

Use of Translanguaging in EMI Classroom: Perceptions of Teachers at School Level in Nepal



Purna Bahadur Kadel¹, Mahendra Kumar Budhathoki²

¹Central Department of Education, Tribhuvan University, Kathmandu, Nepal

<http://orcid.org/0000-0001-8741-6196>

²Bishwo Bhasa Campus, Tribhuvan University <https://orcid.org/0009-0008-6734-5114>

ABSTRACT: This study attempted to address the perceptions of teachers on the translanguaging as a medium of instruction and how translanguaging facilitates in EMI classes at school level. This study would be very relevant for the secondary level teachers to address the issues of EMI in multilingual classroom. Hermeneutic phenomenological research design was adopted to analyze the lived experiences of the participants in EMI program in secondary level in the context of Kathmandu metropolitan city. The lived experiences of eight teachers from four schools were collected to find out the subjective and multiple realities of the EMI classes in community schools. In-depth-interview was employed the lived experiences as data from teachers of science, mathematics and social studies in this study to address the research objectives of this study. The findings of this study were exclusion of learners' L1 in EMI class, excessive use of Nepali in EMI class, lack of the use of linguistic repertoire of learners' L1 in EMI class, use of code mixing, code switching and translation as techniques in EMI class, and lack of workshop and training of ICT for teachers. It is concluded that translanguaging is essential to run EMI policy smoothly in non-English classes. There should be workshops and trainings on translanguaging to make the EMI policy of the Government of Nepal successful in secondary school level in Nepal.

KEYWORDS: Translanguaging, Hermeneutic, Phenomenological, EMI, and Linguistic Repertoire

INTRODUCTION

Nepal is a multilingual, multiethnic, multicultural, and multireligious country situated giant countries China and India in South Asia. There are 124 indigenous ethnic languages (NPHC, 2021) which were recognized as national languages in the Constitution of Nepal (2015). Socially, Nepal is inhabited by people of diverse social, cultural, and ethnic backgrounds of people. More importantly, Nepal is a diverse country with 142 ethnic groups (NPHC, 2021) residing across the country. Approximately, 46.23% of people's first language is Nepali whereas 53.77% of people speak non-Nepali as their mother tongues in Nepal (NPHC, 2021) so non-Nepali languages should be practiced as translanguaging (TL) in the EMI classes from preschool to secondary school level for the justice of the ethnic groups. Nepali language is an official and formal in offices of Government of Nepal. More importantly, it is a mode of instruction in school and university levels as well as lingua franca across the country to bridge the people of diverse multilingual communities. On the contrary, English is regarded as a foreign language in the constitution of Nepal, 2015. Nevertheless, English is used as a second language like outer circle countries in Nepal due to the globalization and internationalization of English as a global lingua franca. English has been established as a global language in the world. Furthermore, it is acknowledged as an international language and the main language of education, trade, commerce, tourism, ICT, diplomacy and instruction in school and university levels in Nepal. Nepali is a medium of instruction (NMI) from school to university levels despite the fact that Government of Nepal introduced and implemented English as a medium of instruction (EMI) from basic to secondary levels since 2006.

The medium of instruction in the most of community schools in Nepal is both NMI and EMI from pre-school to grade 12. The medium of instruction in school level is not solely EMI since learners are from multilingual background communities so English is their third language and Nepali is second language of 53.77% of the people in Nepal. Majority of the learners' English proficiency is very low. In the classes of science, mathematics, and social studies, the learners usually use their L1 to develop the metalanguage awareness of English as the target language to comprehend the content knowledge of non-English subjects. Most of the classes of

Use of Translanguaging in EMI Classroom: Perceptions of Teachers at School Level in Nepal

science, mathematics, English and social studies is diverse and heterogeneous in terms of multilingual learners from ethnic groups. However, Nepali language is used as lingua franca among multilingual learners in the English and non-English subjects. In the context of Nepal, every learner is multilingual with sound knowledge in his/her own L1 and Nepali language in EMI class. English has been prescribed as a compulsory subject from grade one to grade 12. Moreover, English has been also taught as an optional English in grades 11 and 12 in Nepal. This study explored the translanguaging practice in EMI led science, mathematics, English and social studies classes of four secondary schools in Kathmandu metropolitan city.

LITERATURE REVIEW

The word 'translanguaging' was developed from the Welsh term 'Trawsieithu' (Lewis, et al., 2012) which refers to as purposeful cross curricular strategy for the planned and systematic use of two languages for teaching and learning in the classroom. The language and content learning approaches have been considered as immersion, content-based instruction (CBI) and English-medium instruction (Lin, 2016). More importantly, TL has been regarded as theory, method or approach of language education (Li, 2022; Li & Garcia, 2022). The learners and tutors have been using code switching, code mixing and translation as TL strategies to understand L2 or foreign language as target language to understand the content in their home language in EMI classes. In communicative language teaching, the learners and language teachers have to use only target language; however, they are not permitted to use their L1 as linguistic resources.

The restriction of using multilingual resources in the English class has brought some problems for the learners in the monolingual model since the multilingual learners have rich linguistic resources in their L1 rather than Nepali and English languages. The multilingual learners are different from monolingual ones since multilingual learners have rich linguistic repertoire of their L1. In course of acquiring English as their target language in EMI of science, mathematics, and social studies, they can use the linguistic resources of their L1 to comprehend and apply the metalinguistic features of English as their target language. They can use the linguistic resources of their L1 as a compensation strategy in the target language (Oxford, 1990). If the learners are allowed to use their prior knowledge of their L1, they can comprehend the use of metalanguage features of the target language effectively (Cenoz & Santos, 2020; Prada, 2019). Multilingual learners are smarter and more dynamics than the monolingual ones in regard to their types of competences, trajectories and discourses since they have got more exposure of languages. Having mastery over more languages means to develop critical thinking, creativity and problem-solving skills. It is very rare to find out monolingual speakers in the class in the context of Kathmandu metropolitan city in Nepal. Every learner can speak more than two languages since Nepal is a multilingual, and multiethnic country situated two giant countries like China and India. EMI policies have been implemented at education system of school level due to the transnational academic policies in the world. The globalization policies of EMI are translanguaging, neoliberal ideologies and commodification. The backdrop of implementing EMI from basic to secondary levels in Nepal is due to the globalization and internationalization of English in every walk of life. Most of the graduates of school leaving certificate (SLC/12 grade) need to be qualified with International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL) as the basic required credential for the admission in the tertiary level in Anglophone and non-Anglophone countries (Dewey, 2021). The notion of translanguaging practice in English as a foreign language helps the learners make the class interactive and engaged. The multilingual learners can develop language skills through translanguaging practice in English as a foreign language classroom. Translanguaging pedagogy states that educational language teaching uses language translation practices to facilitate the teaching and learning process by promoting the acquisition of the target language using students' native language (Wei, 2023). More importantly, translanguaging pedagogy is concerned with a broader teaching and learning methodology that revolves around the fundamental principles of language translation (Wei, 2023).

The communication competence in English can be developed through hybrid mode of communication. The multilingual learners can adopt code switching, code mixing and grammar translation as hybrid strategies in the TL practice. They can accomplish their communicative competence through active interaction rather than cognitive process. Moreover, they can promote their communicative skills through interaction with their peers and tutors using multimodal elements such as gestures, body language, use of semiotics etc. (Uman et al., 2023).

The teachers can use pedagogical TL in teaching and assessment framework strategically and purposefully (Gracia et al., 2017). Teachers are the social agents to make the success of EMI policy of the eGovernment of Nepal so they are the policy and pedagogy enactors in the school level (Li, 2022). Pedagogical TL can improve linguistic awareness of multilingual learners and value of their languages in the educational environment (Cenoz & Santos, 2020). According to Baker (2001 as cited in Raja et al., 2022) there are remarkable advantages of using TL pedagogy in EMI classroom which helps the learners understand the learning materials critically due to use of more than two languages by the learners. Furthermore, they can mastery over other languages of their colleagues well while sharing the content of mathematics, science, social studies and English interactively; their parents

Use of Translanguaging in EMI Classroom: Perceptions of Teachers at School Level in Nepal

who speak minority languages can persuade them to learn minority languages of their parents and low learners' English can be scaffolded by the bright ones.

Teaching English as an EFL or ESL has been dominated by monolingual approach in outer and expanding circle countries where teachers and learners are expected to adopt norms and standards of English as inner circle countries (Cenoz & Gorter, 2015). The monolingual approach was successful and effective during the colonization of Britishers and Americans in Asian, African and Latin American countries. However, after the collapse of colonization, TL as decolonizing approach has been replaced with the monolingual approach in the EFL pedagogy (Liando et al., 2023). TL approach warns the tradition pedagogy of applying monolingual instruction of through English. TL encourages the learners and teachers to apply multilingual resources for the process of meaning construction in EMI classes. In TL pedagogy, the learners are granted more autonomy in using their home languages and target language independently in course of learning the content and language in the EMI classes (Garcia & Kleifgen, 2019). Translanguaging pedagogical concepts and practices have a positive influence on teachers' learning experiences because it triggers them to use their prior fixed linguistic knowledge and experience (Graham et al., 2021). In TL pedagogy, there is respect and value of learners' linguistic and cultural background.

In TL approach, there is interaction between internal cognitive ecosystem and external social ecosystem (Herdina & Jessner, 2002) so TL has been considered as a social phenomenon (Zheng, 2022). Language skills, vocabulary and grammar can be developed through massive interaction in EMI class with the help of linguistic repertoire of learners' L1 in English and non-English subjects. The students can use intrasentential translanguaging which is similar to codeswitching and codemixing. In the same vein, intersentential translanguaging refers to the exchange of linguistic elements from English language to Nepali and vernacular local languages and vice versa (Liando et al., 2023). The learners and tutors can exchange the content knowledge and linguistic elements through local vernacular languages of learners, Nepali and English languages. Nepali learners of English as a foreign language can learn language and academic content of the English through pedagogical TL. Pedagogical TL has been forward as an 'all encompassing' practice to meet linguistic inequalities and injustice in the classroom (Li, 2018 as cited in Li, 2022). In this regard, all of the languages of learners are considered as assets for meaning making process (Li, 2022).

Adhikari and Poudel (2024) conducted a study on countering English prioritized monolingual ideologies in content assessment through TL in higher education in which they attempted to find out the use of examinees' different linguistic repertoire to carry out the formative assessment effectively. The examinees used their multilingual linguistic resources to address issues asked in the formative assessment. In the same vein, Sah and Li (2022) conducted a case study on TL or uneven languaging. Disclosing the plurilingual discourse of English medium instruction policy in Nepal's public schools in which they attempted to examine the use of L1 resources of both teachers and students in the EMI classroom. The finding of this study was that EMI and NMI were only used in the EMI class; however, the learner's L1 resources (non-English as L1) were excluded in the EMI classes which is a serious violation of using learners' L1 in the EMI classes. Sharma (2022) carried out an empirical study on TL as a mediator of learning in which he attempted to investigate the benefits of TL for Nepali and English emergent bilinguals. The finding of this study was that TL can be used as a mediated strategy for cognitive, affective and interactional dimension in English language instruction. In a similar vein, Anderson (2022) conducted research in India involving 8 secondary level English teachers who attempted to use two languages with balanced manner in their English classes. It was found that English was used linguistically in the mode of written; however, learners' L1s were used orally in interaction and discussion in the class. This study attempted to address the following research questions:

- What are the perceptions of teachers on the use of translanguaging in English as a Medium of Instruction (EMI) classes at school level?
- How can the translanguaging facilitate the learners to comprehend language and content in EMI class?

METHODS

Context and Research Design

The qualitative research approach was used to carry out this study. The interpretive research paradigm was applied to interpret the data collected from the participants. The research design, sampling and population, research tools and ethical consideration have been incorporated this study. The hermeneutic phenomenological research design was employed to analyze the lived experiences of the participants in EMI program in the school level in Kathmandu metropolitan city in Nepal. The main reason behind to employ hermeneutic phenomenological research design was that the lived in-depth personal perspectives of the teachers of secondary level were required to find out the different techniques and strategies to make the success of EMI policy in community school. The lived experiences of the secondary level teachers of all subjects were gathered to find out the subjective and multiple realities of the EMI classes in community schools to address the research questions. The hermeneutic phenomenological research design attempts to investigate understanding of the meaning and significance of a particular lived

Use of Translanguaging in EMI Classroom: Perceptions of Teachers at School Level in Nepal

phenomenon of the participants (Diaz, 2015). Phenomenology is considered as “social and cultural situatedness of actions and interactions, together with participants’ interpretation of actions” (Cohen et al., 2018, p. 21). The hermeneutic phenomenology is a constructivist approach through which multiple and socially constructed realities are amassed from the non-English teachers as participants to find out the realities of EMI situation in school level in Nepal (Hatch, 2002).

Participants

Four community schools from Kathmandu metropolitan city were selected through random sampling procedure. However, 8 (4 male and 4 female) participants were selected at least 2 teachers from each community school using purposive non-random sampling procedure. The technique of inclusiveness has been adopted in terms of gender while selecting participants from each school. All of the participants comprise of 2 English, 2 science, 2 mathematics, and 2 social studies teachers who have been teaching in their respective schools for last 10 years. The academic qualifications of the participants were bachelor to master degrees in their respective subjects.

Research Tools

The in-depth interview as a research tool was administered to the teachers who have been involved in EMI classes. The lived experiences of participants were recorded as required data to address the research questions through the mode of telephone and face to face interview in this study.

Data Collection and Data Analysis

The approval from the each headteacher of the respective schools was accepted to employ in-depth interview to the teachers of science, English, mathematics and social studies. Having had taken approval from the headteachers of each school, the consent from each teacher was taken to administer in-depth semi-structured interview. In order to maintain confidentiality and anonymity of the participants, each participant was named pseudo names as Krishna, Raju, Bharat, Kamal, Malati, Sindhu, Sita and Jayashree. The data were collected from them adopting full-fledged liberty and personal freedom of each participant. The appointment time was arranged with them as their conducive time to administer the in-depth interview. Furthermore, permission was taken with the headteacher as well as the respective subject teachers to conduct the classroom observation. Having transcribed and translated the verbatim of each participant, the data were sent to the informants for member check to confirm their data.

Findings

There are seven themes developed out of several basic and organized themes in this study. The seven themes are: exclusion of learners’ L1 in EMI class, excessive use of Nepali in EMI class, use of linguistic repertoire of learners’ L1 in EMI class, use of code mixing, code switching and translation as techniques in EMI class, interaction and discussion for translanguaging pedagogical practice, lack of workshop and training of ICT for teachers, and positive attitudes towards translanguaging in EMI class which have analyzed and interpreted as below:

Exclusion of Learners’ L1 in EMI Class

Nepal is a multilingual country with 124 national languages (NPHC, 2021). Most of the learners speak at least two languages viz. Nepali and their own mother tongue. In this regard, Raju stated that

I teach the content of science in both Nepali and English in EMI class. When the learners asked the meaning of the difficult terminology of chemistry, physics, and biology, I translated them into Nepali words. However, the learners cannot understand the concept of the meaning of terminology of science in Nepali because they do not understand in Nepali language properly because their L1 is not Nepali. Subsequently, they asked me to tell the meaning in their language; however, I did not understand their mother tongues.

The class is full of diverse learners in terms of languages, cultures, and religions. The students in the class are more diverse in terms of languages. The class is a social miniature since there are various language learners (Freire, 1970). However, the teacher does not understand other languages except English and Nepali languages. In this regard, the teacher should be trained with knowledge of multilingual languages which are existed and working actively in the society. All of the participants Krishna, Bharat, Kamal, Malati, Sindhu, Sita and Jayashree were positive in this regard. In this point, Sindhu said that in order to comprehend the abstract content knowledge of science, and mathematics, the learners’ linguistic repertoires are inevitable to internalize the concept of the science and mathematics. The concept of science is delivered in English then translated it into Nepali. This way of delivery does not help them analyze the concept clearly. So, learners’ L1 is very important for the mode of instruction in the class. The learners of ethnic group cannot be successful in higher education due to the poor background knowledge of Nepali and English languages.

Use of Translanguaging in EMI Classroom: Perceptions of Teachers at School Level in Nepal

In translanguaging pedagogy, there is amalgamation of different languages for meaning making process in science and mathematics classes which are instructed through English. The use of multilingual resources helps the teacher and learners to broaden their concept of the content in the EMI classes. The learners' cognitive academic language proficiency cannot be developed if their content knowledge has not been instructed in their L1 (Cummings, 2000). The learners are to be familiar with multilingual ideas in EMI Class (Sari, 2021). Translanguaging is the process of integrating different languages as the process of knowledge construction in the EMI classroom (Munirah et al., 2021). In the similar vein, Bharat asserted that the languages of ethnic groups are sources of indigenous knowledge so the learners should be given to use their L1 in the EMI class to construct the meaning. It is very essential to revive the indigenous knowledge which has been embedded in their language and culture.

In this point, Canagarajah (2013a) argues that multilingual learners can enhance multilingual competence using their L1 linguistic resources in English and non-English subjects. However, the overuse of translanguaging pedagogy could have negative impact in content and language learning. As such, Translanguaging could make the students as slow learners in English learning (Rosiers et al., 2018). In the same vein, Krishna, Kamal, Malati, Sindhu, Sita and Jayashree accepted that learners' L1 linguistic repertoire is very useful to construct meaning in the EMI class. I conducted classroom observation in which I found that there was exclusion of learners L1 in the class. The main cause of the exclusion of learners' L1 was that the teacher of mathematics, science and social studies could not speak and understand their mother tongues except Nepali and English. It is injustice to exclude learners' L1 in EMI class.

Excessive Use of Nepali in EMI Class

EMI has not been executed effectively due to lack of proficiency of English of teachers and students. In this regard, Sita said that I understand that EMI means teaching the content of English in Nepali then, students are asked to carry out their assignment in English. Moreover, the students should write their every subject in English in unit test, terminal test, mid-term and final examination.

English has become the gate way of the fortune of every people in the world due to being global language and lingua franca in every walk of life of the people. EMI was implemented in community school in 2006 to pace the globalization of English. However, there is overuse of Nepali language so called EMI classes in the context of Nepal. Teachers use Nepali language as a medium of instruction; however, the learners should write in English while attempting written paper in the examination. In this point, Kamal stated that the teachers of mathematics, science and social studies instructed through Nepali language while studying bachelor and master degrees at Tribhuvan University because there was one language and one uniform system before beginning the federal republic democratic country in 2006. Nepali language was promoted only means of instruction and an official language in Nepal; however, Government of Nepal has accepted all of languages as National language in Nepal.

It can be inferred that all of the teachers are good at Nepali; but they are not proficient at English so they have been using Nepali excessively even in the EMI class due to the poor proficient teachers and students in English. Moreover, the learners are also very poor in English. All of the participants Krishna, Raju, Bharat, Malati, Sindhu, Sita and Jayashree accepted the over use of Nepali rather than English in EMI class. When I observed a couple of classrooms of science, mathematics and social studies, I found that instruction of non-English subject is Nepali and learners are given homework and class assignment in English. They are asked to write their assignment in English since they are studying through EMI.

Use of Linguistic Repertoire of Learners' L1 in EMI Class

The most important resource in EMI class is the learners' mother tongue to comprehend the content knowledge of science, mathematics, and social studies. In this regard, Jayashree asserted that most of learners use their mother tongues to understand any theoretical and practical contents in my mathematics class. Whenever the learners feel difficulty to understand the concept in geometry classes, they bring analogy from their own culture and indigenous knowledge which they shared in their L1 in my EMI class. Sometimes, the learners from ethnic group compare the concept of mathematics with the local indigenous knowledge which help to understand the theoretical concept knowledge with the help of the indigenous knowledge.

In fact, the learners' L1 resources are the strong background knowledge to facilitate EMI class. Until unless the learners use their L1 resources and indigenous knowledge, they cannot understand the content of science and mathematics taught in EMI. The participants Krishna, Raju, Bharat, Kamal, Malati, Sindhu and Sita asserted that learners' L1 linguistic knowledge and indigenous knowledge are the supportive concepts in the EMI class. Likewise, another participant Sindhu stated that learners' ethnic and indigenous knowledge is the backbone to understand the universal Eurocentric concepts of mathematics, science and social studies. In my class, there is conflicts and debates between the indigenous knowledge and Eurocentric theoretical concept of science and mathematics. Ultimately, the learners are persuaded with their own L1 resources to understand the concepts of science and mathematics.

Use of Translanguaging in EMI Classroom: Perceptions of Teachers at School Level in Nepal

It can be inferred that learners' L1 resources and indigenous knowledge are inevitable to understand any content knowledge through English in science, social studies and mathematics.

Use of Code Mixing, Code Switching and Translation as Techniques in EMI Class

Grammar translation method is used as a strategy to make the learners comprehend the sense and context of meaning in EMI class. In this regard, Jayashree stated that

EMI class can be effective in EMI class because without translation of the content in the language of learners, they cannot understand the content knowledge. 46.23% of people's first language is Nepali. Translation of content into learners' Nepali language does not help them understand the *concept of* the science, mathematics and social studies since 53.77% of people speak non-Nepali as their mother tongues in Nepal.

In reality, translation is a very useful strategy adopted in the EMI classes particularly in the expanding circle countries where English has been used as a foreign language. Rest of the participants Krishna, Raju, Bharat, Kamal, Malati, Sindhu and Sita agreed that translation into learners' mother language is the local pedagogy in EMI class. Likewise, the participants, Krishna asserted that code mixing of English and Nepali is very usual technique in the EMI classes in order to make the learners comprehend the content of science, mathematics and social studies in EMI classes. Frequently, the teacher and learners adopted the code-switching strategy in the EMI classes whenever, the learners faced difficulty to understand the main gist of the content in the EMI classes. There is practice of code switching from English into Nepali and learners' L1 time and again in the classes of non-English subjects.

Translation, code mixing and code switching have been using in EMI classes in community schools to promote EMI policy of government of Nepal. If the teachers do not use translation, code mixing, and code switching in the EMI classes, the learners cannot catch up the content knowledge of science, mathematics, and social studies. All of the participants agreed that translation, code mixing and code switching are the fundamental techniques that teacher have been used in the EMI classes. I observed the use of translation, code mixing and code switching in the EMI classes.

Interaction and Discussion for Translanguaging Pedagogical Practice

The learners in EMI class remain reserved and passive due to the dominance of Nepali and English languages. In Kathmandu metropolitan city, there are dominance of Newa community since time immemorial. Nepali and English are the second and third languages respectively of the learners from Newa community. In this regard, Raju asserted that most of the learners are reluctant to respond the questions individually even in Nepali due to the poor linguistic background of Nepali language. They are poor in Nepali and English so they are reserved and passive in the mathematics, science and English classes. When I divide the class into different groups and ask them to discuss in group in their home languages about the confusing topic, the class become very interactive.

The learners are not proficient and fluent in English and Nepali so they are unwilling to share their opinions and responses in front of whole class. However, I observed that the reserved and introvert students are ready to discuss in group so. Interaction and discussion in group in learners' home languages help them to understand the content in EMI classes. In the similar vein, Sindhu stated that the girls are more enthusiastic and exciting to discuss in their home language in the group and peers' discussions. They are less shy and nervous to speak in their home language in the EMI classes. When they have understood the contents in their home language, they can write in English in the summative and formative examination.

Interaction and collaboration are the techniques of translanguaging to make the success of EMI policy of Government of Nepal. More importantly, low learners have been scaffolding by their peers while using home language in EMI classes. All of the participants agreed that interaction, discussion, and collaboration through the use of home languages of learners help to make the EMI policies of Government of Nepal.

Lack of Workshop and Training of ICT for Teachers

In order to execute EMI in community schools, the local government should run workshop and training to make the teachers competent and professional to implement EMI in their respective subjects. In this regard, Bharat said that the local government should have memorandum of understanding (MoU) with university authority to hire trained professors to conduct workshop and training in different subjects. Particularly, school level education is under the local level government so the authority of local government should adopt smartness and dynamics to conduct subject-wise workshop to implement EMI.

In fact, the local government should do MoU between Kathmandu metropolitan and Tribhuvan University in regard to run the workshop and training to make the secondary level teachers competent and professional to run EMI. The authority of local government should hire university professors to conduct workshop and training in EMI to the in-service teachers. In this point, Krishna asserted that in order to make the teachers competent to implement EMI, they should be provided workshop and training on information communication technology (ICT). If the teachers are a technocrat in ICT, they can explore e-materials from e-library.

Use of Translanguaging in EMI Classroom: Perceptions of Teachers at School Level in Nepal

The learners can be provided the relevant materials through videos and YouTube. English language is an international and lingua franca so every video, and e-materials are recorded in English.

The workshop and training in EMI and ICT are inevitable to make the in-service teachers competent and professional. However, the authorities of local government do not pay attention to improve the quality of teachers through workshop, and training since there are lack of visions and missions of the authority of local government regarding the EMI. Rest of the participants Raju, Bharat, Kamal, Malati, Sindhu, Sita and Jayashree acknowledged that teachers need workshop and training to be update and refreshment.

Positive Attitudes towards Translanguaging in EMI Class

To make the EMI policy successful in community schools, learners' L1 should be employed as a pedagogical tool in English and non-English classroom. In this regard, Kamal asserted that when I ask the learners to share the teaching materials in your local language, they are more enthusiastic and energetic to interact in groups and peers in the classroom. After having discussion in group, they come up with solid conclusion of meaning of difficult words and concepts of the content very clearly so learners' L1 should be used as a pedagogical tool in the EMI classroom in order to enhance cognitive and metacognitive development of learners.

Use of learners' L1 in the EMI classroom provides the ownership to the learners. Conagarajah (2011b) asserts that the attitudes of teachers towards translanguaging require to be conducted in order to understand the pedagogical success of EMI in the multilingual classroom. In this regard, Chou et al. (2022) argue that most of the teachers opted to use Learners' L1 rather than English to facilitate them to understand the content clearly. In this point, Sindhu stated that female students feel very shy and hesitated to share their ideas through English in the male dominated classroom. When I told them to share their comments and ideas in their language, they frankly share their ideas enthusiastically in the classroom. Girl students are very happy to get opportunity to speak in their mother tongues in EMI class.

From this excerpt, we can infer that translanguaging can be a pedagogical tool to make the EMI classroom more interactive and desirable classroom. It enables the learners to grasp the teaching materials effectively. Moreover, translanguaging as a pedagogical tool in EMI class facilitate the learners to comprehend the teaching materials through the use of different languages of learners besides English and Nepali.

DISCUSSION

The excessive use of Nepali language without prioritizing the learners' mother tongues in EMI classes inhibits the learners to use their own home language in EMI classes.

As such, they could not develop their cognitive and metacognitive skills with help of linguistic repertoire of their home language in EMI classes. The exclusion of Learners' mother tongues impedes them to understand the content knowledge through the lens of their L1 since there are more non-Nepali language speakers in the EMI class at secondary level in Nepal. Nearly, 53.77% of people speak non-Nepali languages as their mother tongues in Nepal (NPHC, 2021). According to Sah and Li (2022), in the EMI classes in Nepalese community schools, the students' mother tongues have been ignoring or forbidding in formal classroom instruction which is an example of linguistic inequalities of learners. The use of the linguistic repertoire of the learners' L1 is the social justice in language education. The advantage of the use of linguistic repertoire of learners' L1 in EMI Class is one of the findings of this study. Rasman (2018) asserted that translanguaging pedagogy has been very helpful and supportive to enhance the competencies of English for Indonesian EFL learners. Furthermore, the university student in Qatar expressed their positive attitudes to use translanguaging pedagogy in EMI courses (Graham et al., 2021).

Translanguaging pedagogy can help to address the linguistic discriminations and injustices in the classroom and to facilitate the learners for flexible and plurilingual spaces in the classroom in which their full-fledged linguistic repertoire can be leveraged as resources in the meaning making process and communication (Renandya & Chang, 2022). Translanguaging plays a role as a facilitator of language exchange enabling learners to overcome academic barriers and engage in meaningful communication in EMI classes (Jang, 2022). More importantly, translanguaging approach is against English only policy or monolingual pedagogy in EMI class adopted by Communicative Language Teaching (CLT) and Task Based Language Teaching (TBLT) (Farrell, 2022). However, translanguaging is the application of learners' L1 repertoire in EMI classes (Cummins, 2009). The use of L1 helps the learners to develop their cognitive academic language proficiency (Cummins, 2000, 2009). In a similar vein, Cenoz & Gorter, (2022) argue that learners' L1 repertoire played a vital role in EMI classes in this study. Linguistic, cultural, social and multimodal resources are acknowledged as valuable assets in language learning (Dovchin & Lee, 2019). Non-native speakers of English have incorporated their linguistic, multicultural, and multimodal of their L1 resources for effective communication in EMI class (Li, 2018). Garcia and Kleyn (2016) argue that translanguaging pedagogy can transform the monolingual EMI classrooms into multilingual ones by enhancing critical multilingual awareness. Multilingual teachers and learners play pivotal roles to make the success of

Use of Translanguaging in EMI Classroom: Perceptions of Teachers at School Level in Nepal

translanguaging pedagogy in EMI classroom (Wang, 2019). Code mixing, code switching and translation are the main techniques as translanguaging in EMI classes in this study. Without intervention from L1 is impossible to make EMI policy successful. Due to the lack of academic training to contribute EMI teaching and various form of workshops such as English for academic purpose (EAP) and English for specific purpose (ESP), teacher cannot become professional and competent to run EMI in science, mathematics and social study subjects (Chen & Peng, 2019; Dafouz, 2018; Farrell, 2020).

CONCLUSION

There is overuse of Nepali and English languages in EMI classes due to which the learners from multilingual community could not comprehend the gist of the content knowledge of science, mathematics, social studies and English since they are poor in Nepali and English language. Translanguaging is essential in EMI classes to make the learners comprehend the content of each subject, such as science, mathematics and social studies. The learners L1 resources are very useful in the process of meaning making in EMI classes. TL is much practiced even in the English classes due to the poor proficiency of grammar, vocabulary and language skills of learners who are from ethnic groups. The learners are in trouble to understand the content of each subject due to the exclusion of their L1 in EMI classes; however, the teachers only use Nepali and English without prioritizing learners' L1 in EMI classes. It is concluded that linguistic repertoires of learners' L1 play a milestone in EMI classes so translanguaging as a technique should be applied in EMI classes. Codemixing, codeswitching and translation are the main techniques of translanguaging in EMI Classes. There should be workshop to train the teachers to implement EMI and advantages of applying the techniques of translanguaging in EMI classes.

Varied use of learners' L1 can encourage critical thinking, creativity, cultural sensitivity and individualized learning. The use of learners' linguistic repertoire can enhance interactive and collaborative skills among the multilingual learners in EMI classroom. The policy makers of language policy should revisit existing language policies for school level in Nepal.

DECLARE OF CONFLICT OF INTEREST

I would like to declare no potential conflict of interest with respect to the resource, authorship and publication of this study.

FUNDING

I received no financial support for research, authorship and publication of this article from any source.

ACKNOWLEDGEMENT

First of all, we are very indebted to headteachers of each school who granted permission to administer in-depth interview with selected teachers in this study. More importantly, we would like to thank to all of the participants who provided the data honestly regarding the techniques of translanguaging in EMI classes.

CONTRIBUTION OF CO-AUTHORS

The role of co-authors was to collect data by visiting the selected secondary schools where EMI policy of Government of Nepal was implemented. Moreover, his responsibility was to transcribe and translate the data from Nepali language into English. Moreover, he reviewed the empirical review of literature and collected the theoretical review of literature. He supported the principal author in every step of preparing this manuscript.

REFERENCES

- 1) Adhikari, B. R. & Poudel P. P. (2024). Countering English-prioritized monolingual ideologies in content assessment through translanguaging practice in higher education. *Language and Education*, 38(2), 155-172. <https://doi.org/10.1080/09500782.2023.2217804>
- 2) Anderson, J. (2022). The translanguaging practices of expert teachers of English and their learners. *Journal of Multilingual and Multicultural Development*, 45(3), 2233-2251. <https://doi.org/10.1080/01434632.2022.2045300>
- 3) Canagarajah, S. (2011b). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, 2 (2011), 1-28. <https://doi.org/10.1515/9783110239331.1>
- 4) Canagarajah, S. (2013a). *Translingual practice: Global Englishes and cosmopolitan relations*. Routledge.
- 5) Cenoz, J. & Gorter, D. (2015). Towards a holistic approach in the study of multilingual education. In Cenoz J. and Gorter D. (Eds.), *Multilingual education: Between language learning and translanguaging*. Cambridge: Cambridge University Press, 1-15.

Use of Translanguaging in EMI Classroom: Perceptions of Teachers at School Level in Nepal

- 6) Cenoz, J. & Gorter, D. (2022). Pedagogical translanguaging and its application to language classes. *RELC Journal* 53(2), 342-354. <https://doi.org/10.1177/000336882221082751>
- 7) Cenoz, J. & Santos, A. (2020). Implementing pedagogical translanguaging in trilingual schools. *System*, 92. <https://doi.org/10.1016/j.system.2020.102273>
- 8) Chen, Y. & Peng, J. (2019). Continuing professional development of EMI teachers: A Chinese case study. *Journal of Education for Teaching*, 45(2), 219-222.
- 9) Chau, M. H., Li, A., Zhu, C. & Jacobs, G. H. (2022). On global Englishes, translanguaging, and the educational challenge of celebrating students' capacity. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 26(3). <https://doi.org/10.55593/ej.26103a20>
- 10) Cohen, L., Manion, L. & Morrison, K. (2018). *Research methods in education*. Tylor and Francis.
- 11) Constitution of Nepal (2015). *The constitution of Nepal*. Government of Nepal, Kathmandu.
- 12) Conteh, J. (2018). Translanguaging as pedagogy- a critical review in A Creese and A. Blackedge (Eds.) *The Routledge handbook of language and superdiversity* (473-487). London: Routledge.
- 13) Cummins, J. (2000). *Basic interpersonal communicative skills and cognitive academic language proficiency*. Retrieved from <www.Cummins/bilingual.edu/bicscalp.html> dated 20-07-2012.
- 14) Cummins, J. (2009). Multilingualism in English-medium classroom: Pedagogical considerate. *TESOL Quarterly*, 43(2), 317-321. <https://doi.org/10.1002/j.1545-7249.2009.tb00171.x>
- 15) Dafouz, E. (2018). English medium instruction and teacher education programmes in higher education: ideological forces and imagined identities at work. *International Journal of Bilingual Education and Bilingualism*, 21(5), 540-552.
- 16) Dewey, M. (2021). Transnational education in the Anglophone University: A viewpoint article. *RELC*, 52 (2), 323-333. <https://doi.org/10.1177/00336882211009612>
- 17) Diaz, M. P. (2015). Phenomenology in educational qualitative research: Philosophy as science or philosophical science? *International Journal of Educational Excellence*, 1(2),101-110.
- 18) Dovchin, S. & Lee, J. W. (2019). Introduction to special issue: The ordinariness of translanguishes. *International Journal of Multilingualism*, 16(2), 105-111.
- 19) Fang, F., Zhang, L. J. & Sah, P. K. (2022). Translanguaging in language teaching and learning: Current practices and future direction. *RELC Journal*, 53(2), 305-312. <https://doi.org/10.1177/00336882221114478>
- 20) Farrell, T. S. C. (2022). Reflecting on translanguaging: 'Across and 'Beyond' multilingualism. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 26(2). <https://doi.org/10.55593/ej.26103a21>
- 21) Farrell, T. S. (2020). Professional development through reflective practice for English medium instruction (EMI) teachers. *International Journal of Bilingual Education and Bilingualism*, 23(3), 277-286. <https://doi.org/10.55593/ej.26103a21>
- 22) Freire, P. (1970). *Pedagogy of oppressed*. Seabury Press.
- 23) Garcia, O., Johnson, S. I. & Seltzer, J. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. PA: Caslon.
- 24) Garcia, O. & Kleifgen, J. A. (2019). Translanguaging and literacies. *Reading Research Quarterly*, 55(4), 553-571. <https://doi.org/10.1002/rrq.286>
- 25) Garcia, O. & Kleytn, T. (2016). *Translanguaging with multilingual students*. Routledge.
- 26) Graham, K. Eslami, S. & Hillman, S. (2021). From English as the medium to English as a medium: Perspectives of EMI students in Qatar. *System*, 99, 1-13. <https://doi.org/10.1016/j.system.2021.102508>
- 27) Hatch, J. A. (2002). *Doing qualitative research in education settings*. State university of New York Press.
- 28) Herdina, P. & Jessner, U. (2002). *A dynamic model of multilingualism. Perspectives of change in psycholinguistics*. Clevedon, UK: Multilingual Matters.
- 29) Jang, J. (2022). Translanguaging as an agentive action: A longitudinal case study of Uzbek EFL learners in South Korea. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 26 (3). <https://doi.org/10.55593/ej.26103a6>
- 30) Lewis, G. Jones, B. & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation: An International Journal on Theory and Practice*, 18(7), 641-654.
- 31) Li, W. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9-30.
- 32) Li, W. (2022). Translanguaging as method. *Research Methods in Applied Linguistics*,1(3) 100026.
- 33) Li, G. (2022). Toward inclusive translanguaging in multilingual classrooms. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 26(3). <https://doi.org/10.55593/ej.26103a23>
- 34) Li, W. & Garcia, O. (2022). Not first language but one repertoire: Translanguaging as a decolonizing project *RELC Journal*, 53(2),313-324.

Use of Translanguaging in EMI Classroom: Perceptions of Teachers at School Level in Nepal

- 35) Liando, N. V. F., Dallyono, R., Tatipang, D. P. & Lengkoan, F. C. (2023). Among English, Indonesian and local language: Translanguaging practices in an Indonesian EFL. *Indonesian Journal of Applied Linguistics*, 13(1), 204-216. <https://doi.org/10.17509/ijal.v13i1.58270>
- 36) Lin, A. M. Y. (2016). *Language across the curriculum and CLIL in English as an additional language (EAL) context: Theory and Practice*. Springer.
- 37) Mackinney, E. (2022). "It's how we get along" – Translanguaging in middle-school mathematics class. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 26(3). <https://doi.org/10.55593/ej.26103a8>
- 38) Munirah Thaba, A. & Yusuf, A. B. (2021). Translanguaging in communicative practice of buyers and sellers in traditional market. *Indonesian Journal of Applied Linguistics*, 11(2), 407-417. <https://doi.org/10.17509/ijal.v11i2.36029>
- 39) NPHC (2021). *National population and housing census*. Government of Nepal, Office of the Prime Minister and Council of Ministers, National Statistics Office.
- 40) Oxford, R. L. (1990). *Language Learning Strategies: What every teacher should know?* New York: Newbury House/Harper & Row.
- 41) Prada, J. (2019). Exploring the role of translanguaging in linguistic ideological and attitudinal reconfiguration in the Spanish classroom for heritage speakers. *Classroom Discourse*, 10(3-4), 306-322.
- 42) Raja, D. F., Suparno, S. & Ngadiso, N. (2022). Teachers' attitude towards translanguaging practice and its implication in Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, 11(3), 567-576. <https://doi.org/10.17509/ijal.v11i3.38371>
- 43) Rasman, (2018). To translanguage or not to translanguage? The multilingual practice in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, 7(3), 687-694. <https://doi.org/10.17509/ijal.v7i3.9819>
- 44) Renandya, W. & Chang, A. (2022). Translanguaging: Does it work in EFL contexts? *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 26(3). <https://doi.org/10.55593/ej.26103a25>
- 45) Rosiers, K., Lancker, I. & Delarue, S. (2018). Beyond tradition scope of translanguaging: Comparing translanguaging practices in Belgian multilingual and monolingual classroom. *Language and Communication*, 61, 15-28. <https://doi.org/10.1016/j.langcom.2017.11.003>
- 46) Sah, P. K. & Li, G. (2022). Translanguaging or unequal languaging? Unfolding the plurilingual discourse of English medium instruction policy in Nepal in public schools. *International Journal of Bilingual Education and Bilingualism*, 25(6), 2075-2094. <https://doi.org/10.1080/13670050.2020.1849011>
- 47) Sari, M. D. P. (2021). *Translanguaging practice by the English lecture in public speaking class and students' perception: A case study in English education study program of Muhammadiyah University of Kotabumi*. <http://repository.umko.ac.id/eprint/204>
- 48) Sharma, U. N. (2022). Translanguaging as a mediator of learning: Observation in the ELT classes of Nepal. *Education and Development*, 32(1), 105-120. <https://doi.org/10.3126/ed.v32i1.61586>
- 49) Sohn, B., Santos, P. D. & Lin, A. M. Y. (2022). Translanguaging and trans-semiotizing for critical integration of content and language in plurilingual educational settings. *RELC Journal*, 53(2), 355-370. <https://doi.org/10.1177/00336882221114480>
- 50) Thongwittit, M. & Ulla, M. B. (2024). Translanguaging pedagogy in Thailand's English medium instruction classroom: Teachers' perspectives and practices. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 27 (4). <https://doi.org/10.55593/ej.27108a7>
- 51) Umam, A. H., Sugiharto, S. & Manara, C. (2023). Translingual practice in remote EFL tertiary education: How multilingual speakers create translanguaging spaces. *Indonesian Journal of Applied Linguistics*, 13(2), 258-269.
- 52) Wang, D. (2019). Researching classroom translanguaging. In D. Wang (Ed.), *Multilingualism and translanguaging in Chinese language classroom* (pp. 97-106). <https://doi.org/10.1007/978-3-030-02529-8>
- 53) Wei, L. (2023). Transformative pedagogy for inclusion and social justice through translanguaging, co-learning and transpositioning. *Language Teaching* 1-12.
- 54) Zheng, D. (2022). Creating a translanguaging space through languaging: Reflections on designs as English language specialists in Vietnam. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 26(3). <https://doi.org/10.55593/ej.26103a28>



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.