

**Use of Nepali Language in Secondary Level English Language Classrooms:
Teachers' Experiences and Practices**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for Master of Education in English**

**Submitted by
Shanti Pariyar**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu**

Nepal

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Declaration

I, hereby, declare that to the best of my knowledge this research is original; no part of it was earlier submitted for the candidature of research to any university.

Date: 04/03/2023

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Shanti Pariyar

Recommendation for Acceptance

This is to certify that **Mrs. Shanti Pariyar** has prepared this thesis entitled **Using Nepali Language in Secondary Level English Language Classrooms: Teachers' Experiences and Practices** under my guidance and supervision.

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Dedicated

to

My parents

&

Husband

for their unconditional love, support, encouragement and sacrifices.

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Abstract

The current study entitle **Use of Nepali Language in Secondary Level ELT Classrooms: Teachers' Experiences and Practices** aims to analyse the secondary level English language teachers' experiences towards using Nepali language in their teaching classrooms, to find out the purposes of using it, and to explore the Nepali language practices in English language classrooms. It was qualitatively accomplished where phenomenology was employed as the research design. The data were collected by using classroom observation and in depth interview as research technigues where three English language teachers, teaching English at secondary level in three different government schools of Badigad Rural Municipality, Baglung were interviewed, and nine of their English language classes were observed. All the English language teachers teaching at government schools were considered as the population for the study, and three English language teachers teaching English at government schools at Badigad Rural Municipality, Baglung were selected as the sample via using nonrandom purposive sampling strategy. The collected data were analysed and interpreted descriptively and thematized and recursively based on the norms of data analysis and interpretation of phenomenological research design. After the analysis and interpretation of data, the findings were elicited, presented. The finding of the study revealed that all the teachers, selected as sample, were fond of using Nepali language in ELT classrooms. They further perceived it as a natural phenomena, and as a pedagogical resource which is significant for various purposes. The participants were found to be using Nepali and English simultaneously. However, it shows that due to the non-native speakers of the English language, Nepali language is used. Moreover, it was found that Nepali language is used for the purpose of providing feedback to the students, motivating, making fun, and clarifying the content.

This study consists of five chapters. The first chapter, introduction consists of background of the study, statement of the problem, objectives of the study, and research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. Similarly, chapter second deals with the review of theoretical and empirical literature along with its implications for the study. Moreover, it includes the conceptual framework. Likewise, the third chapter deals with the methodology of the study which covers design and method of the study,

population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical consideration. Likewise, the fourth chapter comprises of the analysis and interpretation of the data. The fifth chapter incorporates the findings, conclusion, and recommendations of this study. Finally, it includes references and appendices.

List of Abbreviation

APA	:	American Psychological Association
CDC	:	Curriculum Development Centre
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
EMI	:	English as Medium of Instruction
M.Ed.	:	Master of Education
MOE	:	Ministry of Education
NEP	:	National Education Policy
NNEPC	:	Nepal National Education Planning Commission

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Chapter 1

Introduction

This is the introductory chapter of this study on Use of Nepali language in Secondary Level English Language Classrooms: Teachers' experiences, perceptions and practices. This chapter consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms.

Background of the Study

Nepal is known as a beautiful garden of cultural and linguistic diversity in the world where 123 languages are spoken by different ethnic groups (Census of Nepal, 2011). The Constitution of Nepal 2072 has redefined Nepal as a multicultural, multilingual and multi ethnic country. There are many languages spoken in Nepal. Among these languages , Nepali is the language of the dominant groups, has been the first written official language since 1905 and was made the only medium of instruction in schools in 1976. Nepali language is the official and most widely spoken language in Nepal which is spoken by nearly half of the total population. It is the language of legal affairs, business, transactions, mass media and administration. It is also used as a medium of instruction in public schools and universities.

Among the many languages, English is the most widely used language across the world. It is an international language and also known as lingua franca. In our context, English is considered as a foreign language for the speakers of Nepali. English has got the status of foreign language because English in Nepal is not an official language nor a language of wider communication or a language of group identity (Bista, 2011). English language teaching in the context of Nepal is not old. Nepal National Planning Commission 1953 AD suggested the English needs to be started from grade four to bachelor level as compulsory subject. According to the Curriculum Development Centre (CDC, 2018), English is taught as a compulsory subject from primary level. The public and institutional schools are using English as a compulsory subject or as a medium of instruction from the elementary level. It is taught as a compulsory subject from basic level to higher education level also as an optional and specialised subject.

In addition to this a number of English medium schools have been established in the private sector under the supervision and control of the Minister of Education.

When I was in my schooling, and in college life, when the teacher used only English in the classroom, I used to feel monotonous, but when they used Nepali language inside, I used to get motivated, entertained, engaged, and encouraged in the classroom teaching learning activities. Further, it used to be easy to comprehend the content. As stated in the research (Ke & Lin, 2017) in English language education, language use in the classroom continues to be influenced by monolingual ideology. They further say that there is a belief that English classes should be taught in English. However, the pedagogical practices are not limited to only one language instead the bilingual or multilingual teaching practices have become common in the language classrooms. I myself have been using Nepali language in my English classroom. Moreover, since I started my teaching in one of the community schools, I have been experiencing and being dealt with various kinds of issues in teaching and learning in an English classroom. As I joined in teaching English in the community school of rural Baglung, I used only English in my classroom teaching in the beginning, but I could not continue the effort for long because of not getting any kinds of interaction, motivation, and entertainment inside. Then I started using Nepali language; the language that the learners could understand. In that condition, I found that learners engaged in different kinds of activities in the classroom. The very incident in my teaching made me think over the pedagogical practices of language teachers. These all events which I faced in my teaching and learning, motivated me to take up the issue to dig out.

English language classes have been influenced by English-only policy in the name of native like proficiency in English. Furthermore, language education has been kept in concern by the researchers across the globe, but the issue of bilingualism, remedial strategies, pedagogical practices, teachers' perception, students' comprehension or achievement, implication of using linguistic fluidity in the English language classroom, have slightly been disregarded. Thus, I have got motivated in this area to conduct my research to grab the use of the first language (Nepali) in English classrooms along with teachers' experiences over it.

Statement of the Problem

The role of language in every aspect of human life is indispensable (Fairclough, 1995 as cited in Kokini, 2019). It implies that language is a fundamental aspect of human life affairs. It has several roles in several sectors such as in education, in communication, and in trade. Regarding English language education, it has been practised as the medium of instruction or sometimes as an academic subject in the second and foreign language concentric (Kachru & Nelson, as cited in Mckay & Hornberger, 2009).

In the Nepalese context, English is used as a foreign language. As Nepal belongs to the expanding circle of English language, English has been taught as an academic subject in the schools, and the colleges for a long time. Nowadays several community schools make provision to use English as a medium of instruction to teach other subjects except Nepali subjects. However, there are several challenges for teaching English through English medium due to the different kinds of mother tongue. In this regard, Davies (2009), and Giri (2011) stated that English teachers in Nepal are not proficient in English. Moreover, students who never had an exposure to English in the community are not well prepared to learn English in English (Phyak, 2018).

Educators and researchers continue to explore the rich pedagogies in which students' heritage language can support students' academic linguistic and social development (Cumins, 2005). Disregarding the bilingual reality of the nation, and promoting EMI policy is totally controversial in the context of Nepal. I myself could not follow the monolingual trends in my English classrooms. If we observe the English language class in the secondary level we can rarely find out the practices of such policies (Joshi, 2018). Joshi (2018) states that foreign language teachers are found often using multiple languages in their instruction. Now, all these readings, and my own experiences of teaching English in a bilingual scenario made me come up with this research topic. In this study, I will attempt to explore why Nepalese English language teachers teaching in secondary level use the first lg (Nepali language) in their English language classrooms, and how they use and perceive it in their teaching.

Objectives of the Study

The objectives of the study were as follows:

- i. To analyze the experiences of secondary level English language teachers in their use of Nepali language in the classroom.
- ii. To explore to what extent Nepali language is used in English classrooms.
- iii. To find out the purpose of using Nepali language in ELT classrooms.

Research Questions

The study was guided by the following research questions:

- i. How do secondary level English language teachers perceive the use of Nepali language in English classrooms?
- ii. How do English language teachers use Nepali language in their ELT classroom ?
- iii. Why do teachers use Nepali in their English language classrooms? For what purposes ?

Significance of the Study

The outcomes of this study are useful for teachers and students who are teaching and learning English as a second language. This research looks at non-native English teachers' perspective on their usage of their Nepali language in English classrooms. It explores their thoughts and possible reasons for trying and using English only and instead using their first language as Nepali.

This study basically deals with language education, bilingual classroom, and use of more than one language in the classroom teaching and specially deals with English education. Thus, it is significant for the language teachers to better cope with the bilingual issues in the classrooms. Similarly, it is significant for teacher educators to design training courses and training for the language teachers. Moreover, it is important for the scholars to understand the reality, for curriculum designers to design curriculum contextually, for material developments accordingly. In a similar vein, the

study can contribute in the field of academia. This study might be a guideline and foundational work for future research in this area.

Delimitations of the Study

Every research study has certain boundaries in terms of area of study, research methodology, and target population. It further implies one researcher can not address all the things which are related to issues of the time limitation, financial reason, and justification. Thus, a researcher needs to confine his or her study in certain boundaries.

The study was confined to the following delimitations:

This research study was limited to teachers' experiences about the use of Nepali language in ELT classrooms.

The area of the study was limited to three community schools of Badigad Rural Municipality of Baglung district.

It was limited to only secondary level English teachers and secondary level classrooms.

Purposive sampling strategy was adopted to select the sample from the population.

Three English language teachers were interviewed and nine English language classes were observed.

Operational Definitions of the Key Terms

Bilingual. It refers to the use of more than one language in the same setting/knowledge of more than one language.

Foreign language. In this study foreign language refers to the learning of a non-native language in the environment of one's native language.

Monolingual. Monolingualism in this study refers to speaking or using only one language.

EMI. EMI stands for the English as a medium of instruction where English is used as the medium of instruction to teach non-English subjects, but in this study EMI has been taken as the use of English, only in English language teaching classrooms.

Secondary level. Secondary level signifies the classes from grade nine - twelve.

Nepali language: Nepali language is the language of the most dominant groups of people.

Multilingual Classroom: It is a situation of linguistic diversity among the students.

English language classroom: English language classroom means a classroom in which English is the language of instruction used by teachers and students. In this study, the English language classroom is a secondary level classroom where English is taught as an academic subject.

Chapter 2

Review of the Related Literature and Conceptual Framework

Literature review means the existing piece of the work done on the concerned research area by accredited scholars, researchers and theory. This helps researchers to find out the research problem and need of investigation. Literature review plays a crucial role for setting the objectives of the study, suitable methodology to conduct the study and accomplishing the study with findings. Similarly, through literature review the researcher tells how the present research will be better for bridging the research gap in the particular research field. It helps to strengthen the rationale for conducting the research.

This section includes the review of the related theoretical and empirical literature review along with the implication of literature review. Furthermore, it also deals with the conceptual framework of the study.

Review of the Related Theoretical Literature

It consists of the Nepali language in Nepal and in education, secondary level education and English language classroom, status of English, English language teaching in Nepal, language planning and policy in education, linguistic diversity in English classrooms, concept of translanguising, why translanguaging, multilingualism, and multilingualism in education. I reviewed them to develop the theoretical base to my research and for my own comprehension in the respective medium of instruction, language practices in the classroom. Moreover, those reviews are proposed, and done to get the ideas and insights in terms of methodology, content and organisations.

Language is a powerful vehicle for human communication that helps to express human desires, emotions, thoughts, experiences, opinions, and so on. The vast treasure of knowledge has been accumulated, stored, and transmitted through language. It is a unique gift for human beings. Each and every aspect of world activities are described and recorded through language such as transmitting historical events, civilization, ideas, literature, scientific innovation etc. In this reference, Crystal (2003, P. 53) defines " Language is the concrete act of speaking, writing or

singing in a given situation - the notion of PAROLE or performance." In the present context, the sphere of knowledge has been expanding, new and novel news has been added and science and technology has been awakening the globe. So, it is essential for an individual to get mastery over a language. In the words of Wardhaugh (1972) " Language is a system of arbitrary vocal symbols used for human communication." (as cited by Brown 1994, p. 4). Though languages are unique they consist of arbitrary vocal symbols for human communication. It is also true that language facilitates people to communicate smoothly, easily and comprehensively.

Nepali Language in Nepal and in Education. The constitution of Nepal 2072 has redefined Nepal as a multilingual, multiethnic and multicultural country. Nepali is known as a beautiful garden of cultural and linguistic diversity in the world where 123 languages are spoken by different ethnic groups (CBS- 2011). Despite the many indigenous languages, Nepali, the language of the dominant groups, has been the first written official language since 1905 and was made the only medium of instruction in 1975. Nepali language is the most spoken language all over the country spoken by 44.6% of its total population. It is the official and most widely spoken language in Nepal where it also serves as a lingua franca. In the context of Nepal, Nepali is the language of legal affairs, business transactions, mass media and administration. It is also used as a medium of instruction in public schools and universities. Nepal's language education in schools is dominated by nepali (the national language) and English (the foreign language) despite its multilingual diversity constituted by more than 129 languages of the notion (language commission, 2019) which are being distributed across 125 caste/ethnic groups(CBS, 2012). Nepali language is not only used as a medium of instruction, but also taught as a compulsory subject in the curriculum mandated by the macro governmental policy on education.

The majority of Nepalese in Nepal speak the Nepali language as their native language. It has varieties as its dialect so it is a multidialectal language. As a national language it functions as a lingua franca among the native and non-native speakers of the Nepali in the multilingual and multicultural country, Nepal. It is also a medium of a uniform, nationwide educational system, public administration and mass communication. In addition to these, a myriad of Nepali literary writers use it as a

means for their literary genre and research articles. It is a language falling under the Indo-Aryan language family and it is spoken as the national language in Nepal.

English language classroom and Secondary level education in Nepal.

Classroom is a room in which a class of pupils or students is taught. It is a specially designed space to teach the students without any interruption. Classroom language is the language which could be used inside the classrooms. English language classroom means a classroom in which English is the language of instruction used by the teaching personnel, and in which such teaching personnel possess a good knowledge of the English language.

School level education in Nepal has three layers; pre-primary, basic, and secondary level. Secondary level education consists of schooling from grade 9 to grade 12. There are children aged 13 to 16 enrolled in secondary level education. English language is used as an academic subject in secondary level education. It is taught as a compulsory subject in secondary level and also taught as a major subject in 11 & 12. According to the school curriculum centre (CDC, 2018), English is taught as a compulsory subject in secondary level education. The plan reduces the weight age of the English courses from 200 marks to 100 marks set up by the earlier system.

In this study, Secondary level English language classrooms are those classrooms where English language is taught as an academic subject.

Status of English language. There are many languages in the world. Among them, English is the most widely used language. The English language belongs to the Indo-European language family and the sub branch of the Germanic language family. It is an international language and used as one of the major lingua franca in the world. In this period of globalization, the world has been a 'global village' because of global means of communication. In this sense, it is English which is understood as a global language around the world. The English has played as a lingua franca for the purpose of sharing and caring trends and the system among different countries. Nowadays, English has been a means of survival skill and a versatile tool of social bond of people at every corner of the globe.

Everyone should be familiar with the English language to cope with the present development of science and technology. Moreover, a man in the present era,

without being familiar with English cannot compete in any section of knowledge. It has been influenced by everyday communication of every language speaker. It is used to get worldwide knowledge in various fields like literature, religion, culture, education, discovery etc. The English language is found to be the most important and prominent one which is widely used as a lingua franca or link language. English has been used widely in the global context in different aspects of human endeavours such as education, science, technology, politics, communication, and trade (Crystal, 2012). The English language has dominated almost every era of the world.

English language teaching. Nowadays, English has been a means of survival skill and a versatile tool of social bond of people at every corner of the globe. Since the concept of global village is developing, it has a higher degree of information whether printed or electronic; it has been the main tool of discovering new knowledge indeed. There is a great effect of English in every sector of today's society.

English language teaching has carried a long standing history in the page of language teaching. Howatt (1984, p. 5) reports;

The history of English language teaching is a vast subject. The spread of English language around the world in the wake of trade, empire-building, migration settlement has ensured the teaching of the language a role, sometimes central, sometimes peripheral in the educational history of virtually every country on earth.

On the basis of the aforementioned views on English language teaching, it can be clearly said that teaching English has been compulsory in the context of a globalized world. It is so because English has been ruling the world for a long history in all the countries not only because English is lingua franca but also because it forces people to use it. Without learning English, people cannot sell themselves in this challenging world which is imperialized with English. English Language teaching has been growing as a major industry in the present era. Harmer (2008, p.13) says that " a quarter of the world population speak English, in other words and native speakers are in proportionately ever decreasing minority." So English is mostly used because of its role as a lingua franca. Teaching the English language gains more emphasis due to its role in different aspects of life such as information and communication, science and

technology, trade and industry, diplomatic dealing, international relations and many more. As a result, teaching English has become indispensable for contributing people to the opportunity of success in different aspects of life. English language teaching has gained considerable importance in most of the syllabus of the world.

English language teaching in Nepal. In the context of Nepal, the history of English can be traced back to the establishment of Durbar High School after Jung Bahadur Rana returned from Britain. Regarding the position of English in the Nepalese education system, Awasthi (2003) states;

English entered Nepalese education in 1954 when the prime minister Jung Bahadur Rana opened a high school in Kathmandu. The introduction of English language teaching (ELT) in Nepalese education started only in 1971 with the implementation of the National Education System Plan (NESP) and still continues (p.22).

In our country, the education system is continuously influenced by political and economical conditions, government policies. English language education in Nepal was first introduced in 1854 by the prime minister Jung Bahadur Rana through the establishment of Durbar High school for his children and relatives. Furthermore, establishment of Tri-chandra college in 1980 also used English education for higher education under the supervision of Patna University, India. Tribhuvan University, the first university of Nepal also gives more importance to English language education after its establishment. Therefore, there is a gradual increment for the scope of English education and different plans and policies were implemented by the government of Nepal time and again.

Nepal is not out of reach from the effect of English language teaching. English language is taught as a compulsory subject from the grade one to bachelor level. It is also taught for specific purposes in the faculty of science in the institute of medicine, engineering, forestry, college of banking and business. The demand of English language teaching and learning in Nepal has been increasing day by day despite various constraints like resources, diverse needs, expectations and heterogeneity of learners and limited opportunities for exposure to and the use of English in Nepalese context. The English language in Nepal has been used for various purposes such as

survival, functional, professional and academic etc. (Khaniya, 2007 p. 12). The public and institutional schools are using English as a compulsory subject or as a medium of instruction from the elementary level. In the context of Nepal, the English language has been taught in two ways. It is regarded as an academic subject and a medium of instruction.

a. English as an academic subject.

English language is being taken as an academic subject in the curriculum in most of the countries. It has been adopted as a compulsory subject in schools and colleges in many non-native English countries. Kirkpatrick (2011), "English is a compulsory subject in primary school and it is gradually being introduced earlier and earlier into the curriculum."

In Nepal, English education has a longer history in formal education. English language is regarded as a compulsory subject in school education. The school level curriculum includes English as a compulsory subject from grade one to bachelor level. In this context, Bhattarai (2004) writes;

The value of English is that of the core subjects. It is taught from grade one up to higher level i.e. bachelor degree as a compulsory subject. Most of the technical subjects are taught in English in Nepal. Therefore, it is certain that until one does not have this knowledge s/he cannot progress in any field (p.15).

In addition, Bhattarai (2013) presented that the government made English as a compulsory subject from grade four to ten initially and only from 2001, it was made compulsory subject from grade one in public schools.

So far as the teaching of the English language is concerned, it is taught and learnt as a foreign language in our country. It is a compulsory subject from grade one to bachelor level of different universities and as a subject of specialization from 10+2 up to master level at the faculty of education and humanities and social science.

b. English as a medium of instruction.

Medium of instruction is a language used in teaching and learning which may or may not be the official or national language of a nation. It is a vehicle through which education is delivered to facilitate the students with content knowledge along with the learning of that particular language. According to the National Curriculum Framework (NCF, 2005), MoI as "may or may not be the official language of the country or territory where the first language of students is different from the official language". Medium of instruction is a process of getting the learners enacted in the directions given by the teachers by using a language. English medium instruction refers to direct the students or the learners by using English language. Rahmadani (2016, p. 132) states that:

English as a medium of instruction (EMI) can be defined as the use of the English language to teach academic subjects in countries or jurisdictions and implemented in some countries where the first language of the majority of the populations is not English.

Several countries are practising the English language as a medium of instruction because of the global demand for the English language. English language teaching and learning is being practised not only for academic purposes but also for the other aspirations of human beings because it is the globalization era where English is considered as one of the international languages. So, in the present days, English language is being taken as a compulsory subject in the curriculum in most of the countries.

English is used as a medium of instruction in many developing countries where the native population groups have different mother tongues. Many public schools are adopting English as a medium of instruction in Nepal for a decade (Khatri, 2016). In the context of Nepal it has been used as a medium of instruction in many institutional and public schools, colleges and universities. In this context, Ojha (2018) states that recently many government, community schools in Nepal, which used to teach in Nepali medium have switched to english medium instruction from the elementary grades with the justification by saying that there is a growing demand and pressure from parents and students for the change.

English as a medium of instruction refers to the process of teaching and learning by using English as a means of communicative interaction with facilitation on the determined academic subjects. The use of EMI can be fruitful for fulfilling the high demand of quality education these days as well. As English language is being used as a medium of instruction worldwide, the supporters of English as a medium of instruction in basic level schools in Nepal view it as a personal as well as the national need.

Language planning and policy in education in Nepal.

Language planning is an important process that enhances and reforms the entire linguistic situation of the country. It is also the national and international strategy to promote the selected language or languages (Sharma, 2010). Many ups and down are found in language planning of our country that, Bista (2015, p.6) writes:

Nepal National Education Planning Commition (NNEPC) 1953 AD suggested the English needs to be started from grade four to bachelor level as a compulsory subject. However, through its report in 1956, the commission recommended to remove English from the medium of instruction which was in practice since Rana regime.

National Education System Plan, 1971. National education system plan 1971 was in favour of Nepali language as the medium of instruction. It did make English as a compulsory school subject but made a provision to opt for any of the United Nations languages (NESP 1971). In addition, this plan brought a drastic change in the education system by reducing the weightage of English courses from 200 marks to 100 marks and it also reduced the credit hours of English from 15 to 10 from high school to University level (Sharma, 2015).

National curriculum framework, 2007. Regarding the issue of mother tongue, the National Curriculum Framework (2007) has talked about the use of mother tongue as a medium of instruction is effective and this attracts children to school as well. It is because in the elementary grades, learning becomes more convenient due to the vocabulary of their mother tongue. Similarly, this document, regarding the issue of medium of instruction, mentioned that "mother tongue will be the medium of elementary education and the medium of school level education can be in Nepali or

English language or both of them. However, in the first stage of elementary education (1-3) the medium of instruction will be in mother tongue" (p.34). From the above provision, what we can say is that the children should be taught in their mother tongue in elementary education and the medium of instruction at school level should be Nepali or English.

Education act, 2028. The Education Act (2028, p.3-4) noted that, both Nepali and English shall be the medium of instruction in schools and the same language should be the medium of education while teaching language subjects. By analyzing the act, one of the major things that I understood is that every school has the authority to select a language as a medium of instruction as per their comfort and access to teach all subjects except English. Despite the fact that, the act seems not valuing the mother tongues spoken by other minority groups. According to the above mentioned provision, the national curriculum framework has focused on mother tongue as a medium of instruction but the education act has emphasized on the language which is contextually used or language used as per need can be a medium of instruction.

Constitution of Nepal, 2072. Constitution of Nepal (2072, p.22) states that every Nepalese community residing in Nepal shall have the right to get education in their mother tongue and for that, to open and operate schools and education institutions in accordance with law. In the constitution of Nepal, we can see that all languages that are spoken in Nepal are taken as national languages. Many languages are spoken in Nepal in which some languages have few speakers. To preserve it all the language speakers have to speak their own languages. Therefore, the medium of instruction should be in their own language to preserve their language as a national language.

School sector development plan, 2016-2023. School sector development plan (2016-2023, p.29) mentions that, children will be assisted to acquire Nepali if it is not their mother tongue and English is to be added as a second or third language to prepare students to use international language for their future social and economic advancement. By analyzing the plan, it can be said that the major purpose is to provide alternative options to select the most appropriate language as a medium of instruction emphasizing on developing linguistic, social, academic skills and economic advancement in the languages that they speak and have to learn.

By analysing the above mentioned policy and provision we can say that the medium of instruction plays a great role in the school. It is the most important strategy for effective teaching at the basic level. There is the policy of using the mother tongue at the basic level whereas English or Nepali or both languages can be used as a medium of instruction in secondary level. But many of the public schools are using English as a medium of instruction from the elementary level.

Linguistic Diversity in English Classroom.

Diversity refers to the differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, language, religion, and geographical area. It refers to the existence of variations of different characteristics in a group of people. Among the different varieties of diversity, linguistic diversity is also one of the diversity that exists throughout the world. Linguistic diversity refers to language variation or difference between languages. Linguistic diversity encompasses different types of qualities such as a person's language, grammar, and vocabulary. Diversity is seen in the classroom too. Diversity in the classroom may even be related to the varying intellectual ability and social skills of the students. Having linguistic diversity in the classroom helps students understand each other's culture, language, ethnicity, religion, etc. In a classroom, learners belong to different cultures who speak different languages.

Being a multiracial country with varying geographical landscape, linguistic and cultural diversity is a common phenomena in Nepal. The 2011 Census has recorded 123 languages spoken as mother tongue. Due to the migration and urbanization, linguistic diversity in the English classrooms has been growing in the context of Nepal. Multilingualism is a common phenomena in present day society; it is almost never used by a certain group of people. No language is bound in a certain territory due to migration and globalization. As a result linguistic diversity has become a common phenomena in the English classrooms today. Linguistic diversity is a reality in the English language classroom. Particularly in the context of Nepal, where the learners come from diverse linguistic, cultural, geographical, economics and social backgrounds. Students come from homes where a language other than English is spoken. Across the nation, as more than 123 languages and language varieties are spoken in our schools, with Nepali being the most predominant, teachers

need to be adequately prepared to work with these students in the English language classrooms. However, in today's society, nobody can be purely monolingual as even the ethnic children can speak at least their mother tongue as well as Nepali as their second language. They learn English as foreign language (Shrestha, 1983; Shrestha, 2008; Bista, 2011), now commonly referred to as English as an international language (Mckay, 2012). So, every ethnic student learning English becomes at least "trilingual" (Gogolin & Duarte, 2017), knowing their mother tongue, Nepali and English to some extent.

Diversity of language is growing throughout the country in today's society. In the schools contexts, diversity can give students an opportunity to interact with one another in the classroom regardless of ethnicity, culture, religion thereby developing intercultural competence. Intercultural competence refers to people's "ability to interact in their own language with the people from another country and culture" (Byram, 1997). With increased globalisation, migration and immigration, there has been a growing recognition for the need for an intercultural focus in language education. Due to multilingualism as a common phenomena, no one can be purely monolingual in the modern globalised society.

Translanguaging. The term 'translanguaging' simply refers to the dynamic, natural, and purposeful use of two or more than two languages in communication for the purpose of making meaning. It is a dynamic process in which multilingual language users mediate complex social and cognitive activities through the strategic work of various sources of semiotics for action to know and be (Garcia & Wei, 2014). Moreover, William (2002) defines translanguaging as a bilingual language. He further says, "Translanguaging simply means 'receiving information in one language' and 'using or applying it in another language. It is a skill that happens naturally in everyday life."

Translanguising has been developed as the post structural approach that focus on fluid, dynamic, and natural use of one's linguistic repertoire in the social setting to which, Makoni & Pennycook(2007), termed as 'poststructuralists' approach to sociolinguistic. Moreover, they emphasized not only the diverse language practices of people in the global world, but also the socio-political effects that the construction of named languages have had on language minoritized populations. Moreover, it reflects

post structuralist thinking and more critical consideration as it interacts with the emerging discourses such as nature of language, second language acquisition, and bilingualism (Gracia, 2009). Translanguising as using one's idiolect, that is one's linguistic repertoire, without regard for socially and politically defined language labels or boundaries. Thus, translanguaging can be taken as a complete use of one's 'mental grammar' in social and personal interaction which scaffolds in meaning making process, and comprehension of complex cognitive tasks as vygotsky postulate of language as a mediating tool that allows for higher order thinking (Escobar & paltrineri, 2015). Translanguaging has been practised as a pedagogical practice in language education that uses bilingualism as a resource, rather than ignore it or perceive it as a problem. It believes the norm that an individual's native language practices improve their competence in foreign language. Moreover, it emphasizes the use of first language as a mediating tool in second language classrooms to simplify the complex cognitive tasks (Escobar & paltrineri, 2015).

Therefore, as the term discussed in above reviewed literature, it can be inferred that translanguaging is a bi/multilinguals' language practice which emphasizes the use of individuals' linguistic repertoire. It is normally practised in communication in multilinguals daily life. Moreover, it has been practising as a pedagogical approach in the field of language education to support students in multilingual classrooms. As it believes in bilingualism as a norm, it can address the linguistic diversity of multilingual classrooms. Thus, translanguaging is a mix of languages which is dynamic, purposeful, and systematic.

Why translanguaging. As translanguaging uses the knowledge of more than one language as a resource in language classrooms, it offers many benefits to the language learners, instructors, and educators.

Regarding the benefits of translanguaging, (Cumins, 2008; as cited in Nambisan, 2014) states that translanguaging allows students to use their native language as a positive linguistic resource that will be an asset to them and aid them in developing ways that can help them negotiate meaning and communicative in English. It further implies that translanguaging is a meaning-making process that helps learners to understand the content. It is usually believed that there is a close relationship between the language learning and the learners identity. Learners'

motivation, confidence, and self-esteem are considered as the affecting factors in language learning. Hence, translanguaging assists to enhance the learners confidence, and keep self-esteem in the heart via using the language of the minority in the classes. Talking about the significance of translanguaging in the multilingual classroom, for Cumins (2008) there is a common academic and cognitive language proficiency in both first language and second language. Thus, using translanguaging is significant to get proficiency in language.

Translanguaging offers many benefits not only for the learners but also offers the benefits for the instructors or educators or teachers. Li Wei (2014) states that theory of translanguaging can be transformative for educators. The researcher further says that once educators start looking at language from the point of view of bilingual learners, and not simply at the named languages with its prescribed features, everything changes. It means that translanguaging theory assists educators or teachers to value the students' full linguistic repertoire, and enable them for more justiable or equitable education. Similarly, Nambisan (2014) says that translanguaging helps instructors to cultivate the students' knowledge by acknowledging and utilising the diverse base of knowledge that students have in their native language. It further implies that teachers can use translanguaging classroom to empower learners and to be empowered themselves.

Moreover, Cenoz & Gorter (2017) have presented three main contributions of translanguaging which are presented below:

- i. Translanguaging in input and output that includes the strategies of using different languages for input and output and translates.
- ii. The use of the first language as a resource in language and in 'Content and Language Integrated Learning' (CLIL), and in 'Content Based Instruction' (CBI).
- iii. Translanguaging in writing includes a holistic lens when analyzing multilingual learners writing strategies and translanguaging practice in writing.

Thus, translanguaging is such a practice of multilinguals where the speakers use hybrid language in their communication. It assists people to communicate in the

community, learners to learn language in the classroom, and teachers to cope with the problems which arise in the multilingual classroom. Moreover, it respects the students' subject position to empower them linguistically to enhance their language education. Furthermore, it functions to transform input into comprehensible input, and also helps to learn and teach complex text easily.

Bi/Multilingualism. Multilingualism refers to the use of more than one language in the same setting or similar purpose. Moreover, it signifies either the competence of an individual or to the language situation in an entire nation or society (Clyne, 2007). It has been defined either in relation to an individual's ability to speak more than one language or in relation to language use, language status, attitudes of people towards language in a given society, language policy and planning. In addition, Sridhar(1995) states when multilingualism is viewed as an individual phenomenon, issues such as how one acquires two or more languages in childhood or later, how these languages are represented in the mind, and how they are accessed for speaking and writing and for comprehension become central. He societal phenomena, one is concerned with its institutional dimensions, that is with issues such as the status and the roles of language in a given society, determinants of language choice, the symbolic and practical uses of languages, and the correlations between the language use and social factors such as ethnicity, religion and class.

Nowadays, multilingualism has become a common phenomenon across the globe (Cezon, 2013). Globalization, transnational mobility of population, and spread of new technologies have highly influenced the political, social, and educational context which resulted in the language contact among the people who belong to different speech communities that increased the value of multilingualism. Thus, multilingualism has become a source of cross-cultural understanding and language learning that extends the horizon of individuals' knowledge. It is the knowledge of more than one language.

Multilingualism in education. It generally signifies the context in education where two or more languages exist in the educational policy, curriculum development, and in classroom practices. It has been viewed differently by different researchers, linguists, language teachers, and educators regarding its practice in language classes. Ngubane(2003) argues that multilingualism is not a problem for

multilingual classroom instead it can be used as a source of teaching. He further talks about the advantages of multilingualism in education. As he mentioned in his research, multilingualism is beneficial to give the status to ethnic and local community language. Furthermore, he states that it enables children to maintain the link with cultural background, and facilitates access to the curriculum and learning in school. It is gradually assumed that teaching and learning a new language in a bi/multilingual context is a complex phenomena. As multilingualism has been discussed by the researchers and linguists, its effects in second language acquisition have been examined.

Regarding second language acquisition Krashen (1985) has stated the significance of comprehensible input in second language learning. In this input hypothesis, he states that when subject content is acquired in a first language, the input of the same subject matter in a second or foreign language can be transformed to be comprehensible. It further implies that, using learners' first language in second second language or foreign language classroom helps to transform the input into comprehensible input which assists in the internationalization of the content and development of concept.

Review of Empirical Literature

The empirical literature awakens to the researchers how to conduct research, and what are the issues to be addressed, and how one's research is going to be different in comparison to others. Therefore, I am going to review some articles, thesis and dissertations considering them as related literature in the field.

Ghimire (2014) carried out a research study on the 'Role of using Nepali in the English classroom'. The main objective of the study was to find out when and how much the teachers use Nepali language in English classrooms. His research was based on field study. Both primary and secondary sources were utilized to collect the data. Primary sources were students who were learning English language, English lg teachers. In the same way, books, journals, articles, published and unpublished research works were used as secondary sources of data collection. He used a random sampling procedure to select the schools teachers, students for the sample population. He found that the majority of the students i.e. 80% opined that the teacher should use Nepali to define new terms and difficult words.

Joshi (2016) carried out research entitled ' Students Perspective on the Use of their First Language in ELT Classroom' in secondary school in Kanchanpur district to explore the reason for using the first language in second language classroom. He selected a sample population from five secondary schools, eighty students from using non-random purposive sampling and questionnaires as research tools. The findings of the study revealed that the students used the first language to share their problem, to understand the meaning, to share feelings and to talk about culture.

Sherpa (2016) carried out research work on "Use of mother tongue in teaching English at primary level". The objective of the study was to find out the role of using the mother tongue (Sherpa language) in teaching English at primary level in the community schools. She selected 10 teachers and 20 students including 10 girls and 10 boys at primary level of Taplejung district as a sample through random sampling procedure where 10 teachers were selected through purposive random sampling procedure. She used two sets of questionnaires including close ended and open-ended questions. Here findings showed that most of the teachers perceived mother tongue as an appropriate instruction technique to join one language culture and content. Most of

the students were interested in learning English in the classroom through their mother tongue.

Mandal (2017) carried out research on 'English or Maithili: Effective medium of instruction in teaching English'. The main objective of this study was to find out which medium of instruction, English or Maithili, is more effective in teaching English at grade five. He had used the students of grade five studying in K.A. secondary schools of Saptari district for the study as a population. He had used different books, journals, magazines, articles, thesis, reports and other materials as secondary sources of data collection. A set of test items that were considered as 12 test items were used as a tool of data collection. He had conducted an experimental research for completing his research study. Finally he had concluded that teaching English at grade five in the terai region through Maithili is significantly more effective than teaching it through English medium.

Likewise, Lamichhane(2017) conducted research on "Practices and Challenges in Implementing English Medium Instruction in Public Schools". The main objective of the study was to find out the current practices of EMI and challenges in implementing it in public schools. Regarding methodology, she used survey design to undertake her study. The population of the study were 30 public English language teachers of primary community schools of Kathmandu district where EMI has been implemented. She used non random sampling for her sampling strategy. Similarly, she used a questionnaire as her research tool to collect the data. Both primary and secondary sources of data were used in this research. The finding of this study showed that English and Nepali language are used as the medium of instruction at primary level and most of the teachers face training and students related problems while implementing EMI.

Sharma (2019) investigated a research work on 'Implementation of English as aMedium of Instruction in public schools' to analyze the implementation practices of EMI in public schools in terms of benefits and challenges. This study was based on interpretive research design. The population for the study includes four teachers from four different schools of Kathmandu where EMI is implemented. She used in depth interviews and classroom observation to collect the data for study. Likewise, the sample of the study was selected through purposive non random sampling procedures.

It was found that most of the teachers in public schools are of Nepali medium background which has become a major problem for implementation of EMI in public schools. Similarly, it shows teachers feel difficult to implement EMI in public schools because they are not getting EMI related materials, training, seminars, orientations, etc.

In a similar vein, Yuvayapan (2019) made a mixed study entitle 'translanguaging in EFL classrooms: Teachers Perceptions and Practices' in private and state schools of Turkey to examine the teachers perceptions on translanguaging, and to figure out the reasons of differences between their perceptions and actual use of first language in their classrooms. The study was accomplished via using questionnaires based on the likert scale, classroom observation, and semi structured interview as the tools of data collection. The researcher distributed the questionnaire to the 50 EFL teachers who work in schools and cities of Turkey. Moreover, 37 participants were female, and 13 were male. He also observed five English classrooms in three different private schools in Osmaniye. Further, the researcher interviewed the teachers to grasp their beliefs. The findings of the research showed that teachers were positive in using translanguaging in their classroom instruction for different purposes. The study identified that teachers used translanguaging purposefully for the purposes such as to help low proficiency students; to quickly clarify during activities ; to build bonds with students; to praise students ; to give feedback; and to explain the concepts.

Aoyama (2020) published a research article on Exploring Japanese high school students L1 use in the communicative EFL classrooms'. The study aimed to examine advanced Japanese high school students 'use of and perception toward L1 (Japanese) during communicative L2 (English). The study adopted the mixed method research paradigm. Moreover, a quantitative survey was done in 190 third year high school students, and qualitative data were grabbed from classroom observation, and in-depth interviews with nine students from the same group. The data were collected sequentially where qualitative data were used to explain or support the quantitative one. The quantitative finding revealed that all students, to varying degrees, partially used their first language (Japanese) during communicative second language (English) activities. Similarly, the data from the classroom observations supported the survey results and identified fine salient speech function of the student's partial L1 use in the

activities. Moreover, the interview data showed that students used their first language in the activities of a second language.

Dahal (2020) carried out the research study on the 'Teachers Experiences on Using Mother Tongue in Second Language Classroom: A Narrative Inquiry'. The objectives of the study was to explore teachers' opinion on using the MT in terms of teaching grammar and vocabulary in the secondary English classrooms and to find out the role of MT in the second language classroom based on teachers' experiences. Her study was based on narrative inquiry. Both primary and secondary sources are used to collect the data. She used unstructured interviews for data collection. She selected the secondary level English teachers as a sample of the population. The findings of the research showed that teachers were positive in using their mother tongue in their English classrooms. Teachers used their mother tongue in the English classroom for teaching grammar, for rapport built, for classroom management.

Rana (2021) carried out a research study entitled 'Teachers experiences in implementation of English as a medium of instruction'. The study aimed to examine the experiences gained by the secondary level subject teachers in the EMI classroom in terms of resource, materials, and administrative support. This study adopted the narrative inquiry research design. Moreover, a quantitative survey was done on secondary level English teachers. In this study the sample and population was selected using a purposive non-random sampling procedure. She had used unstructured interviews and informal conversation as the tools for the collection of data and information. In this study she randomly selected five secondary level teachers from the sample population of this study which has been teaching different academic subjects except English and Nepali. This study found that for the betterment of EMI, the government should hire the qualified, well trained and skilled teachers. The teacher should be active and creative to create the teaching learning environment and make the classroom autonomous.

Throughout the above literature review, I came to know that researchers have conducted many studies on language practices in English language classrooms, and perceptions from primary level to higher education. However, only a few studies have been conducted on the use of Nepali language in English classrooms but these research works are not able to portray the purposes of using Nepali language in ELT

classrooms. Therefore, this research aimed to find out the major purposes and explore the uses of Nepali in English classrooms at secondary level. Moreover, the above mentioned works were helpful for this research study to be carried out effectively.

Thus, this study is different from all other studies in terms of objectives, area, methodology, and research problem. However, the ideas have been taken from many researchers in order to get methodological insights, and build theoretical understanding in the field.

Implications of the Review for the Study

Literature review is the foremost for conducting any research studies. It helps researchers by providing the insights in the detection of research gaps, development of theoretical and conceptual framework, developing the methodological tools, and validating the research findings.

For this study, I have reviewed both the theoretical and empirical literature in the field for various purposes such as for the development of the theoretical and conceptual understanding about research problems to get the methodological insights, and to broaden my knowledge in the selected field. I have benefited in different aspects from these research studies. Regarding the reviewed literature above, Phyak (2018) and Joshi (2018) assisted me in the selection of the research problem contextualising it with the Nepalese scenario. These studies further supported me in the development of objectives and methodology. Likewise, the studies conducted by (Ke & Lin, 2017); (Cumins, 2005); (Baker, 2011); (Ovando, 2003); (Education Act, 1971); Bhattarai, 2013) helped me to develop the theoretical and conceptual understanding of the field. These studies further supported me to broaden the theoretical knowledge in bilingual education and English education in Nepal. Moreover, the research studies conducted by Ghimire (2014); Sherpa (2016); Joshi(2016); Mandal (2017); Lamichhane(2017) Aoyama (2020); Dahal (2020); Rana (2021) made me familiar with the current research trends in English education. They also supported me to select the methodology for this study.

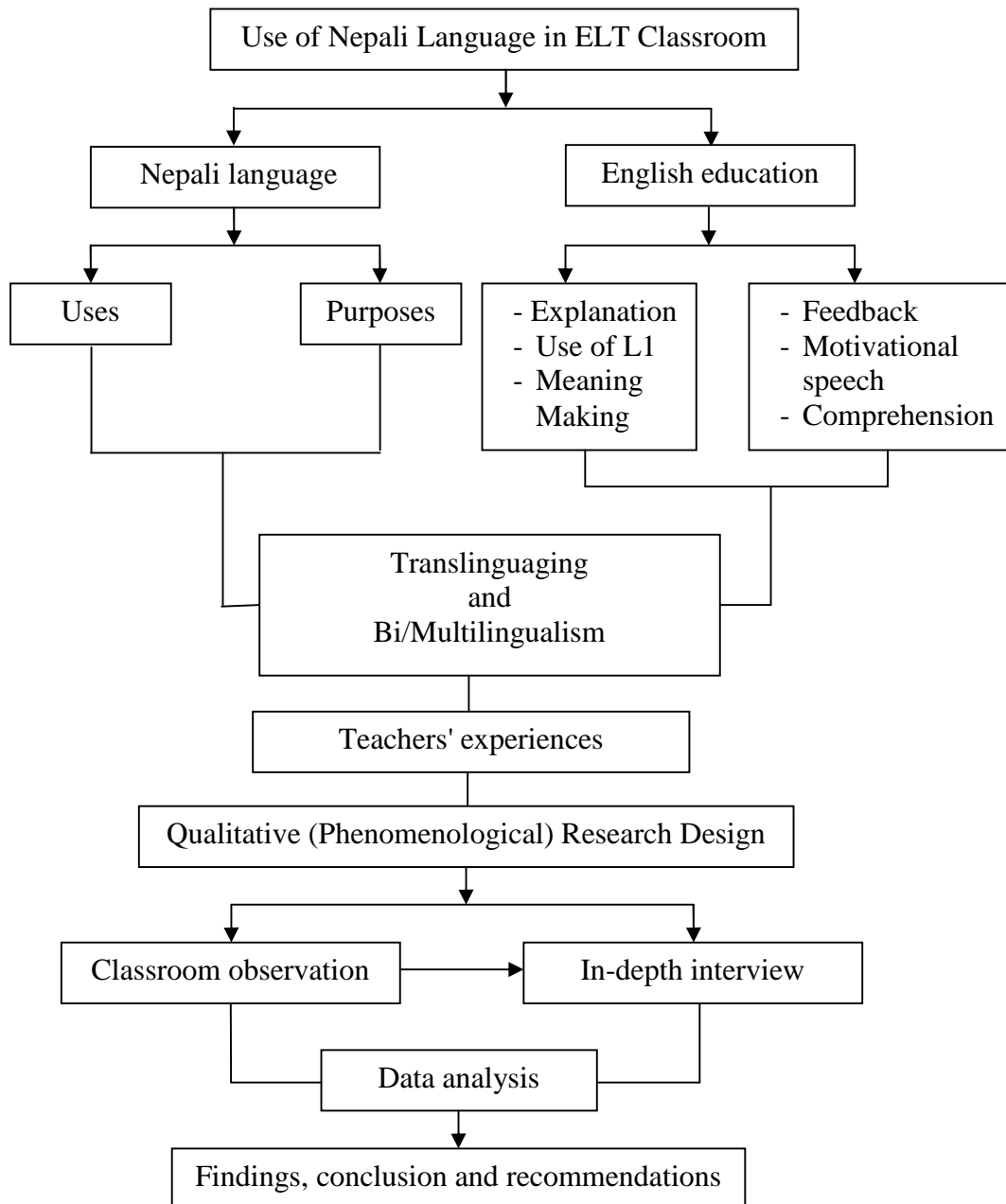
In summary, all these literatures played a very significant role in my study from the beginning. On one hand they made clear on the concepts, theoretical foundations, research trends, and research gap: on the other hand I got insights in the

development of objectives, research questions, methodologies, conceptual framework, data collection tools, and analysis procedures.

Conceptual Framework

Conceptual framework is a visual representation of the presumed relationship of the concept or variables that is involved in the study. Kumar (2012) states that conceptual framework is the basis of research problems which usually focuses on the sections. He further says that it describes the aspects that the researcher selected from the theoretical framework to become the basis of inquiry. So that conceptual framework is taken as the researcher's explanation of how the research problem would be explored.

Hence the conceptual framework for my study on 'Use of Nepali Language in Secondary Level English Language Classrooms: Exploring Teachers' Experiences and Practices' is presented below;

Figure 1: Conceptual framework

In this study, I explored the use of Nepali language in English language classrooms. The conceptual framework mentioned above is intended to clarify the use of Nepali language in English classrooms. This framework shows that Nepali is used for different purposes in English classrooms. In this study, translanguaging and bi/multilingualism theories have been used. I choose phenomenology as the research design to meet the objectives of the study. Data collection has been done through classroom observation and in depth interview. Collected data were analysed and findings and conclusions have been derived.

Chapter 3

Methods and procedures of the Study

Research methodology refers to an overall plan that is used in the accomplishment of any kind of research studies. For Kothari (2004) all the methods which are used by the researcher during the course of studying his or her research problem are termed as research methods. Further, he says that research methodology is a way to systematically solve the research problem. Moreover, research methodology is understood as the science of studying how research is done systematically.

Hence, this chapter deals with the research design, population, sample, and sampling strategy, research tools, source of data, data collection procedures, data analysis procedures, and ethical considerations.

Research Design

Research design is an overall plan for the activities to be undertaken during the course of research. It is a research method which includes procedures or the way of carrying out the study in order to achieve the objectives effectively. To reach the solution of any problem, there should be systematic study by applying the scientific procedures to achieve the goal of the research. To be specific, research methodology not only talks off the research method but also considers the logic behind the methods that one uses in the context of his/her research study (Kothari, 2004). There are so many research designs such as; survey, narrative inquiry, experimental, ethnographic, case study, phenomenological and so on. Thus, to reach the goal in successive ways a researcher should select appropriate designs. In order to achieve the objectives of this research study, I followed phenomenological as my research design.

Phenomenological Research Design

This research study employs qualitative research design. Khanal (2076), mentions that qualitative research is interested in revealing the meanings of a phenomenon, understanding how people perceive their experiences, how they construct meaning and how to attribute meaning to their experiences. Qualitative data analysis involves emerging questions and procedures data typically collected in the participant's setting,

data analysis inductively building from particulars to general themes and the researcher making interpretations of the meaning of the data. It involves organizing, accounting for explaining the data, in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities (Creswell 2013).

In qualitative research data is analyzed by organizing, explaining and interpreting on the basis of the objectives of the research. In addition, to be more specific, under qualitative research design, I will follow phenomenological study design for this research. Phenomenological research design uses personal live experiences of respondents' unstructured in-depth interviews as a tool of data collection (Murders, 2017). The collected data will be analyzed thematically to understand the way people create meaning and generalize the truth of their life. It focuses on the organization of human knowledge and personal experiences more than merely the collection and processing of data.

Cilesiz (2020) mentions that phenomenology is a highly suitable approach to studying human experiences for a number of reasons. Phenomenology as a theoretical framework and methodology was developed for studying individuals' lived experiences of phenomena, rooted in the work of German philosopher Edmund Husserl, Cilesiz (2020). It seeks reality in individuals' narratives of their experiences and feelings about specific phenomena to produce in-depth descriptions of these phenomena. A phenomenon is the object of a conscious subject's experience as it presents itself. Phenomena are the building blocks of human science and the basis for all knowledge. Broadly speaking, phenomenology is philosophy; it includes transcendental, existential and hermeneutic phenomenology, which emphasises interpretation as opposed to description. The purpose of a phenomenological study is to understand and describe a given phenomena in-depth and arrive at the essence of human lived experiences of that phenomena.

Khanal (2076), further mentions that phenomenological study is one of the best to explore the experiences of the respondents. Phenomenology is notable in that it comprises a theoretical framework and method designed specially to study lived experiences of phenomena from the perspective of those who experience them. Thus, research aiming to develop a deeper understanding of several individuals' common or

shared experiences of a phenomena constitutes the proper domain of phenomenology (Cilesiz, 2020). Phenomenology is not merely an alternative methodology but also an approach to conceptualize and study experience with philosophical foundations. Phenomenology is a highly suitable approach to studying human experiences and perceptions.

A rigorous phenomenological study should coherently combine a phenomenological philosophical background, phenomenological data collection and analysis, and phenomenological description of experience as its output. The purpose of conducting a phenomenological study is to describe and interpret the experiences of participants in order to understand the "essence" of the experience as perceived by the participants (McMilan, 2000).

To come to the results of my study, I used two different data collection tools which were classroom observation, and in-depth interview. Regarding the study, the methodological procedures were adopted as they were applicable in the stepwise phenomenological research design. In brief the methodological procedures which I had implemented in the completion of this study have been presented below;

Developing the objectives and research questions.

Selecting the area of investigation.

Developing the data collection tools.

Go to the field.

Data collection.

Regarding, transcription, coding and categorizing of the data.

Analysis and interpretation of the data.

Drawing the finding and conclusion.

Phenomenological research is based on a paradigm of personal insight and subjectivity and gives more importance to personal experience and interpretation. It can be defined as an approach to research that seeks to describe the essence of a phenomenon by exploring it from the perspective of those who have experienced it. This study is based on qualitative or interpretative phenomenology which helped to explore secondary level English teachers' experiences and perceptions on use of Nepali language in their English classrooms.

Population, Sample and Sampling Strategy

Population refers to the real set of people, events or objects to which the result of the research is wished to be generalized, and the sampling refers to the selection of some part of an aggregate or totality on the basis of which a judgement or interfere about the aggregate or totality is made (Kothari, 2004). Hence, in this study, the population consisted of all the non-English language teachers teaching in a secondary level in Baglung district. Since this study is phenomenological, it was difficult to collect data from each and every member of the population. So, I selected only three secondary level non-English language teachers, out of the whole population. Likewise, I used a purposive non-random sampling strategy to select the participants for this study.

The area of study is three community schools of Badigad Rural Municipality, Baglung. Three community schools were Shree Bhanu Secondary School, Shree Tribhuvan Secondary School, and Shree Bhimgithe Secondary school. Three English language teachers were selected as the sample, and three classes of each teacher were observed. It was done among the English teachers teaching in different community schools of that rural municipality.

Sources of Data

On the basis of the designed research plan, the ways of collecting data are determined. Hence, sources of data which provide information and details to the researcher to validate the findings. In the process of this study, both primary and secondary sources of data were used.

Primary sources. Primary data are those which are collected afresh and for the first time, and thus happen to be original in character (Kothari, 2004). Moreover, Kumar (2012) added that primary sources are those when someone else collects information from respondents for the specific purpose for which study is undertaken. As the primary sources of data, I used the information collected from in depth interview, and classroom observation (Kumar, 2012) done in the sampled population.

Secondary sources. Secondary sources of data are those which have already been collected by someone else and which have already been passed through the

statistical process (Kothari, 2004). Similarly, Kumar (2012) states that the information which is already available such as government publications, reports and previous researchers are called secondary sources. In this study, I used the earlier literatures, policy level documents, journals, books, articles as the secondary sources of data.

To be specific, secondary level English teachers, and the related literature were the sources of data for this study.

Research Techniques and Tools

Research tools simply refer to the instruments which the researchers use in their study. For Kothari(2004) anything that becomes a means of collecting information for study is called research tools. In other words, research tools are those instruments which are used to elicit the desired information required for the study.

For the fulfilment of objectives of this study, I primarily used classroom observation and in depth interview as the research tools to collect the data. The former technique was developed and applied to explore the real Nepali language practices of English language teachers in their classrooms, and the later one was developed and applied to find out their experiences and purposes towards using Nepali language in their instruction of English language teaching. In classroom observation, mainly the language practices of teachers were observed, and recorded. Similarly, interviews were conducted with the help of interview guidelines. The data collected from both the tools was recorded, transcribed, coded, and analysed.

Classroom observation. Classroom observation is the most commonly use method especially in studies relating to behavioural science(Kothari,2004). Further, Kumar (2012) says observation is one way to collect primary data, and it is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. Moreover, it is done to get much deeper, richer and more accurate information(ibid). In this study, nine classes of three English language teachers were observed, recorded, transcribed, coded and interpreted as Kumar (2012) says observation is done in qualitative research to record the practices in natural settings.

In-depth interview. Interview method of collecting data involves presentation of oral verbal stimuli and reply in terms of oral verbal responses (Kothari, 2004). Similarly, (Burns, 1997; as cited in Kumar, 2012) states that 'an interview is a verbal interchange, often face to face, through the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person'. Here, an in-depth interview rooted in interpretative tradition. According to Taylor and Bogdan, in-depth interviewing is 'repeated face-to-face encounters between the researcher and informants directed towards understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words' (1998 as cited in Kumar, 2012). To collect the data, three English language teachers were interviewed in-depth to get rich information regarding the research problem to find out the purposes and experiences of teachers towards use of Nepali language in English classrooms. Interview guidelines were used when it was needed.

Data Collection Procedures

Data collection begins after a research problem has been defined and a research design plan chalked out (Kothari, 2004). As a researcher, I implemented some systematic procedures to collect the data from the primary sources which were the secondary level English language teachers. First, I developed the proposed tools on the basis of my research design and the condition of my respondents. Then I went to the field, and built a rapport with the concerned authorities by making it clear to them about the objectives of the study, the school administration and the secondary level English language teachers. Therefore, I slightly reported the purpose of my study to the participants and made them clear in terms of privacy and confidentiality. After taking the consent from the participants, I observed the classes focusing on the language practices. I observed nine classes focusing on the use of Nepali language in the English classroom. I used my cell phone and diary to record the practices.

Similarly, in the next phase, I interviewed them in-depth with the help of interview guidelines which were already developed. I used the cell phone and the diary to record the data. Finally, I showed my gratitude to the respondents and got back from the field. Then, the recorded data from classroom observation and interview was transcribed, coded, categorised, and the themes were developed.

Data Analysis and Interpretation Procedures

To systematically analyse the data, I have employed the qualitative technique. The data collected from the observation and interview were transcribed, coded, and categorized, to develop the themes. On the basis of the similarity of the responses and the practices, the major themes were generated and interpreted in three different sections which were teachers' experience in the use of Nepali language, teachers practices of using Nepali language, and the purpose of using Nepali language in their English language teaching classrooms.

Ethical Considerations

According to the Collins Dictionary (1979); as cited in Kumar (2012), ethical means 'in accordance with principles of conduct that are considered correct, especially those of a given profession or group'. Ethical consideration betokens the codes and conducts that professionals must follow. In this regard, Kumar (2012) says being ethical means adhering to the code of conduct that has evolved over the years for an acceptable professional practice. It further implies that ethical considerations are the moralities which ask for the things that can be done and cannot be. Regarding research, ethical considerations are related to the participants, researchers, and organization (Kumar, 2012). Moreover, they are related to the culture and heritage of the particular group too. Therefore, to maintain the ethically, I employed the following ethical considerations:

Giving credit to the earlier researchers or the scholars for their work is the first and the foremost responsibility of any researcher. So while conducting research, the researcher should be conscious about ethical issues. To maintain the ethicality, at first, I informed the respondents about the purposes of the study. After that, I conducted my research by taking permission from the participants and I kept the responses of the respondents confidentially. I did not use the data for any other purposes except for my study. I gave proper credit to scholars, and researchers works to avoid the risk of plagiarism. I maintained privacy, trustworthiness, objectivity, openness and credibility in my research. Furthermore, only the proposed method and the format was applied to make research scientific and systematic. Last but not least, the study was totally based on the American Psychological Association (APA) 7th Edition to have consistency in my research study.

Chapter 4

Result and Discussion

This chapter includes the detailed analysis and interpretation of the collected data. The data have been collected from three of the participants who were teaching English in Badigad Rural Municipality, Baglung, via classroom observation and in-depth interview. Their classroom practices and responses reflected the use of Nepali language practices and experiences over it. They further helped to find the purpose of using Nepali language in the English language classrooms. In this section, the collected data from interview and classroom observation were recorded, transcribed, coded, categorised and analysed critically and logically based on the research questions and objectives.

Analysis of Data and Interpretation of Results

This part includes the presentation, analysis and interpretation of the collected data through in-depth interview and classroom observation. The purpose of the study was to analyse the experiences of the secondary level English teachers in their use of Nepali language in English classrooms, to explore their practices with regards to the purpose of using Nepali language in the English language teaching classroom. I chose phenomenology as the research design to meet the objectives of the study. I applied both primary and secondary sources of data. As the primary source, the data obtained from interview and classroom observation were used, and related literature such as books, theories, journal, articles, thesis, dissertation were used as the secondary sources of data.

Hence, the obtained data from both the primary and the secondary sources have been further analysed thematically. As the research was based on a qualitative approach, the data were analysed recursively. As a researcher, first I built the rapport with the concerned authority, then I interviewed the respondents individually in depth. At the same time, I observed the classes. The observed classes and responses were recorded. All the recordings were transcribed, coded, categorised and analysed. After all, the following themes have been derived from the data accumulated in classroom observation and in-depth interviews.

Background of the Respondents

As the study was phenomenological, respondents were observed and interviewed in a natural setting. Three English language teachers teaching in the public schools of Badigad Rural Municipality, Baglung were the participants of this study. The background of the participants has been briefly presented below by denoting them with T1, T2, T3.

T1 : He has been teaching in government schools for eleven years in Nepal. Recently, he has been teaching English in the Bhanu Higher Secondary School, Badigad, Gwalichaur. He has completed his master's degree in English education from Tribhuvan University. He himself uses Nepali language in his classroom instruction.

T2 : She has been teaching English for four years. Though, she has taught in many private and public schools. She has been teaching English at the Shree Tribhuvan Secondary School of Badigad Rural Municipality, Kharbang Baglung in recent days. Moreover, she completed her master in English education from Tribhuvan University. Besides English, she has completed her masters in Political Science from the same university. She mentioned that teaching English in only English is really detrimental for the creativity of the students.

T3 : He was pursuing his masters in English education from Tribhuvan University. As he states, he has taught English in different private schools for 2 years, and has been teaching English in Bhimgithe secondary school of Badigad Rural Municipality, Bhimgite - 7 for 4 years.

Teachers' Nepali language Practices in English Language Teaching Classrooms

As the study aimed to explore the using Nepali language practices of English language teachers in their teaching of English, nine of their English language teaching classes were observed, recorded, coded, categorised and analysed. The details of Nepali language practices have been presented in different themes to meet the objectives of the study.

The real and natural using Nepali language practices that teachers practised in their English language teaching classrooms were analysed based on the classroom

observation checklist. The analysed data revealed that, teachers used Nepali language frequently in their English language classrooms.

Nepali language used for motivation. Motivation is a driving force either internal or external which makes creatures do something which is significant in each and every aspect of life to grow up, it is highly crucial for professionals. It is accepted for most fields of learning that motivation is essential to success: that we have to want to do something to succeed at it (Harmer, 2007). Harmer further says that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. According to (Harmer, 2007) there are two types of motivation.

Intrinsic Motivation. The motivation that comes 'inside' is called intrinsic motivation. For Harmer, intrinsic motivation comes from within the individual. A person might be motivated by the enjoyment of the learning process or by a desire to make themselves better which is called intrinsic motivation.

Extrinsic Motivation. The motivation that comes from outside is called extrinsic motivation. It is also called instrumental motivation. Harmer says that extrinsic motivation is any result of the affecting factors from outside.

Hence, the study explored the teachers' Nepali language practices particularly done to motivate the learners to do the things to achieve the learning outcomes. Teachers were found to be using Nepali language while motivating their learners in the classroom. Some real examples of language practices that teacher used for motivating their learners have been stated in below:

[.....stooping woods in the snowy evening title poem kagle lekheko re..... ok good! First of all, we need to know who Robert frost is. Ko ho ta robert frost. Kin bhane robert frost ko barema nai familiar navai kana we can not recognize his poem, and poetic style]

[.....la bhanata if sentence haru kati prakar ka chhanremember hijo chhalfal gareko.....yesko answer vanne manchhe timi nai hau....vana vana]

[.....yo poem baat k bujeu timiharule....life vaneko yesto ho ki aafno baato aafai khande ho.....jo manchhe difficulties haru sang kheldai gayo tyo manchhe tyo manchhe chai strong banchhara life ma success hunchha.....poem ma poet le kati struggle gareko x aafno gantabya ma pugna ko lagi.....]

The above transcripts revealed that teachers use Nepali language amalgamating it with the English for the purpose of motivating their students. It was found that in the beginning of the class, the teacher used Nepali language for warming up, in the middle to make learners do the things, and at the last, they used Nepali language to rap the things that they taught.

Nepali Language Used for Content Simplification. Simplification basically betokens the process of transferring the complex things into simple ones. Hence, the content simplification signifies the process of modifying the content from complex to simple. Regarding teaching and learning, it denotes the simplification of the structure of the text by preserving its main idea and approximating its original meaning in order to make it easier to read and understand. Teaching English is a very difficult task. Moreover, it is more challenging to teach in the multilingual context as the foreign language. In such a condition, simplification of the content is must to make learners clear on the concept. In the case of foreign language learners, this technique is necessary to understand the difficult concepts.

To know the reality of how English language teachers simplify the content, and why they do so, I observed their classes to find out their practices. I further interviewed them to find out their purposes. As I analysed data, I found that all the participants used Nepali language to simplify the content beside English in their English language classroom. As I further analysed the obtained data, teachers used Nepali and English simultaneously, and they switched their language purposefully, systematically.

In the classroom observation, T1 taught for grade 9 on the topic 'Stopping by Woods on a Snowy Evening' which is a poem. When the teacher delivers the theme of the poem he uses Nepali to clear the theme of the poem in a simple way to make his

students comprehensible. Some of the examples of content simplification which are taken from classroom observation have been presented below:

[..... Natural beauty bhaneko prakritik sundarta ho jaha artificial sundarta hudain prakriti le diyeko natural beauty hunchha.....usko poetry haru kasto hunchha bhanda short tara philosophical bhav bokeko or darsanik typeko.....dekhda short vaye pani deeper meaning vayeko.....deeper vaneko indepth.....]

Similarly, the observation found that T2 also used Nepali while she was teaching an English classroom for grade 10 on the topic 'articles'.

[This is a noun. Noun pani ho. Countalbe pani ho, ra singular pani ho. Ho ki hoin?.....yo earth only one matrai chha hoin. Ho cheej chha bhaneonly one things all over the world chha vane tesko we must use 'the'. Tesaile yeha countable singular noun earth bhayo pani we have to use the because the earth is only one and it also a uniquetyo bhaneko eutai kura ho ustai kura lagne sabdda.....]

Likewise, T3 also used Nepali to clear the concept of if sentences for grade 10.

[Jastai today lai that day gareka thiyeu. Tonight lai that night gareka thiyeu.....aba yo narration ma change huda chai k hunchha bhane SON/123 hunchha. Here, S bhaneko subject, O bhaneko object ra N bhaneko No ho. 1,2,3 bhaneko first, second, ra third ho.....]

The above transcripts revealed that teachers in secondary level had situational use of Nepali and English to make content simple, and to make their learner clear on the content. The study found that Nepali language was used as a content simplification strategy. It was also used by the teachers for the purpose of making their learners clear on the content.

Nepali Language Used as Code Mixing. The term code refers to the particular dialect or language and the term 'mixing' refers to the process of making two or more things in one place. Hudson (1996) states that code mixing is a kind of linguistic cocktail, a few words of one language, and a few words of others, then back

to the first for two more words and so on. Code mixing is the mixing of two or more language varieties in speech. Wardhaugh (1986, p. 53) states that code mixing occurs when conversants use both languages together to the extent that they change from one language to another in the course of single utterance.

Having observed the classroom, I found that teachers mixed both Nepali and English. The obtained data from the classroom observation have been presented below:

[La hijo ko homework k thiyo.... Ok bhana....euta poem create garna bhaneko thia hoin....la now roll no six utha tatimile lekheko poem read gara.....alike loud voice ma bola hai, sabai friends le sunne gari.....sabaijanale careful vayer suna la... sabaiko turn aauchha.....hijo hamile padeko poem nature ko barema thiyo hai.....yo poem le society lai reflect gareko chha.....]

[if sentences haru four types chhan....la yeta herata yeha sentence ko structure observe garne ho bhaneyo sentence if close ma chaa bhane main close ma k hunchha bhane s+v1/v5 hubchha.yesko artha ho simple present. Simple present nai hunchha. Zero conditional type bhanchaa yeslai. Yo zero type ho. Yeslai universal truth pani bhaninchha. Satya kura haru express garda hamile simple present tense use garxau dubai clouse haruma. Satya kura ho bhane v1/v5 nai hunu parchha ...nadima falam phyakiyo vane dubchha, yo true ho ki hoinata.....]

Having observed the classes, teachers were found that they used situational or metaphorical (Wardhaugh, 1986) code switching in their instruction of English language teaching classes. Having observed the classes, teachers naturally used two languages in their instruction. The mix of Nepali and English language as a cocktail. I found in the classroom observation, the teachers' used different kinds of code mixing strategies on the basis of terms and conditions in their English language teaching classroom.

Nepali language Used as a translation. Translation refers to the process of translating the information from one language to another. Teaching English in a

bilingual context is not as easy as we think. In a bilingual context, translation is necessary to make the learners understand, to construct meaning, to share knowledge, skills and experiences as well as to foster the capacity to be critical. As I observed the classes, teachers found that they used Nepali language as a technique of translation. The obtained from the classroom observation have been presented below:

[Welcome to u all in this class. Today we are going to study a poem. The poem entitled Stopping by Woods on a Snowy Evening which is written by American poet Robert frost. Aaj chai hami American poet Robert Frost ko poem stopping by woods on a snowy evening study garne xau..... This poem is related with nature....yo poem prakriti sang sambandhit chha.....i will ask you some questions. Timi Haru Lai kehi question haru sodhne chhu.....lyricist bhaneko geetkar hunchhani..... ...and usko poetry very short but philosophical usko poetry haru kasto hunchha bhanda short tara darsanik bhav bokeko or philosophical type..... do u know knowtimi haru lai thaha x snow vaneko hiu jaslai nepali ma hiu bhanchha snow is very cold but beautiful ...hiu dherai chiso hinchha tara dherai beautiful dekhinchha hai..... it has white colour yo seto rang ko dekhinchha.....]

Hence, the transcripts revealed that teachers used Nepali language as translation in their English language teaching classrooms. Having analysed the data, it was derived that teachers translated the text from English into Nepali language without regard for socially and politically defined language boundaries (Otheguy Garcia & Reid, 2015). In the above transcripts teachers seemed to be translating the target text into the language in which learners were familiar in the classroom.

Nepali Language Used for Making Fun. In the classroom, making fun is a must to have learners' attention, to avoid monotony, to get enjoyment. A teacher can use different kinds of proverbs of the local language, he or she can sing songs, or tell stories of jokes in the classroom for fun. As the study aimed to explore the purposes of using Nepali language in English classrooms, the observation was done which helped to explore the different kinds of language practices purposefully. From the observation, the teachers were found to be using Nepali language for the purpose of making fun in their English language classrooms. As I observed and recorded the

classes, I found that English language teachers used Nepali language even in making fun. Some of the examples of Nepali language use for the making fun have been presented as below:

*[.....poem create garna najane ka le euta song socher basa hai gaunu parchha.....imagine garata hamipani Robert frost jastai gari travel garda kati aanand aauchha hola sundar prakriti ma hai
.....remember a song, e kanchhi timilai sun ko tara jhari diula, it is possible to take a star from the sky someone. Tadai bata hernu matra ho, it is impossible..... timro voice ta thakkai anju pant ko jastai chha ta Nepal idol ma bhag lin jaau.....]*

[.....pahile ma school padhda lamo bato hider school pugnu partheo k ani batoma hidda eklai sometimes i used to think ma sang dherai paisa vako vaye.....]

The obtained data from classroom observation showed that teachers used Nepali language for making fun in the classrooms. If only English is used in the classroom for a long time, this class will definitely be boring, thus Nepali language can be used to entertain the learners by telling some funny things in the language to which they are familiar. Respondents used Nepali language in their English language classroom. The data showed that Nepali language was used for the purpose of making fun inside the classrooms. The participants were found to be sharing Nepali songs, their own experiences and creating the context among students. Thus, it has been derived that English language teachers used Nepali language to make fun inside their classrooms.

Nepali language Used for praising the students in ELT classroom. Praise is a natural part of human instruction that it would be difficult to stop praising (Willingham, 2005). Talking positively to someone's virtues of encouraging someone by words is taken as a process of praising which works as a motivational strategy. In this regards researchers say that praise can motivate and guide the children (Willingham, 2005) in different circumstances. Moreover, it is one of the simplest and most powerful tools which one can use to engage or to motivate his/her students. It is believed that praise can change the attitude of the learners towards learning, however,

some teachers over praising can be harmful to students if they are not equally treated disregarding their subject position such as their caste, ethnicity, religion, ability and physicality. A teacher can praise his or her students for the things like their progress, outcomes, expectations, behaviour, and efforts. Thus, praise is essential to motivate and engage students in the classroom teaching and learning activities.

To explore the Nepali language practices of teachers in English language teaching classrooms for the purpose of praising students, I have observed the classes. The real example of praising have been presented as below:

Fine? Good la.....kati ramro bhanin very good. La bhandai jau thik x..... Dherai ramro garechhau, thank uaaha! Kati ramro lekheko. Great job!.....aaha! Kati ramro lekheko kasto milekogood job! Please come on. Ok, from the last bench or from this side any one? Wow! awesome, good girl , bhandai jau thik chha.....

Hence, the data showed that the teachers used Nepali language in their classrooms to praise their students. The obtained data showed the real Nepali language practices that the secondary level teachers used in their teaching of English to extoll their students in English language classrooms.

Nepali language used for providing feedback in English language classroom

Feedback is advice, criticism or information about how good or useful something or somebody's outcome is. In language pedagogy, feedback refers to a reaction towards the learners performance especially focusing on correcting errors or encouraging further learning. It is essential information provided with the learners in the course of language learning that is solely devoted to improving their performance. For Harmer (2008) feedback involves both assessment and correction. He further says decisions about how to react to performance will depend upon the state of lesson, the activity, the type of mistake made and the particular student who makes that mistake. Providing feedback to the learners demands high from the teacher. Teachers as a source of information in most of the language classes in general and Nepalese context in particular could be able to give appropriate level of feedback to individual learners if possible.

Hence, to explore the language practice of teachers in English language teaching classrooms to provide feedback to students. I have observed the classes. The real examples of use Nepali language in the classroom for provide feedback have been presented below:

[.....La timi poem ko first part read garata....ali loud voice ma read gara.....queer.....read again pronunciation milenyo words lai yesari read gara.....good , ok sit down.....]

[.....last bench baat aafule create gareko poem sunautawow kati ramro lekheko aafai lekheko hola thik x keep up it.....]

The above data showed that teachers used Nepali language for providing feedback to students in English language classrooms. This study found that teachers used Nepali language for correction and assessment to students.

Therefore, it has been claimed that teachers used Nepali language for the purpose of simplifying the content, for entertainment, for motivating students, and for the purpose of giving feedback and praising students for the things they did correct.

Thus the results have been generalised that the secondary level English teachers use Nepali language in their teaching of English language.

Teachers' Experiences Towards Use of Nepali language in English Classrooms

The term 'experience' basically signifies the knowledge or skill in a particular job or activity. Here, it indicates the view or the belief of the secondary level English language teachers, their teachers towards their use of Nepali language in English classrooms. As the research aimed to analyse the experiences/perceptions of secondary level English language teachers, three teachers were interviewed in-depth to elicit the data. So, the teachers' experiences in the use of Nepali language in ELT classroom have been presented in the following themes. Moreover, the themes have been developed on the basis of the responses that the respondents shared.

After classroom observation, the interview was done with participants. I asked a question to my participants who had been teaching English at a secondary level, to make my research evident. They responded to the questions in their own way. A I

asked 'Based on your experience, what do you think about using Nepali language in an English classroom ? The T1 responded that

.....so in my opinion, Nepali language is native language for us and all students are familiar with Nepali language, so sometimes, it is used naturally. In the English classroom, Nepali language is used purposefully.

Hence, the excerpt showed that teachers Nepali language is a native language which happens naturally and used purposefully.

Same questions was asked to another respondent to have her belief on use of Nepali in English language classroom T2 responded.

.....In my experience, Nepali language is a familiar language or mother tongue, so it is easy to understand. Sometimes it is used unconsciously and dynamically in English classrooms. But most of the time it is used for various reasons.

Hence, the data showed that Nepali language is a familiar language for all the students and teachers, so it is used sometimes unconsciously and for various reasons.

Similar type of response was uttered by another respondent. T3 said that

.....um as I know, English is foreign language for us, so it is difficult to explain to the students. All students understand the Nepali language. Sometimes, it is produced in a natural way, but Nepali is used in English classrooms for many purposes.

In this excerpt, it showed that, Nepali language is understood by all the students which are produced in a natural way and used for purpose.

From all these responses, I found that Nepali language is used in English classrooms purposefully and naturally.

Significance of Use of Nepali Language in English Classrooms. As the study aimed to explore the experiences of the secondary level teachers in their use of Nepali language in English classrooms, teachers were interviewed in depth along with

their classroom observations. As they were asked if they believed that the use of Nepali language is beneficial in the English language classrooms, all the participants responded that it is significant in the classrooms to instruct students.

In a similar way, I questioned to my respondents where Nepali language is beneficial in the language classrooms or not, the respondent T1 responded :

..... My students speak Nepali language as their native language, and I use Nepali language which they all know and speak. If my students have questions in their mind, they use Nepali language in the classroom. Moreover, they sometimes discuss in Nepali language, so, I think it's beneficial to have interaction and problem solving.

Hence, the data revealed that teachers used Nepali language in their English language classroom to encourage their learners to question and to have discussion in the content. It showed that Nepali language helped students to have discussion in their content which makes them clear on the subject matter. Moreover, teachers perceived Nepali language as a beneficial strategy in language teaching to get their students engaged in the activities.

In a similar vein, the respondent T2 responded.

..... umm, we have to calculate the level of students, especially the English level of students, if they can get all the things that teachers tell in English, you don't have to actually translate the things that you have already spoken in English into Nepali, but you knew the ideas that the students have not got this level that you speak in English, then you have to translate whatever you spoken already in English into Nepali because you know the ideas you know the level of the learners.

Hence, the data revealed that use of Nepali language is beneficial for the students who have low proficiency in English. Teachers used Nepali language when the learner could not get their teachers what was delivered. It further signifies that using Nepali language is more significant in the communication, particularly for the comprehension of the content of which Krashen (1985) said the comprehension input.

The participant suggested to the teachers to be known to the level of their learners and the experiences they already had.

Similar to other respondents, these third respondents T3 responded.

.... if the students do not have the good strength of equal level of English then Nepali language is good in English class. Actually, teachers should be able to teach the content in a comprehensible way on behalf of the students the teacher should teach. If the teacher uses only English in a fluent way, the students may not understand these things, so the Nepali language is beneficial for the comprehension.

More or less almost all the participants responded in a similar essence. The responses revealed that using Nepali language is beneficial in the classroom for Comprehension particularly in the context when the students do not have good strength in English. Thus, it has been found that lasting Nepali language was used for the purpose of comprehensible input. Moreover, all the participants believed that using Nepali language is important in English language classrooms.

Use of Nepali language as Hindrance

Despite the advantages of using Nepali language in the English classroom, it also has drawbacks. We discussed a lot of advantages of the Nepali language in the second language classroom but using it most of the time in the English language classroom also disturbs the learning process. If we started learning English through the Nepali language, our goal of learning the English language would become meaningless. Appropriate use of the Nepali language will be beneficial.

According to T1:

If we continuously speak Nepali in English classrooms, teachers will find it difficult to speak English because it is a matter of practice.

From this opinion, it can be concluded that the more we use language the more we can learn. He expressed that if a teacher started using Nepali language most of the time the teacher themselves would find it difficult to speak in the future.

Another participant, T2 expressed:

The overuse of Nepali language greatly influences the pronunciation of the speaker in an undesired way.

Learning English is also learning the pronunciation of the English language. We know that the sound /p^h/ is bilabial in Nepali whereas its parallel in English is labio-dental. /f/ can be best taught by giving an example of 'file' and 'p^harsi' rather than file and pumpkin(farsi) respectively. But instead of giving such examples, if we started teaching English in the mother tongue then our target language will sound like the mother tongue language, which does not hold true.

Similarly, T3 shared his experiences that:

The overuse of Nepali language by teachers in the classroom causes a lack of confidence in speaking English Both for the teacher and students.

Speaking is a matter of practice. The more we speak the more we can learn. The excessive use of Nepali in the classroom creates an adverse situation. We find the students are not eager to speak English just because of making mistakes. Therefore, they want to speak Nepali all the time in the class. A teacher should create such an environment where students feel free to speak English in spite of a lot of mistakes. In addition, the teacher can only make such an environment by using English most of the time and Nepali as necessary.

Similarly, I asked another question. According to your experiences, how do you get your students' participation and an interest in learning, when teaching in an English classroom whether Nepali is used or not? T1 responded that:

Some years back I had a student in class nine.....she was good in other subjects but poor in English. I ignored her for some days....as I started summarizing the text or the theme of the lesson in the Nepali language in the classroom, she slowly and gradually started showing interest in the lesson.

Hence, the data showed that if a teacher does not use Nepali in an English language classroom, students will not show interest in learning because they do not understand English properly.

Same question was asked to another respondent. T2 responded that:

If I use only English in the classrooms, students will not participate in classroom activities. They feel shy and hesitant to explore their ideas and content knowledge with their teacher and friends.

Similar type of response was uttered by another respondent. T3 said that:

If I use only English in the classroom, the classroom becomes monotonous. Not all of the students but some students never respond in any lesson of the subject.

All the participants responded in a similar essence. The data showed that, if only the English language is used in the classroom, all the students cannot interact in English due to the lack of English language proficiency. If teachers do not use Nepali language according to necessity, it can decrease students' creativity and progress in the classroom.

Purposes of using Nepali Language in English Language Classrooms Based on Teachers' Experiences

Similarly, the respondents were also asked for their views on the purposes of using Nepali language in English language classrooms; why they used it in their classroom. In respect to the questions for what purpose they use Nepali language in their English language classrooms, all of them responded in a similar way. In response, one of the participants said that he used Nepali language in the classroom for various reasons T1 Responded.

.....I use Nepali to make my learner understand what I am teaching, what my lesson is about. If I speak English only, they may not have a good comprehension. So to make content easier and to make learners clear on this I use Nepali language. Sometimes, I tell them jokes in Nepali because they cannot understand English. To correct them, to

give them feedback, to build the rapport with them I speak Nepali language.

The small piece from the interview disclosed the fact that the teacher used Nepali language for the purpose of minimising. the longer text, to make their learner understand the content, to correct them, to give them feedback, and to encourage them to ask the questions on the content.

Similar situation was created for another respondent at the time of interview, she (T2) responded :

.....There are so many purposes of using Nepali language in English classrooms, to make them understand, to give feedback while giving direction or while making them clear on the notice also I use Nepali language. Sometimes, for the purpose of entertainment, I also use Nepali language beside English. It is also helpful to praise them, to motivate them and to encourage them.

The data revealed that she used Nepali language for the purpose of giving feedback, entertainment and also praising the students in the classroom.

Another respondent also responded in a similar way. T3 responded:

.....for good comprehension, to get the main idea or to get the main essence of the text, and to actually fill in sometimes it's a kind of translation. First, I speak with them in English, I tell them all the things in English then I translate them into Nepali that they feel if they have any kind of doubts in their mind and they feel relaxed....

The excerpts above uncovered that he used Nepali language generally for the purpose of comprehension and for creating a relaxing environment to share the doubts of the students about what they have. He also used Nepali language to summarise and paraphrase the content.

Thus, it was found that teachers used Nepali languages for various reasons such as simplifying the content, praising or motivating students, paraphrasing and summarising, and for the purpose of entertainment.

Nepali Language Use for Rapport Building in English Language

Classroom. Rapport building is the process of creating rapport, and building trusting relationships between two or more people. Hence, the rapport refers to the process of creating a bond between teachers and students. As the study was objectified to analyse the secondary level teachers' experiences towards their use of Nepali language, three English language teachers were interviewed in depth along with their classroom observations. It was found that the teachers perceived Nepali language as the strategy to create the bond or to establish the rapport with their students in their English language teaching classrooms. As I interviewed them how they perceived using Nepali language in their English classrooms, all the participants responded that Nepali language assisted to create a good relationship with their learners which is really motivating to the students in their learning.

Regarding the fact, one of the respondents, T1 responded:

.....In my experience, using Nepali language is a strategy to build a bond with students. It helps me to establish a good rapport with my students. I use Nepali language to share the difficulties and to share the cultural aspects to my students. Moreover, my learners share their feelings with me in Nepali language. If I used only the English language in my classroom teaching, my students cannot share their emotions.....

Hence, the excerpts from the interview revealed that the teacher perceived using Nepali language as the helpful strategy for rapport building. The very respondent was found that he used Nepali language to share the difficulties or emotions to his students, and the students did the same. Moreover, students were found to be using Nepali language among their friends to share their creations. It showed that using Nepali language was believed as the notion that ensures the creativity and the criticality of the Students. Thus, the data disclosed that using Nepali language assisted both the students and teachers to share each-others feelings which helped to establish the rapport between them.

In a similar vein, another respondent responded:

.....I use Nepali language in my English language classroom to ask students to talk in the language they know as if they feel close to me psychologically. I experienced that my students thought something in their mother tongue, and they tried to express the fact in English. Moreover, they try to speak in Nepali language, it helps us to be close to each other, however, it hinders in the development of language proficiency of learners.

The data revealed that the teacher perceived that Nepali language is helpful to be close to the students. Here, the respondent said that she used Nepali language in her classroom, and also, permitted her students to use Nepali language rather than only English language in the classroom. These all activities have taken place to create the rapport, and to build the bond. So, the use of Nepali language has been taken as the most supportive in the classroom. Thus, it could be said that using Nepali language was positively perceived by teachers in English language teaching classrooms.

Nepali language used to clarify concepts

Teaching language is also teaching the culture, religion, lifestyle, and mostly communicative skills. As I go through the question "why do teachers use Nepali language in the English classroom?" I came to know that teachers use it to give the concept of the story, poem, essay, and so on. The T1 responded that:

If today I don't use the Nepali properly in the classroom. Next day, I will use Nepali while giving a summary to clear the concept.

Maybe T1 is trying to express that using Nepali in the classroom is not always necessary. It shows that not all students understand English only in the classroom so while giving a summary or the main idea he makes use of Nepali.

Similar type of response was uttered by T2. T2 also expressed how students become successful in learning English with the help of Nepali language.

I have some students who are good in other subjects but poor in English. As I started summarising the text or theme of the lesson in the

Nepali language in the classroom, they slowly and gradually showed interest in the lesson.

Hence, the excerpt showed that teachers use Nepali language to make students understand and engage them in language learning.

Similarly, T3 had very similar views on using Nepali language in the classroom. He says:

While teaching poetry in the class, if i just give the background information or theme of the poem in the English the students do not understand e.g., if they relate the poetry in Nepali they better understand.....

This shows that teachers use the Nepali language to create a clear concept of lesson.

The Use of Nepali language to Reduce Stress in the Students

Learners of English often express feelings of stress, nervousness. Language stress and anxiety is one of the problems profoundly found in the language classroom. T1 Responded:

The use of Nepali language in a second language classroom helps a lot to reduce stress. The English only language in a classroom makes students bored and they lose their creativity. It makes a simple thing more complex.

In the course of the interview, T1 expressed that using Nepali language in the classroom makes complex ideas simpler in one way or another. It shows that teachers using only English in the language classroom itself becomes monotonous. The teacher speaking only English from the front of the class leads students to lose their interest in the subject matter. It may not be applicable to those students who obtain the top rank in the class but for those who are average in the study.

Supporting T1 view, T2 says that:

English language classrooms should not be limited to English speaking classes because it causes stress to the students.....rather, the teacher should make a distinction between Nepali and the English language and for that, it is necessary to use the Nepali language in the English classroom.

Here comes the same idea that the students feel stressed when the English language is overused. All of the teachers strongly agree that the knowledge of one language helps to understand another language. While learning vocabulary, positive transfer may account for the immediate recognition and acquisition of words. All of the teachers strongly believed in the positive transfer of language skills. They expressed that because of the language transfer skill they can understand easily and comprehensively which reduces stress.

Nepali language to Address the Proficiency Level of the Student

All teachers face the issue of students with various levels in the classroom. That is what we call diversity in terms of their competence. Same point of view was presented by the teacher. It can be easily assumed that all the students in a classroom cannot be good at language. Regarding this, T1 Responded:

Students do not understand English if the teacher speaks only English in the classroom so being the teacher we need to speak Nepali.

Similarly, T2 expressed:

A classroom mainly consists of three levels of student; poor, average, and talented. To address all types of students a teacher needs to use Nepali to some extent.

A classroom does not contain only students from diverse linguistic backgrounds but also it varies in terms of ability and proficiency. The student competency level differs within a single class.

T3 expresses his own view on using Nepali language in the classroom. He says that:

Almost all the students understand Nepali that is why it is used in the classroom.

A classroom is a place where students having different abilities come across. The teachers are fully responsible to address those students. His experience shows that it was very difficult to understand the English language, so it was necessary to use Nepali in the English classroom.

Regarding motivation, I asked my participants why they used Nepali language in their English language classrooms. All the participants responded more or less in a similar way.

In the answer of this question, T1 responded:

.....Most of my students speak Nepali language as their mother tongue. As an English teacher, I have to speak English, but when I speak English, they all feel discomfort and unmotivated in the learning of content. So that I use Nepali language to motivate them. I usually tell them language does not matter, content is important. So use Nepali in my English classroom for engaging them in learning activities.

Hence, the data revealed that teachers used Nepali language to motivate their learners in learning. As the respondent said, it has been derived that using English only in the classroom demotivates the students or it leads to a learning environment in the discomfort zone.

Similarly, another respondent T2 responded:

.....I use Nepali, English and sometimes Hindi also which I know and which my learners know. When I use Nepali language in the class, I get my students attentive, but when I use only English there is a one way type of learning environment. Learners do not engage in the activities so to motivate the students to do things I use Nepali language in my classroom.

The respondents said that she used Nepali language inside the classroom to make her classroom interactive, and learner friendly. Moreover, she switched her

language purposefully to make her students motivated as she believed in higher the motivation, higher the confidence.

Throughout the interpretation of the data which were elicited from the interview, it was found that teachers took using Nepali language positively. All the participants in this study responded that using Nepali language is beneficial in the case of an English language classroom. They perceived that it is a strategy that helps learners in understanding the content, developing the concepts, and enhancing their learning. Moreover, they perceived that using Nepali language is a good method for building rapport with the students.

Chapter 5

Findings, Conclusion and Recommendations

This chapter includes; findings, conclusion and recommendations. The conclusion has been drawn based on the major findings derived from results and discussions of the study. Moreover, the recommendations have been made on the basis of the findings and the conclusion of the study.

Findings

On the basis of analysis and the interpretation of results, the notable findings have been derived and presented in different categories to meet the objectives of the study. The notable findings have been stated as follow :

Teachers' Nepali language practices in English language classrooms. The real and natural Nepali language practices that teachers practised in their English language classrooms were analysed based on observation. After analysing the data, the following findings have been drawn and presented as below :

It was found that teachers used Nepali language as a Code mixing, translation technique, fun making, for motivating, for praising students in the classrooms.

As a code mixing, teachers were found to be mixing two languages together.

It was found that teachers used jokes, stories, songs which were told in Nepali to make fun in the class which was really motivating.

It was found that teachers translated the target text, English text into Nepali, they read and wrote in English where explained in Nepali language through which difficult content could be comprehended easily.

Teachers' experiences towards use of Nepali language in English Classrooms. As the study aimed to find out the secondary level English teachers' experiences in use of Nepali language in their classrooms, the in-depth interview was conducted. The major experiences of perceptions have been presented in the following points based on the analysts and interpretation:

Teachers teaching English in public Schools at Badigad Rural municipality, Baglung were found positive and frequently used Nepali language in their English language teaching classrooms.

The study found that teachers perceived Nepali language is familiar language and all the students are familiar with it, which occurs naturally without any kind of conscious effort.

Similarly, the analysed data revealed that teachers believed that use of Nepali language in the English classroom is a challenge to English hegemony. Further, it was believed that Nepali language is such a practice which avoids the English hangover of the teachers.

It was also found that teachers believed Nepali language as the best strategy to build the bond of rapport with their learners that can attach both the parties emotionally, and assists in better and faster learning.

It was also found that English teachers believed in the purposeful use of Nepali language in their classrooms. They were found to be using Nepali language for several purposes such as motivating, encouraging, for fun making and for the comprehension of difficult content.

Purpose of using Nepali language in English language classrooms. As the study aimed to find out the purposes of using Nepali language in English language classrooms. The major findings of this section have been presented below:

The study found that teachers used Nepali language for the purpose of motivating students in learning.

It was also found that, Nepali language was used to simplify difficult content to make learners understand.

Similarly, it was found that Nepali language was used for the purpose of building good rapport with the students.

The classroom observations and responses of the participants also revealed that Nepali language was used for motivating, entertaining, praising, giving feedback of correcting students in the classroom.

Regarding the purposes of using Nepali language in the English classroom, it was found that Nepali language was used for comprehension, content simplification, entertainment, motivating, correcting, culture sharing, praising, explaining and for rapport building with students.

Conclusion

The present study on 'Use of Nepali language in Secondary Level English language classrooms: Teachers' experiences and practices has critically analysed the secondary level English teachers' experiences on the use of Nepali language in their instruction. It further explored the Nepali language practices which take place in natural settings. Moreover, the study found out the various uses of Nepali language in the teaching of English language. The study was based on the phenomenological research design where the data was obtained from classroom observation and in-depth interview. Moreover, the research study has been escorted based on the limitations and the procedures of qualitative research. I found different perceptions along with the purposes of using Nepali language in English classrooms. As the study suggested, I found that teachers practiced Nepali language as a strategy for making fun making and translation techniques. Further, it was used as a notion like code mixing. Similarly, the study has suggested some purposes of using Nepali language which are important for the English language teachers such as Nepali language for motivation, fun making, giving feedback, rapport building, content simplification, and praising to the learners. It has been claimed that the findings of the study are applicable in the classroom teaching and learning for better and faster learning.

Based on the study, it has been declared that Nepali language can be used purposefully in various situations for various reasons. For example, when the students are unmotivated because of language shock, a teacher can encourage them by using it. Nepali language is such a practice which helps to challenge such sort of English imperialism. Classroom is a miniature society where students belong to different social, linguistic and cultural backgrounds. In this sort of situation, addressing all the

students is very difficult where Nepali language can work as the remedial teaching strategy in teaching. While the participants were responding, they showed their dissatisfaction with the policy makers that provision of English only in the classroom is detrimental for the development of creativity and criticality of the students. So, teachers must use Nepali language in their English classrooms.

Recommendations

Based on the findings and conclusion of the study, the following recommendations have been made to be applicable at the policy level and practice level.

Policy Related. This research study has been believed that it would be useful for the policy makers to provide the things that they need to take in consideration while planning the language policies or provisioning the language as the medium of instruction. Some useful recommendations to be applicable in the policy level have been presented below :

The policy makers would better not impose the dominant languages to be used as the medium of instruction.

Multilingual education is to be introduced properly with the clear provisions of medium of instruction.

The curriculum designers should plan the curriculum based on the recent shifts in languaging.

Different organizations of the department would better do collaboration while provisioning any kind of policy.

Practice Related. Every research has certain kinds of implications. As a researcher, I would like to recommend that this study would be applicable to many people for many reasons. It has been believed that it would work as the guideline of the supportive tool for the curriculum designers, teacher educators, textbook writers, teachers, and further researchers. The practice related recommendations have been mentioned below :

Teacher educators would benefit from getting implicable guidelines to plan the training course, to launch training sessions and to deal with the practical problems to be faced in live sessions.

Textbook writers should develop the material based on the multimodal approach of language teaching.

The curriculum designers can design the curriculum in accordance. It would better develop a multimodal curriculum.

As it is an academic work, it will stand as a contribution in the field of academia, and will function as a guideline for the future researchers who want to escort their research. in the respected field.

Further Research Related. Every research study has certain limitations and terms of area, methodology, and population. It is believed that no work is final and no study can include all the things related to the area of study. So, I would like to recommend some further research related recommendations to which the future researchers can conduct their research in the days to come. Some further research related problems have been presented as follows :

This study was conducted on the basis of Phenomenological research design, so the prospective researchers would better conduct their research by employing other research designs.

This study was limited to Baglung district and only to secondary level English teachers so researchers can conduct similar kinds of study in other areas and the population.

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Appendix - II

Interview Guidelines

Interview Guidelines

The following interview guidelines were used to elicit data from the respondents. Those guidelines were primarily used to explore the perceptions of the respondents towards Use of Nepali Language in English Language Teaching Classrooms.

Objectives of the Study

The objectives of the study were as follows:

- i. To analyze the experiences of secondary level English language teachers in their use of Nepali language in the classroom.
- ii. To explore to what extent Nepali language is used in English language classrooms?
- iii. To find out the purpose of using Nepali language in ELT classrooms.

Research Questions

The present research will oriented to find out the answers of the following questions:

- i. How do secondary level English language teachers perceive the use of Nepali language in English classrooms ?
- ii. How do English language teachers use Nepali language in their ELT classroom ?
- iii. Why do teachers use Nepali in their English language classrooms ? For what purpose ?

Beside these guidelines, the following specific guideline will be used to interview teachers.

1. Could you please briefly introduce yourself ?
2. How long have you been teaching English ? Could you tell me about your education and experience ?

3. What is your mother tongue ? How many languages do you speak ?
4. Have you been teaching English in a bilingual classroom ?
5. What is the language that your learner speaks beside English ?
6. Which language do you mostly use as a medium of instruction in your English language classroom ?
7. Do you use Nepali language in an English classroom ? If yes, how often do you use it ?
8. What do you think about using Nepali language in the English classroom ?
9. Do you feel easy to use Nepali language in instruction ?
10. Why do you use Nepali language in your English classroom ? For what purpose ?
11. Does the Nepali language play a vital role in ELT classrooms ?