

**Translingual practices in the Department of Humanities EMI classrooms in Bangladesh:
Ideologies of the stakeholders**



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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.

A handwritten signature in black ink on a light blue background. The signature is stylized, with a large 'S' and 'R' visible, and appears to read 'M. Mosiur Rahman'.

Date: 20.09.2022

Mohammad Mosiur Rahman

Senior Lecturer

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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

Anwesha Chakraborty

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Dedication

To my parents who have supported and loved me unconditionally.

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Abstract

English medium instruction (EMI) has been taking over the education system of Bangladesh for a while now. It is being normalized to overlook the use and significance of the use of L1 in EMI classrooms when the MOI is English. As a monolingual country, the use of Bangla in the knowledge learning and construction process in the EMI classrooms is being neglected. While translanguaging (operating between two languages) can be very useful in the context of the education system of Bangladesh, we see a reluctance of using L1 in the learning process from our stakeholders and also the policymakers. Major englishlization has set the notion of language hierarchy, where it is believed that quality education can only be ensured in a particular language. This study will focus on the ideologies of the stakeholders, e.g. teachers and students, concerning translingual practices in the classroom. The setting for this research will be the Department of Humanities of Bangladeshi universities, and the practice of translingualism in the classrooms will be observed. This will be a qualitative study, as it will largely be based on the opinions of appearances of the stakeholders. In depth interviews will be conducted with teachers and students and also the classroom environment will be observed to identify the ideologies and perceptions of them towards translingual practice. This study will also take other factors like EMI and MOI policy, preconception and environmental influences into account to reach the conclusion of the extension of translingual practices in Humanities classrooms.

Keywords: Translingualism, Translanguaging, Translingual practices, EMI classrooms, Department of Humanities, MOI, university classrooms in Bangladesh, stakeholder's Ideologies.

Chapter One

Introduction

This part is divided into four other subparts: The background of the study, Statement of the problem, Purpose of the study, and research questions. The Background of the study will discuss the theory, English as a MOI in higher education in Bangladesh, prior ideas regarding translingual practices in the classroom. The statement of the problem and purpose of the study will reveal the primary aim of the research and reasons for selecting the topic and its significance and relevance on Bangladeshi higher education context. The research questions will negotiate the questions that will be covered in the research.

1.1 Background of the study

Bangladesh is a monolingual country with one major language barrier. From the early stages of the education system, the majority of the students and the institutions use ‘Bangla’ as a medium of instruction. Although the scenario of primary education MOI is currently on the path of shift, we have been witnessing the change in the University curriculum for quite a long time. Bangladeshi universities, mainly private universities, have picked up English as their MOI in a monolingual country. So, the blending previously known as code-switching became inevitable in the classroom. However, this term has gained criticism as this differentiates bi/multilingualism as two distinctive linguistic repertoires. (Rahman and Singh, 2021) The terms translanguaging (to describe the act; García, 2009) and translingualism (to refer to translingual practices in society at large; Canagarajah, 2013) have recently been introduced to recognize that such practices in bi/monolingual speaker, ‘switching’ between separate systems does not happen. So instead of

focusing on languages that are distinctively individual, it presents as a unified single language system appropriate to the context and interaction. These speakers will all have different cultural values which will affect their production and interpretation of speech, and therefore the speakers will not adjust to any one language or culture but rather to the “common communicative arena” (Canagarajah, 2013). The competence of such practices has been referred to as ‘translingual competence’ by Anderson (2018). Translingual competence allows one to operate between multiple languages at the same time according to the available linguistic repertoire of the speaker. ‘Translanguaging’ is defined as ‘the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential’ (Garcia, 2009). Canagarajah argues that multilinguals merge their own languages and values into English, which opens up various negotiation strategies that help them decode other unique varieties of English and construct new norms (Canagarajah, 2013). Recent shifts and changes related to EMI classrooms have motivated many researches, hypotheses, and theorizing. Still, it is important to study the development and circumstances of EMI adoption in relation to translanguaging as a new perspective of practicing the use of all the available languages in the Humanities department in Bangladesh context, where EMI has grown as a recent occurrence in higher education of Bangladesh in general. This study will explore and excavate the depth of the current ideologies of the stakeholders on translingual practices in Bangladesh’s department of humanities classrooms.

1.2 Problem statement

According to Hall and Cook (2012), as the twentieth century rolled around, approaches to language teaching proclaimed from historically monolingual/colonial communities in Europe and North America tended to favor target-language only teaching which later spread all over the world. In Bangladesh, rapid Englishization has begun in higher education due to the emergence of private universities ((see Hamid, Jahan, and Islam, 2013; Islam, 2013; Rahman and Singh, 2020; Rahman et al. 2020; Sultana, 2014, as cited in Rahman and Singh, 2021). The idea of English as the Medium of instruction in Bangladeshi Universities is widely welcomed as it is more accepted in the western world and most of the countries are now grasping this idea of acceptance in the bigger world by implementing English language as the MOI.

Translingual practices in the academic culture have only been observed in the western communities in the past. In Europe and America, discussions always revolved around bilingual/multilingual communities where the practice of translingualism is more evident to detect. However, in the east and south part of the world, where most of the countries are monolingual, incorporation of English has influenced their translingual practice to a great extent which has barely been observed in the light of pedagogical use of translanguaging.

While discussion of translingual practices in academic literature has focused extensively on how they can become incorporated into educational systems in multilingual communities in western countries, there have been relatively few peer-reviewed studies on translingual practices in multilingual communities in the east and the south (García and Li, 2014; Kachru, 1994; May, 2011; Sridhar, 1994, as cited in Anderson and Lightfoot, 2018) In the

Bangladeshi context, the importance of translanguaging is established because the natural blend of Bangla and English is highly preferable among many students. The study by Rahman et al. (2020) reported language uses in a classroom at an EMI University in Dhaka. They found students and teachers use their available linguistic repertoire meaning fluid uses of both Bangla and English in their classroom interactions despite of the implementation of a strict English-Medium only policy. In a research work conducted at the secondary level, Islam and Ahsan (2011) found that no students reported any English teacher who did not use Bangla in the English classroom (p. 206). They further found that the majority of students prefer the use of Bangla in different stages of the English class. From these studies, it is evident that monolingual policies are challenged and usage of the native language, in this case Bangla, is inevitable in the EMI classrooms in terms of instruction and learning. Kirkwood and Rae (2011) also found that students cannot communicate efficiently in English, although the communicative approach aims at building up students' communicative competence. This is also the scenario of the university EMI classroom, where we see that students are more comfortable with the use of Bangla in different contexts in an EMI class. The existing studies discussed above show that despite the widespread and widely-accepted use of Bangla, it is intentionally put aside in English-only policy adoption. Pedagogical translanguaging conceptualization in Humanities department classrooms which has been derived from the above mentioned studies, translanguaging perspectives will help us to understand the ideology behind the fluid language uses of teachers and students in Bangladeshi bilingual Humanities classrooms. It will also focus on the usage and nature of translanguaging in a bilingual classroom.

However, the existing literature has barely explored the MOI as English in Bangladeshi focal universities in relation to Humanities Department's teachers' and students' ideology of translingual practices in the classroom and to what extent students and teachers use these two languages' full linguistic repertoire in the classroom. It is crucial to understand stakeholders' ideology regarding language practices and policies such as implementation of EMI as MOI, and translanguaging because it is important to examine local responses to local needs and that can only be realized by the different types of actors who are directly involved in the process such as teachers and students (Liddicoat and Taylor-Leech, 2014). Rahman and Singh (2021) have identified that, It is important to observe the ideology towards language not only of the official language policy makers in a speech community but also of other determinants such as teachers and students about what should be the use of language(s) and how they want to use the language(s) in the classroom (Rahman, Singh, and Karim, 2020b)

1.3 Purpose of the study

This study aims to find out the teachers' and students' inclination and comfort level in using Bangla in the classroom setting. Moreover, it will also explore the stakeholders' ideology towards translingual practices in the classroom communication and instruction. As the title of the study suggests, "Translingual practices in the department of Humanities EMI classrooms in Bangladesh: Ideologies of the stakeholders", we are looking forward to discover if the outlook towards English as strict MOI in EMI classrooms is motivational and useful for the students as well as for the environment of the classroom. We will also explore the teachers' point of view on this matter and their comfort level with only English as MOI. We will consider the scenario of

psychological, social and linguistic effects of this system on the students and the teachers and how translanguaging can help us to improve the overall EMI classroom situation in this study.

1.4 Research questions:

(A) To what extent does EMI policy influence the use of L1 or translanguaging in the classroom?

(B) What ideologies, attitudes and beliefs exist among teachers and students of EMI classrooms in Bangladesh towards the use of Bangla in the classroom?

Chapter Two

Literature Review

2.1 Introduction

Translanguaging is an evolving process which is now globally acclaimed in the context of bilingual and multilingual countries. The benefits of translanguaging are recognized in the literary world. Translingual practices in the Humanities classroom is not a strange concept at all. However, it seems like we have consciously failed to identify the incorporation of translingualism in our classrooms. As a monolingual country the effect of EMI curriculum created perplexity among the teachers and students about how to incorporate both Bangla and English language in the classroom learning practices when English has been implemented as MOI. So, this study aims to explore the extent of using L1 in an EMI context and also to what extent translanguaging is part of the process. Moreover, this study will also explore the ideologies of the teachers and students regarding translanguaging in their classroom learning process. Many scholars have researched this idea of incorporating translingualism in the classroom in a mono/bilingual country as well as the factors influencing EMI classroom ideologies. The theoretical framework for this study is derived from (Canagarajah 2013, García & Li, 2014, W. Li, 2018), translanguaging or translingual practice, denies the monolingual ideology instead it focused on the social practices of multilingual speakers who view linguistic and cultural repertoires equally valuable to express their identities, and a tool with which to actively communicate in the appropriate context. This theoretical framework will introduce the theories and also explains why this study's research problems exist. As the

theories suggest, translingualism denies the monolingual ideology; so the ideologies of stakeholders of the Humanities department towards translingual practices in the classroom can be observed based on this. Before going into details, theory of Translingual Approach and Translingual practices will be observed below to get a better idea of Translingualism and how this paper will incorporate these theories to conduct research on the Humanities Department.

2.2 Translingual Approach

Since Translingualism is still an evolving process the exact definition of it is still unsettled. Various scholars have put their ideas on this to define this term.(Horner & Tetreault, 2017, p.4) If we look into the various scholars' ideas of this term, Translingualism can be generalized into following ideas.

- Diversity in a language is an asset, not a burden.
- Languages are dynamic and flexible in their use, not permanent and stable.
- For most bilingual people, translanguaging occurs naturally.
- Concrete social and material conditions affect and negotiate language use. (Daly, 2019)

In a traditionalist point of view, structural inconsistency, different use of words and using different words from multiple languages in a sentence, phrases are pointed as errors. However, Translingualism says that this is not an error or limitation of the knowledge of a language; rather it suggests that the reader, writer or speaker has a broader spectrum of knowledge in both of the languages which he purposely incorporates into his repertoire. He uses both of the languages to his best so that the interaction becomes fluid. So what might be seen as an error is just a method

of expression in a non-standard way. Translingualism takes a holistic perspective of languages altogether rather than categorizing different codes of the languages (Tardy, 2017) and understands that writers and speakers use their full available linguistic repertoire to create meaning. People do not always switch from one language to another intentionally. Their knowledge of different languages is always present and works at the same time. This mixing, the “shuttling between” languages (Canagarajah, 2013a) are a natural occurrence in language use.

2.3 Translingual practices

Translingualism theoretically explores the diversity of language and it focuses on the instability and fluidity of the language usage. Translanguaging is the process by which speakers and writers employ their combined language and semiotic resources to communicate their intended meaning to a specific audience.(see Canagarajah, 2013; Vogel, & Garcia, 2017). According to Daly (2019), this theoretical understanding to view one’s own language practices and the language practices of others is called a translingual orientation. Translingual orientation welcomes the languages and the process of mixing the languages. For many speakers it is obvious that their language repertoires are going to blend together in their daily language usage. Language is an activity that simultaneously works in our subconscious mind. Translingual Orientation or the Theory of Translingualism is not a state to achieve; rather it is something that we incorporate into our daily life. Because of this there is no exact way to tell how translingual orientation plays out in the realistic spectrum of practicing it. Gallagher and Noonan (2017) pointed out, “We cannot claim to be translingual; we can only learn to practice translingualism” (p. 176). As there is no direct definition or method of applying this theory in a classroom, teachers and students practice translingual orientation from their natural instinct. There is a

significant amount of conceptual ambiguity surrounding the concept of translanguaging, specifically whether it can be used as a broad or umbrella term for complicated multilingual and multimodal behavior in place of concepts like code switching or code mixing (Wei 2018). Code Switching or code mixing deal with strictly syntactic coherence and analysis of bilingual expressions. Also, it focuses on a conscious choice of a person and explains it as a person consciously switches into these two languages. However, Translingual practice takes sociolinguistics; situation, context, and fluid intermingle between two languages. Translanguaging can be seen as a contemporary method for examining the behavior of multilinguals (Hornberger & Link, 2012). Translingual practices can be seen in a classroom where both teachers and students simultaneously use L1 and L2 in the given context whether it is a monolingual/Bilingual/Multilingual country.

The theoretical framework for this study is derived from (Canagarajah 2013, García & Li, 2014, W. Li, 2018), translanguaging or translingual practice, denies the monolingual ideology instead it focused on the social practices of multilingual speakers who view linguistic and cultural repertoires equally valuable to express their identities, and a tool with which to actively communicate in the appropriate context. This theoretical framework will introduce the theories and also explains why this study's research problems exist. As the theories suggest, translingualism denies the monolingual ideology; so the ideologies of stakeholders of the Humanities department towards translingual practices in the classroom can be observed based on this.

2.4 Humanities teachers and students' ideologies towards translanguaging in EMI context:

Prior Studies

Translingual practices in our Humanities classroom is not a strange concept at all. However, it seems like we have consciously failed to identify the incorporation of translanguaging in our classrooms. As a monolingual country the effect of EMI curriculum created perplexity among the teachers and students about how to incorporate both Bangla and English language in the classroom learning practices when English has been implemented as MOI. So, this study aims to explore the extent of using L1 in an EMI context and also to what extent translanguaging is part of the process. Moreover, this study will also explore the ideologies of the teachers and students regarding translanguaging in their classroom learning process. Many scholars have researched this idea of incorporating translanguaging in the classroom in a mono/bilingual country as well as the factors influencing EMI classroom ideologies. There are numerous journal articles that have been published by various scholars around the world. Rahman and Singh have researched on the language ideology of English medium instruction in higher secondary education, where they have observed the EMI policy of education in Bangladesh. They have taken political, social, and economical factors into account to observe how EMI policy of education has gained recognition in Bangladesh. Despite this quick and largely unplanned Englishization of private higher education in Bangladesh, there are still few empirical researches that have studied how linguistic ideology was used to justify the adoption of such an EMI strategy (Rahman and Singh, 2020). The purpose of their case study is to demonstrate the institutional and individual attitudes of students and teachers towards the English language and their decision to choose English as the MOI. By highlighting the

ideological framework of private universities, which has influenced the adoption of their English-only language policies, the findings will offer insights into the adoption of EMI in the context of higher education in Bangladesh (Rahman and Singh, 2020). Rahman and Singh's study helps to build the groundwork of this study where teachers' and students' ideologies will be explored regarding the EMI policy. For further discussion, they have not explored translingualism in the classrooms of Bangladesh which will be investigated in this study.

A similar study was conducted in the Indian context. Anderson and Lightfoot (2021) conducted their research on Translingual practices in English classrooms in a multilingual country, India. As a multilingual country, India has vast opportunities to incorporate translingualism in the classroom teaching learning process. They have investigated the current perceptions of the stakeholders and future possibilities regarding translingualism in their study. They have mainly surveyed teachers across the country to evaluate their perceptions regarding translingualism. In both of these studies, Rahman and Singh's and also Anderson and Lightfoot's, they have found one major key point in Bangladesh as well as in India. The main key similarity is the reluctance of using L1 in an EMI classroom. The stakeholders and the policy makers are less tolerant towards translanguaging in the classroom. As Rahman and Singh (2020) mentioned, global Englishization is taking place rapidly. This similar influence is also seen in India. They have done qualitative research to understand the current perceptions and with that data they have explored the future possibilities as well. Their study directly links to this study. However, the major difference between this study and Anderson & Lightfoot's study is the context. Their context was a multilingual country where selecting a specific L1 is difficult

whereas this study's context is a monolingual country which makes it easier to incorporate translanguaging in the EMI classrooms.

Rahman and Singh (2021) have focused on the EMI University STEM teachers' and student's ideologies in constructing content knowledge through translanguaging. This study investigates STEM (Science, Technology, Engineering, and Mathematics) department teachers and students' language-related ideologies. It also looks into stakeholders' attitudes regarding translanguaging practices in the classroom at a private university in Bangladesh where English has been adopted as a medium of instruction. The participants of this study were 6 university teachers and 10 students from STEM backgrounds from an English medium private university (Rahman and Singh, 2021). The results of their study also shed light on the discrepancy between micro-level stakeholder ideologies of translanguaging in STEM pedagogy and macro-level English-only monolingual language policy adoption motivated by contemporary ideologies associated with English (Rahman and Singh, 2021). As they have only focused on the STEM classrooms, these findings of their study will be incorporated in my methodology to explore the diversity of Humanities classrooms in Bangladeshi universities. This study will investigate the English Literature and Linguistics department, Media and Journalism department to understand the ideologies of the stakeholders' ideologies and how they infuse translanguaging in the classroom when their EMI and the core subject is English. Rahman and Singh's two studies from 2020 and 2021 help this study to form a framework for its case study.

Kabir (2019), in his research, has carved out the relation between translation and L1 through various methods and approaches used in language education, actual practices in Bangladeshi classrooms regarding their use, and their role in translanguaging. His paper

specifically focused on how translation and L1 can be utilized through translanguaging practices in the classrooms which will reconsider the existing methods of language teaching and challenge them adopting a fluid, instead of a fixed notion of language (Kabir, 2019). This is a mixed method research. He has extensively focused on the language learning process in Bangladesh and how translation fits into the whole scenario and how translanguaging will motivate the language learning process. This is a relevant research in the Bangladesh language learning system and seeing it through the translanguaging lens also helped him to create multiple dimensions suitable for the learning process. The emergence of a new meaning of translation, approached from translanguaging practices and translanguaging pedagogy, calls for revisiting the existing practices of both translation and language pedagogy. (Kabir, 2019) However, this study explicitly emphasizes on the learning of L2 or FL through translation rather than the EMI classroom conditions.

Chapter Three

Research Methodology

This chapter will discuss the methods that are employed and will be implemented for data collection and data analysis by the researcher. The chapter includes four sections. They are: Objective of the study, significance of the study, method of research, procedure, and nature of the research (Qualitative research)

3.1 Objective of the study

This study aims to explore in depth insights into translingual practices in the classroom and institutional policies regarding evolution of EMI and English as MOI in the universities of Bangladesh. Moreover, the teachers' and student's viewpoint regarding L1 use in the classrooms. To analyze these problems, the case study method will be implemented because it can provide “an intensive, holistic description and analysis of a single entity, phenomenon, or social unit” (Merriam, 1998, p. 34). The case study method offers a thorough understanding of any phenomenon, and in the current study, it has helped us discover greater detail about the institutional policies that led to the EMI innovation in the focal university as well as the stakeholders' perceptions of EMI (Creswell and Puth, 2017).

3.2 Significance of the study

This research will be helpful for the teachers and students to understand their length of usage of L1, in this case Bangla in an EMI classroom. Also, this will be helpful to understand the significance of using Bangla in a classroom setting in a monolingual country like Bangladesh.

The findings of the study will help them to find the perfect balance between Bangla and English usage in the classroom which will navigate the class more effectively. At the same time, the findings will help the policy makers and university authorities to see the significance of translanguaging in a classroom.

3.3 Nature of Research: Qualitative Research

In qualitative research, non-numerical data such as text, audio, or video are collected and analyzed to better comprehend ideas, opinions, or experiences (Scribbr). We will be using this method in this study as we are focusing on the individuals' opinion and personal experiences along with the mindset of policy makers. Qualitative research deals with the found information from the participants with explanation.

Since this research solely revolves around opinion, real-life experiences, and personal ideologies, it is best to use qualitative research methods because it allows the researchers to deal with non-numerical data. The researcher has used interviews to gather information. Since this topic deals with personal opinion, opinion may vary person to person and personal ideologies may be unpredictable. This may cause difficulty in data analysis but qualitative research allows a researcher to deal with the subject with empathetic understanding and also it helps to build a common theme through the case study method from the collected data.

Qualitative researchers often view human behavior as being fluid, dynamic, and changing over time and place, and they usually are not interested in generalizing beyond the particular people who are studied. In qualitative research, different groups are said to construct their different realities or perspectives, and these social constructions, reciprocally, influence how they

“see” or understand their worlds, what they see as normal and abnormal, and how they should act (Johnson and Christensen, 2013, p. 85).

3.4 Method of research: Case Study Method

Case Study is a detailed study of a specific subject or topic in its real-world context. It is the way of analyzing and investigating the data systematically on a person, group, event or organization. This is very popular in qualitative research methods and analysis as it allows the researcher to observe and to do in-depth analysis closely. According to Wisdom Jobs.com, “the object of the case study method is to locate the factors that account for the behavior-patterns of the given unit as an integrated totality”.

When a researcher chooses a broad and complex topic which deals with ideologies, feelings, observations, and opinion, he/she uses the case study method to identify the result. The researcher collects qualitative data and then they study and analyze the data through a case study method. The findings are finalized through this method; hence, this drives the research to find an absolute outcome of the research.

The case study method is more popular in qualitative research. Researchers prepare a literature review to review some prior cases regarding their topic which helps to create research questions regarding his topic. To answer these questions, in qualitative research, a researcher may interview related people in the field and later they analyze their data with a case study method. They go step by step with their questionnaire, interviews, and findings to do an in-depth analysis.

One of the significant benefits of using case study methods is it helps to create a relationship between context and people. It also enables the researcher to identify the complexity of the lived reality of the participants and their various modes and ideologies related to the topic. It also helps to break down the cases and findings which becomes concrete and easier to explain to someone else.

There are some disadvantages of the case study method as well. For example, as the researcher collects a good number of data which may lead to difficulty during the data analysis. At the same time, the researcher may become biased to one ideology and also may impose his/her ideology upon the findings. That creates a risk of infiltrating the research.

So this research is based on a group of 8 students and 4 teachers from various private universities who study and teach in the Department of Humanities and they have a strict EMI policy. As the topic title suggests we will find out on what level L1, means Bangla is involved in an EMI classroom, how EMI policy influences using translanguaging, and the ideologies of the stakeholders regarding translanguaging in an EMI classroom.

3.5 Procedure

The researcher conducted this research in private universities of Dhaka where she came in contact with multiple students and teachers to get information. The permission has been taken from the authority to get information. To collect data, the researcher has prepared one questionnaire for the students and another questionnaire for the teachers. Then she has taken formal appointments for the interviews. Interview time and date have been fixed according to the convenience of both parties and the researcher provided the participants with a privacy clause

where it has been mentioned that their identity will not be disclosed and their interview recordings will only be preserved and owned by the researcher. For data collection, interview recordings are saved under the titles of S1, S2, S3, S4 and so on for students and for teachers they were saved under the titles of T1, T2, T3, and T4 on the device. The researcher has explained her research topic and main areas of focus to the participants so that they have an idea of what kind of information is expected from them. The Participants were asked to feel safe and comfortable to answer the questions and the researcher explained all the questions in detail so that they could answer them with full understanding. Bangla language is used often to explain the questions, or ask a follow up question. However, participants have used English language to answer the questions. In total 10 open ended questions have been prepared in two questionnaires for students and teachers separately for interview.

The researcher has used interview questionnaires as an instrument and interviewed people to collect data. The questions for teachers and students are open ended questions. So according to the qualitative method allows the researcher to gather personal information and beliefs through interviews. Later the data will be analyzed by the case study method.

Chapter Four

Data Analysis

This chapter is arranged by data collected from the teachers' and students' interviews of focal universities of Bangladesh.

4.1 Research objective 1: To demonstrate the extension of EMI policy restricting the use of L1 or translanguaging in the Humanities classroom.

In this research objective, Teachers and students share their views regarding the English only medium of instruction in a classroom that establishes monolingualism that restricts the natural process of learning. It is to explore this objective to explore teachers' and students' attitudes towards the English only EMI policy. This has a detrimental effect on the learning process and in Bangladeshi context bilingualism is bound to prevail in this monolingual English policy.

4.1.1 Teachers' and students' attitudes towards English-only monolingualism in Humanities classrooms

When students get admitted to these EMI universities they already know that the Medium is going to be in English. That is one of the focus points of getting admitted into these universities in the first place. Some students already have an English Medium background from which they feel more comfortable in universities' EMI classrooms. At the same time, most of the teachers are highly educated and have degrees from abroad and they also feel responsible to conduct these classrooms in English. However, there are also many students who have not

achieved that level of proficiency to participate in a class fully conducted in English. Also, many teachers also struggle with the competence level of English as sometimes it is hard to explain things in English where the context is mainly Bangladesh. Students and teachers recognize the significance of using English in this modern world. Having said that, they do see the challenge of English-only classrooms especially given the proficiency and competency of students' in a humanities classroom.

Teachers have their own set of obligations according to the course needs which sometimes demands to be fulfilled in English only. As T1 said,

As I teach English literature courses it is naturally expected from me to conduct the class in English.

Teachers have expressed their ethics regarding class conduction which usually requires them to teach only in English.

Students have recognized that some of the teachers varying the courses may demand to communicate entirely in English in the classroom.

My teachers expects the entire communication to be in English (S1)

Most of the teachers said they did not feel pressured by the authority to navigate a classroom in English. However, the objectives and the ideologies of the university are very clear to them so they go along with the notion.

Since this is an English Medium University, authorities and us tend to encourage using English language only. (T2)

Teachers have agreed on the fact that they have an unconscious obligation regarding using English only in their teaching only because the universities have implemented an EMI policy as a medium of instruction.

While teachers and students become a part of any private universities in Bangladesh, they are automatically prepared for the MOI to be in English. Also, they are able to comprehend the rationale behind such policy decisions because of the fast globalization, growing demand for, and influence of English as the dominant language in the world. Such driving factors were present in Bangladesh's adoption of an EMI-based monolingual policy (see Hamid, Jahan, and Islam, 2013; Rahman and Singh, 2020) and elsewhere (see Aizawa and Rose, 2019; Ali and Hamid, 2018; Chang, 2019; Hu and Lei, 2014), which essentially disregards any role of the native language, in this case Bangla in higher education because it has been critically observed that English as a language has a great value in the job market overseas also in Bangladesh.

4.1.2 Detrimental effect of implementing EMI only on the teaching-learning process

Although teachers and students are fully aware of the significance of learning and using English as the prime communication tool in today's world, the obstacles seem to be there anyways. Many students do not have a higher competency level in English so when they get admitted to the university, a restricted medium of instruction hampers their learning process in many ways. They find it difficult to understand, they do not feel comfortable in communicating with the teacher, and also they refuse to or do not get the chance to participate in the class. Their comprehension level and reflection capability slows down because of this language restriction.

Teachers and students expressed their concern over the effect of implementing an English-only policy.

“Using Bangla language helps students to understand the course materials better but it depends on the quality of the students. So I start by communicating and explaining everything in English but if the student cannot comprehend what I am saying, then I switch to Bangla.” (T1)

Although students of Bangladesh study English as a foreign language for over twelve years, still many of the students are not competent enough in English to study an entire subject or course in English where the materials, teaching-learning process, and assessments will be in English only. Teachers understand this shortcoming of the students and they prefer to assess a classroom’s linguistic capability and after that only they switch to Bangla according to the need.

Teachers also have expressed their concern about limiting the usage of Bangla in an EMI classroom and they have said that it definitely limits the process of learning for the students.

When the usage of native language is limited in the classroom, it is difficult to conceptualize materials and explain in better ways that will be relatable by the students.
(T2)

As mentioned above, not every student of the class is equally competent in English overall. That creates a blockage in understanding critical concepts, also hinders the visualization and realization process of a student. Teachers have revealed that they can understand and see the struggle of such students or students in general. Also, context wise it is sometimes necessary to construct a topic in Bangla to convey the main idea effectively.

Students have shared their views on an English-only instructed classroom where the teacher uses only English to teach a class. That fuels some dismay from the students as they cannot fully relate to the teacher neither to the topic.

“Although I can understand an English lecture, I feel the class becomes monotonous and the concentration on the lecture becomes compromised from my side. When a teacher uses Bangla or switches to another language it grabs my attention immediately.” (S1)

[...] *When a teacher fully navigates the class in English, I struggle in bonding with them as teacher-student and I find it difficult to be on the same wavelength.* (S2)

When there is a strict EMI policy that restricts my communication level as I do not feel confident in my English. So sometimes I miss some important things that my teacher has said in English. Also, I do not get the chance to ask questions because it takes time for me to translate questions from Bangla to English in my head. (S3)

Students have expressed concern over compatibility between their comprehension levels to the teacher’s approach of using English as an overall classroom language. They face difficulties in understanding, comprehending, and also in connecting with the teacher.

The teachers’ and students’ attitudes towards English-only classrooms in higher education have varied from accepting and understanding the process to having difficulties to cope with the system. Teachers opt for meaning making practices by going outside of the box of instructions and their own set of ideologies to compensate the students and the students have found themselves more restricted in a monolingual situation where they are expected to use a foreign language for all of their communication purposes. Teachers and students both have

expressed their concerns and also united in one thought that translanguaging in an EMI classroom where native language will always come to play according to the necessity is extremely helpful for the teaching-learning process.

4.2 Research Objective 2: To demonstrate the Teachers' and students' ideologies towards the use of Bangla in EMI classrooms.

In this research objective, it is to be explored that Translanguaging prevails in a classroom naturally which enhances the process and outcome of the learning. Opening the scope of using Bangla in an EMI classroom gives the opportunity to utilize the teachers' and students' available linguistic repertoire in the classroom.

4.2.1 Teachers' and students' ideologies towards the use of Bangla language in EMI classrooms:

Although not all the Teachers and students are familiar with Translingualism, they often mentioned it as the 'mixing languages' or 'switching' in their interviews. The second research objective dealt with the teachers and students' outlook and attitude on translingual practices in the EMI classrooms. When Translingualism was explained to them, they understood, especially the students, that they have been practicing this unconsciously in their classrooms and teachers are implementing this technique consciously to achieve the best outcome from a class. All the stakeholders have expressed their positive attitude towards translingual practice in the classroom regardless of the policy of Medium of Instruction.

4.2.1 Translanguaging is the natural act of communication

In the modern world, the significance of the English Language is undeniable and teachers and students of the department of Humanities recognize that carefully. Students and teachers of the English department have emphasized that their courses demand to operate the class in English. However, both parties have agreed that since English is not their native language, ‘mixing’, meaning translanguaging in the classroom, will significantly hasten their learning process. Most of the university students and teachers already use Bangla and English in their classroom regardless of the strict EMI policy as it only seemed natural to them. Some of the focal universities maintain their strict policy of EMI which forces the teachers and students to conduct their classes in English only. Translingual practice prevails naturally in the classroom. As T2 said,

I always try to communicate with my students better. If I can sense that a few concepts will be better understood in Bangla, I immediately switch to Bangla from English to elaborate on that topic.

The flexibility of the usage of Bangla and English both in the classroom is essential to accentuate the classroom experience for both the teachers and students. As T3 pointed out,

Some concepts are better understood in Bangla. So, in my class, me and my students simultaneously switch between Bangla and English.

Translingual practice comes naturally to the students when the teacher does not impose strict EMI policy in the classroom. One of the students have pointed out that,

When I am asking a question or analyzing something in the class, if I can not find the right word in English, I can immediately switch to Bangla. This helps to advance my communication swiftly. (S2)

Also, the students from a strict EMI classroom have expressed their concerns regarding this and the back draw they face when they are not allowed to use Bangla in their classes. A student expressed his concern by saying,

“I have anxiety associated with speaking English even though I am fluent in it. I feel my cognitive abilities get slower when I have to respond in English. So, in the fear of making mistakes and also because I am not allowed to use Bangla in the classroom, I remain silent most of the time.” (S4)

Most of the students have agreed on the fact that English should be prioritized in the Humanities classroom. However, the translingual practices should be allowed and recognized in the classroom to accentuate the learning process.

“I understand the importance of learning English and being able to communicate in English. However, since we are living in Bangladesh and ultimately the importance of Bangla in our daily lives and work lives cannot be denied. All the things we have been learning in English should also be usable in Bangla. This is only possible by blending the two languages in the learning process for an effective professional and personal life.” (S5)

Students and teachers have positively identified the fact that translanguaging is a natural process in the classroom as it allows them to use their full linguistic repertoire, therefore, enhancing the teaching-learning process in the classroom. When the native language is allowed in the classroom it automatically draws attention of the students and helps bonding with the teachers and also helps to build successful communication among the students.

4.2.3 Scope of using Bangla alongside English in Humanities classrooms

Humanities department's disciplines are English, Economics, sociology, Anthropology, Media Studies, Journalism, and many more are offered in Bangladesh's focal universities. Because of the strict EMI policy in the focal universities, teachers and students get less and less opportunities to explore and use their native language in their classroom and learning process, which can be somewhat problematic if the students decide to stay in Bangladesh and want to build a career in Bangladesh industries in these disciplines. However, the policy of most of the focal universities have clearly emphasized on the strict EMI policy in the class instructions, notes, assessments, and course materials. Therefore, students and teachers can only use Bangla in their verbal communication in the classroom. The teachers have said during the interviews that they only use Bangla when explaining or elaborating a concept and students have said they only blend Bangla and English when asking questions or analyzing a topic with the teacher. At the same time, the students have mentioned that they use Bangla while discussing a topic among themselves. S6 has mentioned how the translanguaging takes place in their discussions in their interview.

When we are doing a group discussion or group study, we mostly use Bangla for the discussion.

Teachers have also seen this practice among the students when they point out something during the lectures.

When my students pick up something to discuss during the lecture, they start the conversation in English but sometimes they switch to Bangla and also sometimes they go back and forth between Bangla and English to elaborate the entire thing. (T4)

It is evident from the teachers' and students' interviews that despite of the strict EMI policy is implemented in the course materials and assessment process of the courses, they have the freedom and the prefer having this freedom of 'code-switching' or translanguaging in the classroom in their lectures and oral discussions. The EMI policy in the universities may not grant 'code mixing' or 'code switching' in their assessment process as well as may not include pedagogical translanguaging in their policy and in most of the cases the stakeholders are supportive of this decision. As S5 said, *I think the assessments and course materials should be in English, so that we have a better grip on that language and can use the language effectively later on.* So, the practice of translanguaging being restricted in the classroom communication does not affect the teachers' and students' attitudes towards the practice. Rather, they have welcomed the unofficial translingual practices in the classroom setting.

Chapter Five

Limitations and Recommendations

An ethnographic approach would have allowed us to examine the translangual practices in the classroom directly rather than relying on interviews to explore the language-related ideologies or beliefs of teachers and students regarding EMI-based monolingual language policy and the significance of creating a translanguaging classroom. This study has mainly explored the ideologies of the stakeholders and scope of translanguaging in EMI classrooms of the Humanities Department. However, the pedagogical translangual practices cannot be fully realized by interviewing the teachers and students. For that, translangual practice needs to be observed in the classroom interaction to understand the process of translanguaging first hand. Still, the current study remains significant in order to understand the context of the ideologies and beliefs of the stakeholders who barely play any role in the language policy making, still they are the most relevant stakeholders of the community who play a crucial role in language practices in general in the classroom. However, from the previous studies, it is evident that the pedagogical uses of translanguaging and translangual practices in the Department of Humanities of English-only private universities of Bangladesh have been rarely explored. According to the results of the current study, a lot of translangual practices occur spontaneously in the classrooms of these English-medium universities despite the fact that policymakers impose a monolingual policy which in this case is English. Therefore, we recommend future research into pedagogical translangual practices in language policy in the classrooms of the Humanities department, combining ethnographic evidence of classroom practices in the context of English medium universities in Bangladesh.

Chapter six

Conclusion

The results of this study directly implicates and draws attention to the ideological differences, fundamental complexities, variance, and dubiety between Humanities Department teachers' and student's ideologies regarding translanguaging and EMI language policy in higher education. Over the years, especially in monolingual/bilingual countries like Bangladesh, Translanguaging has been an instrumental approach in the classroom practice as well as in the society. In focal universities of Bangladesh, ideologies of the stakeholders have made strong judgment in conceptualization and using their available full linguistic repertoire in Humanities classrooms. Teachers and students recognize the importance of knowledge construction in English, given the importance of building critical thinking ability in English for today's world. They also recognize how using available linguistic repertoire in the classroom can enhance their teaching-learning process. In university environments, translingual practices are frequently discouraged (see Chang, 2019), where English as the MOI is rooted in the broader historical, social and political narratives and conceptions, globalization and the language of scientific scholarship in higher education (Kirkpatrick and Liddicoat 2017; Macaro et al. 2018; Rahman, Singh, and Karim 2020a, as cited in Rahman and Singh, 2021). The ideology of Humanities Department teachers and students demonstrated in this study regarding use of translanguaging in the classroom interaction is promising. The two most important actors in language policy, teachers and students promote a multilingual language policy adoption on the contrary of strict English-only medium policy, and use all available linguistic resources in teaching and learning when necessary in English-only Humanities classrooms. To conclude, adoption of EMI in higher

education may not be avoidable but it is important to practice inclusivity taking the linguistic practicality in a non-English speaking country like Bangladesh into account. In the context of Bangladesh, it is not expected by the stakeholders that translanguaging is going to be officially included in the language policy in the English-medium instruction but at least to recognize the concept of translingual practices that takes place in the EMI classrooms. Also, there could be an initiative for the teachers and students to understand the pedagogical use of translanguaging in the classroom so that they can prepare themselves, create awareness regarding translingual practice, and develop content in relation to the EMI classroom requirements.

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Appendices

Appendix 1: Teachers' interview questions

1. How do you feel about incorporating Bangla language in your teaching? How much do you use Bangla in your classroom?
2. What do you think about in a monolingual country like ours, is it justified to select the Medium of Instruction (MOI) of an institution completely in English?
3. What kind of drawbacks do you face while explaining a complicated concept in a classroom to your students?
4. What do you think about the strict EMI policy that has been implemented by the university authority? Does this strict EMI policy in any way restrict your teaching method in a classroom?
5. Do you believe translingual practices which mean blending Bangla and English in the classroom will help the students to better grasp the learning materials/ resources in the classroom? Would you encourage your students to use their multiple language resources to strengthen their meaning making process in the classroom?

Appendix 2: Students' interview questions

1. Can you say that you are fluent and competent in understanding and using the English language effectively?
2. When your teacher navigates the class entirely in English, what do you think about understanding everything without any issues?
3. What do you think about MOI being in Bangla and English both for an effective learning process?
4. How much do you use Bangla and English both in a classroom setting and your learning process?

5. How do you feel when the Medium of Instruction is in Bangla and English both? Do you want a strict EMI policy for the department of humanities or do you think it will be much helpful if there is translingual practice in the classroom?