study and career. Similarly, Sah and Karki (2020) reflect that the primary motivation for adopting EMI is to support the growth of social and material capital required to flourish in the global economy through acquiring English proficiency. However, Griffins (2013) highlighted that Lecturers had inadequate English proficiency and failed to establish pedagogical abilities for the multilingual and multicultural classroom. Botha (2013) revealed that students had difficulties when studying their courses in English; teachers hardly spoke in their mother tongue in the classroom. It can be reflected that the university's language policy was ambiguous. Likewise, Karakas (2016) emphasized that lecturers and students enhanced their English comprehensibility, clarity, and plainness after EMI implantation. Furthermore, Toth (2018) revealed that when students started taking EMI courses, teachers underlined the common use and relevance of the Swedish language in classroom interaction and learning. Most importantly, the pedagogical practices of EMI in public schools have not been thoroughly explored within the context of school education in Nepal. It is, therefore, important to unearth how school teachers, stakeholders, and students practice English as a medium of instruction in a public school.

Medium of Instruction

Medium of instruction is a language predominantly used to facilitate learning in the classroom through international, national, or local languages. In this regard, Gyawali and Khadka (2016) assert that other tongues can be used as a medium of instruction (MOI) rather than just as a study subject in order to make students learning efficient. Students and teachers can get chances to enhance quality education through the use of convenient languages. It is like a vehicle through which content knowledge of a different subject is complemented among learners.

The medium of instruction assists in receiving information when there is mutual understanding and interaction between teacher and student in a formal setting through a particular language. Rai (2018) mentioned that using the mother tongue as the medium of instruction in classroom teaching and learning activities fosters deeper and more meaningful learning. It strongly supports the advancement of inclusive education, upholds the dignity of children, and consequently leads to enhance far better student performance in their careers.

Moreover, the medium of instruction broadens learning capability when it is well known to the learner right from the beginning of school education. Ferguson (2006) asserts that policy and planning in the instruction medium aim to improve student's educational achievement. In this context, Poudel (2019) highlights that Nepal's medium of instruction policy had significantly experienced a circular shift from English as a medium of instruction to Nepali as a medium of instruction and back to English as a medium of instruction.

Social Cultural Theory of Learning

I employed Vygotskian social-cultural theory of learning in my study. Socio-cultural theory emphasizes collaborative learning and social interaction. Vygotsky (1978), in this theory, argues that learning happens through involvement in a particular task. Learners develop an understanding of a subject matter when they engage in academic tasks in their society. Furthermore, he also claims that socio-cultural communication helps learners gain knowledge from their peers and teachers (Panhwar et al., 2016). This theory also highlights that learning is closely intertwined with social and cultural contexts (Verenikina, 2003). Students must be motivated and inspired in every activity conducted in a classroom to enhance their meaningful learning. Similarly, this theory focuses on a smooth classroom environment to create opportunities where teachers are the primary source of motivation, collaborative learning, and thoughtful discussion (Kurt, 2020). There is a cordial relationship between teaching and learning; students show interest when teachers activate them to learn languages.

I, too, assume that students learn when they are engaged in interaction and collaboration in the classroom. Active participation in academic activities such as debate competition, elocution also helps students enhance sound knowledge of the language. In this regard, the study investigates the practices of English as a medium of instruction in a public school.

Methodology

I conducted a qualitative case study at "Shree Aadarsh Namuna Madhyamik Bidhyalaya (SANMB)" (Pseudonym). The school runs the

classes from Grade 1-10 and it is located in Sudur Paschim Province. The school has the students from different cultural, ethnic, and linguistic backgrounds; they are particularly from Rana, Tharu, Chaudhary and Pahadiya communities. Most of the students come there from private schools with the hope of increasing their chances of getting scholarship in higher education. Doteli and Tharu languages are the dominant language of interaction among students and teachers.

Arun, Durga, Samikshya, Prem, Ashmi, Kabya, and Khem (pseudonym) participated in my study. Arun grew up in Baitadi, completed his school education in his district, and came to Mahendranagar for higher education. He has been teaching Social Studies and Health at the secondary level. Durga, who is pursuing M.Sc. from Tribhuvan University, was my teacher research participant. Similarly, the third participant of my research was Samikshya, my teacher participant. She completed her master's degree in English Education from Tribhuvan University.

Moreover, Prem was the fourth teacher participant; he had completed two master's degrees in Mathematics and Sociology. During the period of data collection, he was the headmaster of the school. He played the leading role in changing the medium of instruction during his tenure. Ashmi was my fifth research student participant. She was born in the Bajhang district and received primary education there. Her father decided to enroll her in one of the well-known schools in Kanchanpur. Likewise, Kabya was my sixth student research participant who was born in Mahendranagar. He assists his parents in business. Lastly, Khem was my seventh research participant. He was born in Darchula and completed school education there.

Then, he came to Mahendranagar for higher education and completed diploma-level education at Tribhuvan University. He was elected as the chairperson of the secondary level school where he studied. He is energetic and dedicated to his work.

Data Collection and Analysis

I employed in-depth, unstructured interviews to unearth the practice of EMI at the school. I adopted interview questions and classroom observation to elicit information about the EMI practices and experiences. I recorded the interviews with participants' prior consent, and transcribed them for analysis. Coding is a significant process to generate themes and patterns (Saldana, 2016). I coded and categorized the information in terms of similarities and differences to create themes of EMI practices in a public school.

Findings and Discussion

The Existing Situation of English Language in Classroom

The English language has been a key selling point in the market, so the public is keen to implement it from the foundation to the university level. However, students seem less creative as they have not received full exposure in the English language. In this case, Arun, one of the teacher participants shares his story:

We have many students who have different schooling backgrounds. They rarely use the English language in/outside the classroom. Some of them neither attend school assembly nor remain present in the classroom due to fear of English.

The story of Arun reflects that the students are pressured to learn English without appropriate input; as a result, they are de-motivated to participate in school activities. Ojha (2018) posits that teachers are psychologically and linguistically unprepared to teach in an English-medium classroom. While observing the classes, I found students were silent. They just nodded their heads when the teacher asked them about the 'Force' in the English language. At the same time, the science teacher also started reading the paragraphs rather elaborating it in detail. Teachers also seem to be in considerable tension and hopelessness about professional development. Students could not express their ideas and remained silent in class. After the class observation, I could not see student's smile and some of the students were complaining about the teachers' lecture. This indicates that EMI's slogan is less productive and meaningful unless there is a change in teaching, learning activities, training, and the psychology of the stakeholders. Prem shares his story to illustrate the case in point:

I hardly feel comfortable teaching English as a medium of instruction as I could not develop English language proficiency during my school days. I study a lot at home to improve my English proficiency. One interesting thing is that I carry a dictionary in the classroom. When I get in trouble, I consult a dictionary to explain the meaning of the words. Some texts are complicated to teach in English. Book writers write just for commercial purposes rather than for academic use. Some texts are just translated from Nepali to English without providing a clear meaning. Some students ask questions about the language, saying, 'Sir, can you teach us in English?' At the same time,

some students raise questions, 'Sir, can you teach us in Nepali?' So, I realize that the medium of instruction has brought problems to me in the classroom and at home.

Prem's perception indicates that EMI has made teachers present more complex work, but students cannot understand lectures delivered in English. Similarly, textbooks have just been translated from Nepali into English. In this context, Baral (2015) argues that there are severe problems in classroom interaction and dialogue due to a lack of teachers' ability and sub-standard materials. These textbooks are primarily for commercial purposes, not for students' progress. There is a division among students in the name of medium. In contrast, students who belong to public schools focus on Nepali rather than English, and English has become a headache for them; Prem further continues his story:

My problem is that I understand English but can't speak and explain it in the classroom. So I usually use the Nepali language in teaching-learning activities. Many students are careless in class; they just want to disturb the class from the back of the classroom. They never do classwork and homework. I feel it challenging to correct their notebook. It is impossible to update them thoroughly. I check their homework randomly. It is a tough job in the classroom to maintain a smooth environment for teaching-learning activities. Some students prefer the Doteli and Rana languages. Therefore, I have to explain it in that language as well.

Prem's story recounts that students have frustration with their learning. They

sometimes speak unnecessarily with their friends and teachers and disturb the classroom environment. They try to bunk the classes and hardly submit their assignments on time. It can be reflected that teachers are under intense pressure to accelerate their honoured responsibilities. During my class observation, I happened to see a large number of students in the two rows. They were not interested in submitting their homework, and then the teacher started teaching his lesson. Later, I traced the students and discussed with them why they did not submit their assignments. One of the boys responded, “Sir, we hardly understand the lessons and feel exhausted to do it, even our friends bunk the classes”. Another interesting matter I noticed in the classroom was, that a few students were requesting the teacher to teach the lessons in the local language. This also indicates that English has given a burden to the small kids who are even in learning phase of their mother tongue. In the same vein, Karki (2018) posits that when students are proficient and confident in their mother tongues, they can be taught a foreign language. The students become weaker in local and national languages if they are exposed to English early. I believe that students cannot develop their potential in the content of a local language when they get input in a foreign language. As a result, the English language has suppressed students’ creativity and logical power.

Teaching Strategies in EMI Classroom

Teaching-learning strategies help to impart knowledge and enhance skills. It is an entirely conscious process to achieve expertise and enhance good command over the content. All these strategies ought to be purposeful, meaningful, and student centered. In this regard, Durga shares his experiences in the following lines:

As I am a novice teacher, I have few techniques for teaching-learning. I provide them notes, and then they learn by heart. It is like parrot learning. I have ultimately focused on content. Students who have trouble with language will likely to have incomplete learning. I used local languages like Tharu, Rana, and Doteli in class. Some brilliant students would laugh at me, and others would listen as it was easier for them to grasp the content. I hardly ask questions to the students in the class. When they try to disturb the class, I send them out and force them to copy the exact text on a notebook. Some students prefer to bunk the lessons because they are very weak in English.

The story of Durga reflects that students follow rote learning and memorization in science. Baral (2015) also finds memorization has been an asset for the students to pass the examination. Furthermore, students feel easier when all contents are translated into local languages. Krashen (1989) asserts that incomprehensible exposure hinders second language acquisition. Therefore, public schools must impart education based on students’ demands and access.

Furthermore, he feels that students generally enhance learning when receiving comprehensible input. Tomlinson et al. (2003), in this context, argue that teachers need to establish ties with the students, which I think is possible through building rapport with them and understanding their needs before teaching. Arun has also shared similar experiences:

I always prepare for an hour. I write the meaning of difficult words on a particular page with the help of the

dictionary. I take more than nine periods every day. I remain busy teaching college students from early morning to noon. I have full responsibilities in the school until evening.

Arun's story indicates that he has more responsibilities in school. He has difficulty to sustain wellbeing. I observed one of the EPH classes. The teacher asked a front-row student to read the paragraph, and he pointed out position-holder students to explain in detail or paraphrase it. Then, he translated the exact text into Nepali and then I promptly saw the smiles on students' faces. Students seemed quite interested when the teacher spoke in the local language. This incident demonstrates that students feel more confident and comfortable when the teacher speaks in their mother tongue. In this regard, Yadav (2014) added that the mother tongue hones the linguistic skills of a child, so it should be the primary language in school education.

During another classroom observation, I was curious to observe one of the periods of science. The science teacher asked students about the previous lesson and they replied to him about the topic '*force*.' Then, he was willing to start a new chapter. He switched language and spoke in Nepali '*chapter two open garnuta*' (*All students, please open chapter two*). Then he wrote a few lines on the topic of Pressure and started explaining points. Students copied all points and remained silent. No one asked any question to him. Sometimes, he used English and switched to Nepali frequently. I realized he had faced a language problem. The teaching-learning activities went on, and I looked around the class. There was utter silence, and some students were feeling sleepy. He tried his best to give examples and write formulas of *Pressure*. He did not ask

any questions to students. Undoubtedly, he was on his speed without involving students, and later, he focused on the difference between *Force and Pressure*. He wrote the points on the whiteboard showing the difference, and then students copied them down. He asked them to learn those points by heart, which was crucial for Secondary Education Examination (SEE). Then, he talked about *Liquid Pressure* by reading the textbook and translating all sentences into Nepali. Finally, he advised students to read what he taught that day and left the class.

The above observation indicates that EMI classes have made students passive and less curious about learning science. They hardly ask questions to the teacher, and the teacher keeps on explaining the content using a bilingual approach. Teachers are responsible for creating a smooth learning environment. In this regard, Franklin and Harrington (2019) opine that teachers are encouraged to promote supportive learning environments that are respectful and inclusive for the learning development of their students. Teachers and students must work together to enhance their knowledge of the subjects. When they collaborate and interact, they can have positive development in learning. However, the observation reflects that students and teachers have limited interaction in EMI classes. There is one-directional teaching that failed to empower students. Sah and Li (2018) opine that teachers may be unable to provide adequate language support and academic expertise to students. He focuses on a course book rather than students' demands and problems; it reveals that he was constantly explaining contents without engaging them in activities. Students were innocently listening to his lecture; however, it was monotonous for the students, and there was a lack of innovative

teaching strategies. There the predominance of memorization and note-taking strategies in the EMI classroom.

Motivating Learners

The learners can better understand the contents of different subjects when they are inspired in the classroom. I feel that the term motivation plays significant role in an individual's career. In this regard, Samikshya shared her experiences on how she motivated students learning English:

Throughout my career, I have always used motivating words to my students in the classroom and school premises. I frequently spend five minutes inspiring my students in every class. Sometimes, I share a story of successful personalities to accelerate their learning. I also share my hardships with my students. I inspire them individually when I meet them.

The quote reveals that Samikshya motivates her students by sharing her success story and telling success tales of other personalities. Her ideas resonate with Rowell et al. (2013), who assert that academic performance is built on a strong foundation of determination and motivation. It serves as a means of assisting, counselling, inspiring, and praising students who are eager to improve their academic achievements. Motivating environment helps to develop a rapport between teachers and students thereby creating a smooth learning environment. In EMI classes, this may bring positive vibes among students to develop their English language skills by interacting with their colleagues and teachers. Listening to the narratives of Samikshya reminded me of the success stories told to my students about learning English and my academic journey

from school to university levels. I sometimes share motivational videos with the students to inspire them mainly to learn English. Her narration indicates that students show keen interest after the motivational talk. In this context, Odanga (2018) also believes that motivation drives and encourages students to promote their academic performance. I found Arun's experience quite different from Samikshya's. He recounts his experience:

I check every student's assignment in the class. I rarely see complete work, but I praise them by writing 'good'; 'you are doing better than earlier'; 'Keep it up and keep doing it'; students feel motivated, and the next day, they approach me to show their work. I acknowledge their errors and use motivating words, and they feel it easier to ask questions and share their problems. I frequently ask them to read texts and correct their mistakes after class when I see them alone. I do not use derogatory words toward students.

The experiences of Arun indicate that he motivates his students to improve their English. Though students are weak in English, they show a keen interest in doing the tasks. He rewards students with positive and motivating words and grades. He also prefers to make symbols happy faces. Such motivating techniques can develop students' academic knowledge and English language skills. Durga has different approaches to motivating students. He shared:

I love giving responsibilities to the students; they seem quite happy to take responsibilities. I am a class teacher in grade nine, and I have given responsibilities to the students, such as

a language captain and class monitor. Every month, I change the role of students. I see girls are more energetic. They share every problem with the teacher. Some intelligent students always speak in English with my friends and me. They have improved a lot in English and the contents of all subjects. They learn definitions and problems of every unit very fast. I also have some students who learn texts by hook and crook without perceiving their meaning. They cannot solve the problem when some of the words are changed. One student named Aayush learned one page within one hour, but when asked to explain thoroughly, he could not do it because he had mugged without getting its meaning.

Durga's words reflect that students prefer to take responsibility and perform based on their potential. These concepts have developed the leadership capacity of students. This idea resonates with Parlar et al. (2017), who state that it is crucial to offer every student chance for leadership and to cultivate deeper thinking about their roles and responsibilities. He inspires students to do assigned work freely for developing their confidence. Some students might engage in parrot learning when they have to learn in English because have not developed English language proficiency to comprehend texts meaningfully. There would be a question of whether teaching-learning activities are meaningful and purposeful.

I feel that students learn promptly in their mother tongue rather than English when they get a school education. I excitedly observed Optional Mathematics class as I heard that Optional Maths teacher is one of the best teachers of all students:

When he entered into the classroom, all students excitedly greeted 'Good Morning, sir'. Then, he asked all, "close your eyes and remember what you did yesterday at home. Do you have any problem?" Students uttered, "We did homework of Opt. Math and no problem at all". He tried to make his students active and energetic, giving them different questions. He inspired them to present the problem on whiteboard. He called boys and girls accordingly in front of the class to solve the problems. He also mentioned, "you can use any language in which you are comfortable," simultaneously I heard students silently uttering the sound 'Yes'. They made presentations, and he appreciated them with huge applause, though some of them failed to solve the questions of 'Trigonometry'.

The above class observation reflects that learner-centered techniques develop the capability of solving problems and students develop confidence. They promote their speaking power in front of the public and enhance their presentation skill. This also indicates that they can be autonomous learners and share their ideas. Introvert students can also energize to improve their studies and speak in big masses. Stewart (2019) argues that it is essential for every teacher to help students who are hesitant in class and assign them different responsibilities. They can develop the confidence to collaborate with teachers and friends.

Students' Difficulties in EMI

English is an international language that is instrumental for every student. There is a greater demand for English in the market, but it is not easier to learn without appropriate exposure to it; EMI policy is making it difficult students to understand the content

and concepts. In this regard, one of my participants, Prem shares his experiences:

I have been teaching Science and Mathematics in the secondary level. Besides, I am the school Principal. I generally take two periods in a day in class ten. In my class, students silently do the assigned tasks, they remain quiet even I leave the class.

Prem's words show that students hardly interact with him in the classroom; however, they do whatever is assigned innocently. He realizes because of one-way teaching-learning activities, they could not speak with him. He is an influential figure in the school. Therefore, the students might have hesitated to share their feelings with him. In contrast, students might have remained silent in class because of their inability to understand the content. In this regard, Sah and Karki (2020) highlight that due to EMI policy, students' voice is silenced in class; as a result, their innovation is not enhanced in academic discourse. They are compelled to follow English as a medium of instruction because their parents believe that admitting their kids to English medium school would enhance their academic performance and employment opportunities. I observed one of the Mathematics classes delivered by the head teacher. I was excited to see how he would start his lesson.

He started his class checking homework, moving around the class, I happened to see one student who had confusion on one theorem. He solved the problem on the whiteboard and tried explaining it clearly. No one raised questions. Instead, they remained silent. He inspired them to ask a question, "Please, ask if you have any confusion over it." But they hardly did it. When he explained it in the

English language, one boy, who was near to me, slowly asked, 'could you explain it in Nepali, sir?' Then he switched into Nepali to solve the problem.

The observation shows that students hardly ask questions in class. They remain quiet and innocently listen to his lecture. When he writes on the whiteboard, they copy it on their notebooks. This indicates that students have no smooth environment for enhancing knowledge through collaboration and interaction in class, as Vygotsky (1978) asserts that learning happens through collaboration and interaction. Similarly, Ashmi shares her experiences and difficulties in learning English in the following lines:

I love talking in English with my friends, whatever I know, but I struggle with teachers. Every evening, I watch Indian serials Nagin, Kum Kum Bhagya, CID, Crime Patrol, and Big Boss, and I like their ways of speaking. This motivated me to speak English. I understood the content but hardly spoke accurately. Once the English teacher asked me to deliver a speech in front of the class, I became nervous and could not speak even one sentence accurately. Sometimes, I have been using the -ing form of Nepali lexical words and inserting Nepali or Doteli words while talking with my friends.

Ashmi's story made me recall my school days when there was an inter-school speech competition in my school. My English teacher selected me for the final round. I prepared a lot but could not speak in front of a big audience. I became nervous and forgot everything while delivering the speech. I realized that a high level of knowledge helps students develop confidence and competence that accelerates

the pace of learning English. This idea resembles Fischer et al. (2018), who state that higher confidence leads students to work harder on the assigned task and perform better.

Furthermore, she reflects that she does not have academic environment to learning English. Her English teacher focuses on the syllabus rather than enhancing students' level of grammar and pronunciation. Students cannot understand the subject matter efficiently. In this regard, Ngo et al. (2018) assert that student's low proficiency in English is a considerable problem for content instruction. The reason for not being able to express themselves in front of an enormous mass indicates that she has less vocabulary power and teachers have not practiced recent teaching-learning activities; she further shares her stories;

I occasionally write paragraphs, stories, and essays without getting ideas on subject-verb and agreement. I first think using Nepali sentences and phrases and then translating them into English. While writing, I face problems with spelling and vocabulary. I write whatever I learn from the course book, but I cannot add more.

After listening to Ashmi's story, it can be realized that teachers have not diagnosed students' problems. It is a complex task to organize the words and sentences together coherently. In this regard, Baker and Chard (2009) opine that a writer needs to develop the skills of organizing ideas and structures. Teachers ought to work out on enhancing students' writing skills; they need to devise strategies that involve the writing process, including planning and recognizing students' challenges. According to Ashmi, she has difficulty writing stories and essays. She has

issues with grammatical structures and lexical words. Furthermore, Kabya shares his story in the following lines:

We had a shop near my home; I used to do homework at the shop, and my mother sometimes helped me with difficult questions. But she did not have sufficient time to assist me in my homework. Although I studied in an English medium school right from the beginning, I could not improve my English language proficiency. I was a shy student, and teachers used to focus on the top five students. They never encouraged me about my problem; I could not read the text properly from the beginning. I had difficulty pronouncing words accurately.

Kabya's story indicates that teachers focused on brilliant students during the class; as a result, he could not bring out his inner potential. He realized that the classroom had become the center of fear for students. When students do not get appropriate exposure, it isn't easy to learn and understand a second language early. These ideas resemble Kirkpatrick (2011), who believes that the growing trend toward English as a medium of instruction at the basic level also threatens mother tongues, and there will be significant tension in students' identity. Kabya further continues his story:

I had a problem with spelling, pronunciation, and word formation. Then, English ma'am left school, and a new teacher came to teach English. His target was on texts and question-answer rather than assisting students. I just managed pass marks in English and other subjects as well. I studied there in grades seven and eight but could not improve my English. Again I had to change school

and enroll in EMI implemented public school. My father told me the certificate achieved from a public school has more value than a private school. I saw more than sixty students in one class puzzled about how to study. Some teachers were experienced enough but they could not deliver the lessons actively. I basically enjoyed the English class because the teacher was energetic and helpful. She had to control class, so she could not implement all techniques. I hardly improved my essay and paragraph writing skills. I feel difficulty in word order.

Kabya's narration indicates that the value of studying in public school. He added that senior teachers are more experienced as they had taken training from experts. But they are pessimistic regarding the implementation of EMI. In this regard, Ranabhat et al. (2018) posit that almost all teachers have got training but still practice "Talk and Chalk" techniques. They do little preparation for their teaching and less motivated in their respective professions. As a result, it is meaningless to expect quality education from EMI implemented public schools as Poudel (2021) asserts that the English language often fails to give students a strong foundation for improved understanding. When it's forced upon students without adequate preparation, teachers face numerous difficulties, including issues related to training, English proficiency, vocabulary, and course completion.

On the other hand, newly appointed teachers have motivation and encouragement to develop professionalism and nurture their students' learning. They seem dedicated and hard-working to uplift student learning. I believe that young teachers have the energy

and confidence to showcase their inner potential. They are keen to practice whatever is learned here to further it in their higher education. But they hardly get the conducive environment to implement their knowledge.

Conclusion

The study employing Vygotsky's (1978) social cultural theory of learning looked at the EMI practices in a public school. The study clearly reveals that school administration has added a burden to the teachers teaching all English subjects without proper training and teacher professional enhancement programs. Teachers are unable to meet students' needs, interests, and learning capabilities as they have difficulties with the medium of instruction. Furthermore, Participants strongly argue that the switch in the medium of instruction from Nepali to English has limited the students' potential. The reason is that the entire teaching-learning activities based on teacher-centered, and traditional teaching-learning activities are largely practised. They spend more time explaining texts rather than participating students in different group works, group discussions, and pair work except in English class. As a result, students stay quiet when the teacher consistently delivers a lesson in the English language. They have emphasized rote learning, stifling students' creativity following the implementation of EMI.

However, EMI has emerged as a means of fostering global connectivity in developing nations, including Nepal. EMI policy in public schools has largely become prominent to compete with international students. The teachers, students, and school administrators are passionate about promoting quality education through EMI policy. School stakeholders struggle to sustain EMI policy

and have a strong passion for maintaining conducive atmosphere for learning.

The study employed the Vygotsky's (1978) socio-cultural theory as a framework to explore the implementation of EMI. The theory primarily sheds light on language learning through collaboration. Students enhance learning when they engage in collaborative activities. They construct and reconstruct their own stories and experiences. The study also shows that newly appointed teachers like the English teachers are capable and energetic; they facilitate classes based on students' interests and demands. They focus on the mother tongue to make the text understandable for the students. They motivate students to enhance academic improvement, and they get a chance to build rapport with teachers.

At last, the study can be significant for the policy makers and school stakeholders. This study explored the EMI practices in a public school. Further research can focus on the classroom discourses and assessment system in EMI implemented public and private schools need to be explored.

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