

Ideology, practice and challenges of English medium of instruction in private universities of Bangladesh



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APPROVAL

The thesis “Ideology, practice and challenges of English medium of instruction in private universities of Bangladesh” submitted by Tashfia Annan (201055021) of Fall Semester, 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of M.A. in Applied Linguistics and TESOL on February, 2022.

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DECLARATION

I solemnly declare that this thesis paper submitted; in partial fulfillment of the requirements for the Masters in Applied Linguistics & TESOL from the Department of English and Humanities, University of Liberal Arts Bangladesh, published as a product of my own research in my own language. No material from other writers' published or unpublished work has been plagiarized in any part of this thesis paper, and that all materials borrowed from other published or unpublished sources have been cited or properly acknowledged with full references in appropriate places (s). I accept that the Masters' degree offered to me may be withdrawn or revoked if it is later revealed that this dissertation is not my original work and that it contains items that have been copied/plagiarized or borrowed without due acknowledgement



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Abstract

In countries where English is taught as a second or foreign language there English Medium Instruction (EMI) is a common phenomenon in higher education (HE). Bangladesh has recently turned its attention on EMI in higher education due to the value attached with the language. Despite the fact that English plays a significant role in tertiary education, there have been limited research on EMI from a Bangladeshi perspective. The study is guided by Spolsky's (2009) language management theory to investigate the language ideology of lecturers and students regarding the benefits of EMI, their perception regarding the language practice of EMI and achieving compatibility for adopting it in the classrooms of private universities in Bangladesh. This study particularly designed to investigate teachers' and students' perceptions of EMI's potential and actual situation in a specific scenario. The findings of the study is done by conducting a semi-structured interview with ten students and four lectures of a renowned private university. The study's findings suggested that EMI does not observe full-fledged practice in the classrooms, as lecturers and students struggle to impart and receive knowledge due to their limited English language proficiency, though they did not deny EMI's benefit in producing globally efficient workforces empowered with English language proficiency. The goal of the study is to inform policymakers on the existing situation at the university in terms of EMI policy implementation in the classroom by actors such as teachers and students.

Ideology, practice and challenges of English medium of instruction in private universities of Bangladesh

Chapter: 01 Introduction

1.1 Background study

English has recently widespread worldwide culturally, socially and enormously in education sector. Significantly, English is believed to provide a great deal of perspective to individuals and society because of its role in the development of human capital. In need of a common language English has become the medium of instruction to create a familiar ground and to share knowledge base in the sector of higher education. Medium of Instruction (MOI) is referred to the language a teacher uses to teach various contents in the classroom (Dearden, 2014). English medium instruction (EMI) is a recent global phenomenon in the higher education context in non-native English-speaking countries where English has been widely adopted as a medium of instruction (MOI). EMI as suggested by Macaro (2018) refers to the observable facts that it is an academic subject other than itself being taught in English and that English is an L2 for majority of the students and typically for the majority of the teachers' (p. 154). All of these factors together have contributed to make English a global language. EMI is widely seen as an essential approach for universities to respond to the impact of globalization for academic, political, social, and economic reasons. As a result, English has become the second language of advanced education, owing to the current value placed on the language and the benefits of knowing English in the current global language order. Internationalization of higher education has frequently been undertaken and implemented in non-native English-speaking nations, primarily to meet the criteria

of educational reforms and to reorganize education institutions to ensure compliance with the global higher education community (Evans & Morrison, 2017). According to Dearden (2014), there appears to be a broad movement in non-Anglophone countries, which refers to countries where English is not spoken by the majority of the people whereas now English is being taught there as a foreign language (EFL) using English medium instruction (EMI) for academic subjects such as science, mathematics, medicine etc. (Rahman & Sing, 2019) states that, EMI has widely been adopted in many Asian countries like China, Hong Kong, Malaysia, Japan and in South Korea. To put this into context, EMI is increasingly being implemented at universities, secondary schools, as well as some elementary school in countries where English is not the primary language.

Although, EMI is being adopted in Asian university but very few researches on this topic have been found particularly in Bangladesh. There are many researches on English language skills but particularly few are found on EMI. About this, Sultana (2017) mentions that, ‘most research has been done on English language skills and teacher education’. To cope up with the demand globally, most of the private universities in Bangladesh has adopted English as a medium of instruction. It is higher education which has been the venue where EMI could be implemented more consistently (Dearden, 2014). The policy of MOI in Bangladesh depends on its local linguistic ecology, socio-economic development, and political stability, social and educational factors. Bangladesh's polity is a good illustration of where EMI draws a boundary between public and private higher education (Hamid, Jahan & Islam, 2019). Further they states that, While the government retains post-independence nationalist and modernist policies and does not allow the use of English as the sole medium of teaching in state-funded (public) university whereas private universities have used English solely from their inception in the early 1990s (p. 24). Private universities, according to Hamid and Baldauf (2004), have developed their own language identity,

driven by special ambitions and demands that may or may not be in sync with macro language policy, which is exactly the situation that has arisen in Bangladesh. In Bangladesh particularly after 1971 as a newly founded nation, the desire to present a nationalistic position was created by making Bangla the medium of instruction in the public education sector due to political considerations. Whereas, EMI has become the de facto medium of instruction throughout all private universities. These privately run HEIs were primarily concerned by the deteriorating standard of English in the publicly run universities, instead focused on producing who would be competitive on the global and local job market (Rahman, 2005). Public universities, on the other hand, have upheld the university act of 1974, which was enacted in response to the nation's political desire to promote Bengali in order to combine a newly born national in 1971 (Banu & Sussex, 2001), where Bengali was recognized as the medium of instruction in higher education with few exceptions (Hamid, Jahan & Islam, 2013; Hamid & Kirkpatrick, 2016; Islam, 2013). Hence, the universities of Bangladesh (public and private) are distinguished by their individual abilities and the main distinction is marked by MOI where the public universities use Bangla and English both and English only in private sector. Despite the fact that the two strands of higher education private and public have separate MOI policies, there has been a lack of empirical studies on higher education language policy from a Bangladeshi perspective, leaving a gray area regarding the extent of Bangla and English language usage in public and private universities.

Bangladesh has heavily invested in English language teaching and learning as part of its objective to produce global citizens and the need to develop a skilled workforce in response to both local and international demand. The use of English is unavoidable and it is believed that EMI programs prepares the graduates to work in enterprises requiring extensive English use and provide opportunities for further studies as well as for jobs internationally (Rahman & Sing, 2019, p. 4).

The private universities are offering all their activities along with academic pragmatics in English to meet the demand of globalization and to make their students work effectively both locally and internationally. Implementing EMI in tertiary level has set in motion to fulfill the requirements of the students to make them compatible in the global higher education community. In non-native countries like Bangladesh, educating students in global language will not only help them to prosper in academic sector but also will facilitate them to get good jobs. Due to the pressure of current globalization and the need to grow skilled workforce for both local and global requirements Bangladesh has invested heavily in the development of English education (Rahman & Pandian, 2018).

1.2 Problem Statement

Notably, there are many controversies about the advantages and disadvantages of EMI. There are arguments which signifies that, English as a medium of instruction in education is creating division and discrimination between the “haves and have-nots and city and rural area dwellers” (Nunan 2003, p. 605). English has remained uncritically accepted as the most appropriate form of instruction, while the role of other languages and modalities in knowledge construction is neglected (Rahman & Sing, 2021). Since the use of Bangla in the classroom to teach subjects other than English is unavoidable in Bangladesh, there are growing worries about the consequences on content teaching and learning. Public universities have been using a mixture of English and Bangla (Hamid, Jahan & Islam, 2013) whereas the privately-run higher educational institutes have been following different MOI as they have adapted EMI in their policies. English has been recognized not merely as a planned outcome but also as a parallel language besides the situational use of local or native languages in the classroom in EMI contexts where it was initiated (Macaro et al. 2018; Coleman et al. 2018).

In the private universities using EMI the students are asked to write their exams and assignments in English while they can discuss in Bangla in classroom mostly public universities. In Bangladesh, privately run HEIs demonstrate their EMI position by allowing students to use English in the area of their institutions. Concerning this fact, there are many students from Bangla medium from whom the medium of instruction in English seems difficult to cope up with. According to Sultana (2014), students' face comparable challenges in adopting EMI due to students' lack of understanding of the English language, resulting in teachers continuing their lectures in Bangla. Because of the very reason, code-mixing is seen in the classrooms of different universities. 'To what extent the national language or a code-mixing of English and Bangla is permitted in the classroom is a matter of investigation' (Hamid, Jahan & Islam, 2019). Aside from instructional limits, EMI stigmatizes and degrades students by creating a frustrating environment for them, as Sultana has expressed (2014). This particular fact can effect students understanding of lectures, their results and can make them frustrated often. As students find themselves incompatible with internalizing and speaking English in classroom discussions and activities, noticeable demonization takes place (Sultana, 2018). Further, Dominant ideology of the teacher and students are important to know. This study aims to reveal the institutional and individual lecturers' and students' ideologies about English language and the choice and the choice of English as the MOI. Despite this rapid and almost unplanned Englishisation of private higher education in Bangladesh, there is still a paucity of empirical studies that have focused on analyzing the instrumentalisation of language ideology in the adoption of such an EMI policy (Rahman & Sing, 2019).

To address this issue, this research proposes to look at the perspectives of two of the most important players in EMI policy: teachers and students. The goal of this study is to conduct a participatory investigation including both teachers and students.

1.3 Purpose of the study

The current study aims at understanding language ideology enacted to the practice of EMI to understand the compatibility of the lecturers and students to adopt EMI in the classroom, and addressing the challenges faced by the students while adopting EMI. Subsequently, the research questions are designed in a way that would inform the language ideology, language practice and problems of adopting EMI in the classroom by documenting the voices of the lecturers and students. This study will require a qualitative inquiry using Spolsky's (2009) tripartite language policy framework which is comprised of three components: language belief, language practices and language management.

1.4 Research questions:

This paper will try to find out:

- a) Language ideology of using EMI of the teachers and students in private universities of Bangladesh.
- b) How EMI is practiced through teachers and students in the classrooms of private university?
- c) While practicing EMI in those universities, is there any challenges faced by the students for poor language proficiency?

1.5 Significance of the study

It is hard to determine to what extent private universities in Bangladesh uses Bangla and English as MOI for lack of researches on this topic. Lack of studies conducted in Bangladeshi scenario makes it hard to determine the extent of either languages, Bangla and English being used at the universities (Rahman, Kaur & Singh, 2019). This study aims to reveal the institutional and individual lecturers' and students' ideologies about English language and the choice and the choice of English as the MOI. Despite this rapid and almost unplanned Englishisation of private higher education in Bangladesh, there is still a paucity of empirical studies that have focused on analysing the instrumentalisation of language ideology in the adoption of such an EMI policy. Private universities doesn't offer any courses in Bangla and on their websites, they declare that they are English medium institutions (Hamid & Baldauf, 2004). The study of EMI policy implementation in the higher education sector, particularly at the private institution in Dhaka in question, can serve as a model for policymakers to expand their knowledge and become more aware of the policy's outcomes. The goal of the study is to inform policymakers on the existing situation at the university in terms of EMI policy implementation in the classroom by actors such as teachers and students.

Chapter: 02

Literature Review

2.1 EMI in ELF setting

With the advancement of globalization, English is becoming more widely utilized as a lingua franca (ELF) in communicative contexts all over the world. This is in line with the increased use of English-medium instruction (EMI) in higher education institutions around the world which aims to increase student and faculty mobility, performing better and employable in a globalized world, as well as making their institutions more appealing and reputable. EMI and ELF, on the other hand, are rarely researched jointly, despite the fact that EMI's development cannot be isolated from ELF's. Mostly in higher education sector EMI is adopted to meet the needs of current world. EMI is frequently misunderstood as language instruction. EMI refers to a teaching approach in which academic subjects are taught in English to students who do not speak English as a first language (Macaro, 2018). It is not about the English subject that concerns EMI rather the other academic subjects which is offered to students in English while teaching. Despite the benefits of EMI, implementation can be difficult due to students' preparedness to be taught subject topics in English (Doiz et al, 2013). According to Chang, Kim & Lee (2015), EMI is failing to identify students' learner-specific difficulties. Some HEIs are now promoting a modified EMI implementation course combined with revised curriculum to optimize EMI benefits (Arno-Macia&Mancho-Bares, 2015). Further in Korea the scenario is quite similar. Chang et al. (2015) has done a needs analysis to find out the language support program for EMI at Korean university. His findings shows that, in an EFL based classroom focusing on EMI has yielded several different results. The focus of this needs analysis was on students' and teachers' perceptions of EMI courses. The results of this needs analysis revealed that EMI's main issue is a lack of time for language

practice and feedback. To improve the program's success, both teachers and students felt that these EMI-based programs should be more targeted to students' individual study area or topic.

2.2 Conceptualizing English Medium Instruction (EMI)

The relationship between language in education planning (LEP) and language policy and planning (LPP) is controversial and ambiguous. In this study, Dearden's (2015) definition is used to define EMI and avoid any confusion. He states that, "the use of the English language to teach academic topics (other than English itself) in nations or jurisdictions where the majority of the population's first language is not English" (p. 2). By stating this, it is acknowledged that the practical use of English in higher education institutes (HEIs) is frequently limited, and that code switching is common. First, it is important to clear the relationship between LPP and MOI. Tollefson and Tsui (2003), have explicitly proclaimed their relationship. They stated that the choice of language as MOI is the most significant policy decision in language in education, and that it should be analyzed through the lens of LPP theory. The major difference between LPP (Language Planning and Policy) and MOI (Medium of Instruction) is in their nature of the implementation (Hamid, Nguyen & Baldauf, 2003). MOI is a top down policy of implementing a language as the medium of communication. Whereas LEP, being one of the four components of LPP (Kaplan & Baldauf, 2003), is a much broader arena which discusses all micro- and macro-level policies as well as their planning of implementation. LPP in a wider sense deals with deliberate and planned changes in languages and language behaviors (e.g., EMI) in a specific environment (e.g., Asian HE) (Cooper, 1989). Similarly, Shohamy (2012) believes that "the teaching of EMI at universities cannot be isolated from broader settings where medium of instruction techniques are implemented," which is in line with Cooper's reasoning (p. 197). In their work, Lo Bianco (2010) and Spolsky (2011) express concern over the application of LPP. Spolsky

(2009) focuses on speech communities' linguistic practices, beliefs, and management actions. Lo Bianco (2010), on the other hand, advocated for a multi-pronged approach to language policy. He defines policy as texts (macro-level policy making), discourse (macro-level dissemination), and performance (macro-level policy making) (implementation).

In relation to all these factors, the current study is conducted building on Spolsky's (2009) tripartite language policy framework to understand the language ideology as it relates to the practice of EMI and find out the challenges while adopting it in university classrooms.

2.3 Theoretical Framework

The purpose of this study is to offer light on the language ideology, language practice of the EMI policy, and the challenges of adopting it in the private universities of Bangladesh using Tripartite Framework of Language Policy (Spolsky. 2009). Language policy is defined as 'all of a community's or polity's language beliefs, practices, and management decisions' (Spolsky, 2009). Spolsky believes that, these three aspects of language policy which includes, ideology or language belief, language management, and language practice of a community can be explored individually, despite the fact that they are interconnected (p.9). Beliefs about language, commonly referred to as ideology, are an important component of language policy. Values or statuses attributed to identified languages, variants, and features are the most important beliefs for language policy and management (p.11). The purpose of this study was to document the voices of key factors such as teachers and students who have direct involvement with EMI policy in university classrooms in order to better understand the ideology and its practice. Language practice refers to the observable language practices and frequent language needed to execute 'what people actually do', rather than what they intended through their first language, as a result of Language management's deliberate

intervention (p.14). The results of policy, what people really do in language behaviors, and their language choices can all be summed up as language practice. This paper will not employ the third component of Spolsky's framework which is language management because this research does not include the implementation of language policy within the institution.

In addition to that, Cooper (1989) emphasized the attempts of actors such as teachers to shape the language practice of learners for whom a specific MOI is designed under the LPP. In terms of EMI, teachers continue to be the primary players that support EMI adoption in the classroom and impact students' linguistic behavior by guiding them to engage in the instructional process through EMI, as students are the beneficiaries of the benefits volunteered by EMI. Subsequently, the policymakers take decisions for the betterment of the society (Cooper, 1989). To maintain certain terms, lectures use English in classroom to communicate, answer the questions and to discuss. Also, Saussure (1931) pointed out, a social phenomenon, depending on the beliefs and consensual behaviors of members of a speech community.

Moreover, the theoretical foundation laid by Spolsky (2009) has facilitated this study to figure out comprehensive and analytical perspectives of the participants, as the current study aimed to investigate the nature of English language ideology, language practice, and challenges from the perspectives of lecturers and students. These theoretical frameworks would provide a comprehensive knowledge of how major people, such as lecturers and students, it will look in to their language ideology, language practice and language challenges while adopting EMI. The first component belief reflects the student's mindset of receiving instruction in English and their attitude towards it. It would eventually tell us whether English medium instruction in Bangladeshi universities is practicable. Language practices also give a linguistic framework for anyone learning a language, which is crucial to language management. The language activities to which children

are exposed have a significant impact on their language acquisition (p.14). The theory guides the study to find out to what extent the students of private universities are adapting EMI along with their challenges while the lectures play a vital role to implement it in the classrooms.

2.4 English Medium Instruction at Asian Higher Education

English-speaking countries in Asia, such as India, Hong Kong, Singapore, and Malaysia, have widely adopted EMI also EMI has taken longer to gain ground in Bangladesh. At first the changes can be noticed in China. According to the list of EMI courses provided by Chinese colleges on China's University and College Admission System (CUCAS), EMI has experienced a boom in China. Many Chinese colleges are now seeking to attract overseas students by using the EMI system. Chinese EMI programs are not designed for language education but for majors like computer science, engineering, business, medicine, etc. (Botha, 2014; Hu, 2009). Despite the fact that EMI has been able to attract a large number of students and recruit international employees that are skilled at performing EMI, objections have been leveled at the deterioration of Chinese-medium courses (Kirkpatrick, 2011). Although, China aspires to be a worldwide superpower in trade, commerce, education, and research, and it hopes to acquire soft power by becoming an attraction for international students (Hu & Lei, 2014). As a result, in terms of sending their own residents overseas and bringing foreigners to China, they have both an inward and outward flow (Hu, Li, & Lei, 2014).

Hong Kong, similarly, provides a much stronger representation of English's growth in higher education. Most of the universities in Hong Kong now providing English medium education though they do not have bi-lingual policy that is also seen in China mainland. According to Kirkpatrick (2014), these universities are most likely compromising Chinese on the altar of English

in order to improve their international rankings, while monetary benefits are also cited as a major reason, as both local and international students will spend for the implied privilege of receiving higher education in English medium instruction.

In Pakistan, Urdu was declared as the MOI in primary and secondary level. Meanwhile, in higher education sector English was declared as the MOI (Sultana, 2009). English has become the chosen MOI choice in higher education programs all around the world as English has spread as a global language and as the focus shifts toward internationalizing higher education (Dang, Nguyen & Le, 2013; Doiz, Lasagabaster & Sierra, 2011; 2013; Evans & Morrison, 2011; Huang, 2012). Although, English is used in higher education sector in Pakistan, still it does not guarantee the policy's unambiguous nature, because learners' language competence in Pakistan remains below the standard level. Due to the lack of English education at earlier level, students face difficulties to cope up in higher studies. This leads to difficulties in completing academic tasks in English which requires English academic skills (Evans and Morrison, 2011). However, because English is still the key to success in higher education, there is a strong desire to educate children in English-medium schools at all socioeconomic levels (Mansoor, 2005). Getting education in English as opposed to Urdu holds the promise of getting better jobs.

Notably, in Malaysia all most all the private universities have adopted EMI, although English is not officially recognized as the medium of instruction in higher education. Although Malay remains the MOI in public universities, among 20 public universities, due to heavy pressure to internationalize the HE, most of them have adopted or are in the process of adopting EMI (Ali & Hamid, 2018). Malaysia's adoption of EMI is primarily education based, and is motivated by the country's aim to become a regional hub for international students in Southeast Asia. They do,

however, have an outgoing flow of their own students who wish to pursue higher education abroad but require English language abilities.

In Philippine many universities are not using EMI. A study found that, few years back a state university a public university made an attempt to develop Filipino as a language of teaching and research. This was accomplished by the institution promoting the language by offering various courses in it and encouraging faculty to publish in it. However, after receiving negative feedback from students and employees, the university decided to end the campaign (eduphil.org, 2011). However, the backlash from students and staffs led to the university abolishing this campaign. Final impressions of the Philippine EMI in the higher education rests as of now, that through goals of internationalization meant Englishisation and the corresponding removal of Filipino as a language of education and scholarship (Kirkpatrick, 2011).

Adopting EMI in these higher education institutions, studies from Asian contexts show that there is a clear disparity between policy level and micro-level policy implementation. Many factors have contributed to this mismatch, including MOI planning in schools that are primarily native language focused, such as in Bangladesh and Pakistan (Mahboob, 2017; Sultana, 2014), or issues related to recognizing multi ethnic lingual-cultural rights, for example, in Malaysia (Gill, 2014), or poor EMI quality being offered both from learners and lecturers, for example, in China (He & Chiang, 2016). The stakeholders are not internally compatible with EMI's policy goals, and in many cases, learners are not really recognized policymakers. Furthermore, several scholars have recognized teachers as policy implementers (Kaplan & Baldauf, 2003), but their attitudes, quality, and adaptability have not been assessed prior to the implementation of EMI policies in Asia. As a result, the EMI policy's outcomes have usually remained distant from practical implementation in Asian higher education contexts.

2.5 EMI in the context of Bangladesh

According to the previous researches on EMI by, (Rahman et al., 2018; Hamid, Jahan and Islam, 2013; Hamid and Kirkpatrick, 2016; Rahman and Singh, 2019; Rahman, Singh and Karim, 2019; Jahan and Hamid, 2019), In Bangladesh, the MOI policy situation is as follows: publicly run HEIs (Higher Educational Institutes) use Bangla as the medium of instruction, whereas privately run HEIs use English. After the independence for many political, social and cultural reasons Bangladesh couldn't implement English as a medium of instruction in all the universities as it was just a newly formed nation which consists nationalistic stances. Hamid (2013) insisted that the MOI policies, especially for the case of EMI in a scenario such as Bangladesh, the success rate can hinge upon political, sociological, socio-political, socio-cultural, political stability and linguistic ecology. Before and after independence, Bangla survived various linguistic threats and established its place in the nation's identity-building discourse (Rahman, Singh, and Karim, 2019). Following independence, the country saw numerous important changes in terms of MOI until adopting on EMI in higher education as part of the final reform in 2010 (Chowdhury & Kabir, 2014). However, soon there are changes seen and there multiple attempts taken to reestablish Bangla as the MOI as well as various techniques of incorporate English as the MOI or as part of elementary, secondary, and higher education. Since the instauration of privately owned higher educational institutes (HEIs) in Bangladesh, a way was opened to counter the country's public HEI's MOI policy – bolting from the longstanding Bangla to English as privately run HEIs began offering both undergraduate and postgraduate degrees in English (Hamid et al., 2013; Sultana, 2004). It is crucial to acknowledge that a country's MOI selection is no longer solely dependent on that country's decision (Rahman, Singh and Karim, 2019). Private universities, according to Hamid and Baldauf (2004), have developed their own language identity, driven by special desires and

demands that may or may not be in sync with macro language policy, which is exactly the situation that has arisen in Bangladesh. Bangladesh's education ministry has seen significant changes since independence, both in terms of the ministry itself and its management of the two languages Bengali and English. However, Bangla remain the medium of language in all government educational institutions whereas government separated private institutions where English became the MOI. Government opened the gates for private university educational institutes to be established and this separating higher education into two categories: private and public; with government regulated universities falling into the latter category (Kabir, 2013). The education at primary and secondary levels in Bangladesh entertain three mediums: the mainstream education using Bengali in most academic subjects, the English medium education which remains free of government intervention, and the religious 'madrasha' education (Hamid, 2013). Now all the private universities have implemented EMI. These privately run HEIs were primarily concerned by the deteriorating standard of English in the publicly run universities, instead focused on producing who would be competitive on the global and local job market (Rahman, 2005). The macro-policy of Bangladesh is yet to formalize English as a medium of instruction as Bangla is the national language as is still listed as the functional language for official use and higher education as well (Rahman, Kaur & Karim, 2019).

Chapter: 03

Method of the study

3.1 Research Design

The purpose of this study was to understand the language ideology as it relates to the practice of EMI, find out the challenges while adopting it in university classrooms. In order to investigate that, a qualitative method have been adopted by the researcher. A semi-structured interview was obtained to collect data from the participants. By the recording the perspectives of the teachers and students through a semi-structured interview, researcher has established the research questions that would shape the language ideology, language practice and challenges of EMI. This study needed a qualitative inquiry and qualitative data (Creswell & Puth, 2017), whereby the researchers acquired a better understanding of the respondents' critical and in-depth viewpoints, which led to a better comprehension of the phenomena.

3.2 Setting and Participants of the study

The study's participants are private university teachers and students whose current educational functions concern EMI. The researcher has chosen the participants based on accessibility (Creswell & Poth, 2017) and inculcates the essential, as Cohen et al. (2013) defined "purposive sampling" as "the deliberate intervention in the sampling process" (p. 115). The university is ranked among top five universities based in Dhaka. This university is one of the pioneer institutions among private universities in Bangladesh. The university's website is only available in English. The university has declared explicitly that English is the medium of instruction inside the area of policies and procedure. The data has been collected from four lectures over three year experience of teaching in universities and most of them held degrees from overseas

university. Further, ten students have been selected for interview who have at least completed four semesters (36 credits).

Table 1

Lecturers' information as participant

Participant	Experience	Highest education qualification	Country of the previous university	Type and medium of instruction in previous university
T-1	5 years	PHD in social sciences	United Kingdom	Private: English medium instruction
T-2	3.5 years	Masters in LLB	Bangladesh	Private: English medium instruction
T-3	3 years	M.A in English and Humanities	United Kingdom	Private: English medium instruction
T-4	4 years	M.Sc. in Mathematics	Bangladesh	Private: English medium instruction

Table 2

Students' information as participant

Participants	Semester	Department	MOI in previous educational institution (Secondary level)	MOI in current education institution
S-1	4 th	Bachelor of Business Administration	Bangla medium instruction	English medium instruction
S-2	4 th	Bachelor in School of law	Bangla medium instruction	English medium instruction
S-3	2 nd	Bachelor in School of law	English medium instruction	English medium instruction
S-4	2 nd	Bachelor of Business Administration	Bangla medium instruction	English medium instruction
S-5	9 th	Bachelor of Business Administration	Bangla medium instruction	English medium instruction
S-6	10 th	Bachelor of Business Administration	Bangla medium instruction	English medium instruction
S-7	10 th	BSc in EEE	Bangla medium instruction	English medium instruction

S-8	5 th	BSc in EEE	Bangla medium instruction	English medium instruction
S-9	5 th	Bachelor of Pharmacy	Bangla medium instruction	English medium instruction
S-10	5 th	Bachelor of Pharmacy	Bangla medium instruction	English medium instruction

3.4 Ethical Considerations

Due to the Covid 19 situation all the interviews have been taken through phone calls and it has been recorded with the permission of the participants. A consent mail has been given to the lectures before the interview took place. According to Creswell and Poth, participants has been informed about the study's goal, how the findings would be released, their rights, their choice to withdrawal, how they would benefit from the study, the promise of anonymity, and the study's confidentiality (2017). After learning about all of this, I have collected their consent and make them participate in the current study.

3.5 Data Collection Procedures

This study was conducted to investigate teachers' and students' attitudes towards EMI, implementation and adaptation challenges in a specific context. Qualitative research is an in-depth examination of a unique phenomenon (Merriam, 1998 & Patton, 2002). To answer the three research questions, the study conducted semi-structured interviews with the teachers and students. The interview questions were created to be preceded by the theoretical basis offered by

Spolsky (2009), as it aimed to comprehend the language ideology associated to the practice of EMI. Semi-structured interviews were used in prior EMI investigations, which inspired this study to include semi-structured interviews. For example Rahman, Singh, Johan et al. (2020), Hamid, Jahan, and Islam (2013), Macaro and Han (2020) interviews has inspired to follow this procedures. As the purpose of the paper is to learn about the language ideology surrounding the practice to understand the lecturers' and students' compatibility with EMI, and challenges involved while adopting it in university classrooms, the interview questions are created that were preceded by the theoretical ground proposed by Spolsky (2009).

The interview was conducted by asking questions to EMI practitioners, particularly teachers and students. Each participant was questioned in English for approximately twenty to forty minutes. All interview was recorded and transcribed exactly as described. The interviewees were emailed the transcriptions to double-check. During the interview, they were asked about the EMI practice and the challenges that both teachers and students experience. Semi-structured interviews with students and teachers were conducted in the middle of the semester to better understand the EMI ideology in universities. The language behavior of the lecturers and students was record and language practice means regular, observable language choices and behaviors (Spolsky, 2009). During data collection, an inductive approach is used to analyze the data. Throughout the interview data from each participant is analyzed separately. Information based feedback received during the interview and those are organized into themes. In the discussion and findings section, these themes are explored utilizing content analysis methodologies in depth.

Chapter: 04

Findings

4.1 Language ideology and advantages

Teachers and students developed a language ideology that emphasized the importance of English while trying to downplay the importance of Bangla. This ideology established a linguistic hierarchy in which English was represented as the language of global prospects and imagined communities, whereas Bangla was projected as a local language of limited benefit. Further, most of the students in their interview mention about EMI building their ‘confidence level’ which they thought they lacked before. For instance:

It has built confidence in me to give any interview or to face embassy questions in my life as English is practiced regularly in our university. (S2)

I feel more confident while speaking English now because of the gradual practice, I stammer a lot less now. (S4)

Both in our job and personal sector it benefits us. It encourages our confidence level. (S1)

Not only about confidence but also the majority of the students held a similar views of English and its value and felt that higher education should be in English although Bangla seems easier for them to understand. They refers to English as “global language” hence they prefer higher education should be practiced using EMI.

Higher education in English is definitely better than Bangla. As English is a global language, for everyone’s convenience higher education must be in English. (S5)

I personally believe in today's world it is compulsory as in all the job sector English is a must. Also to enhance our experience it is important. (S7)

Moreover, the books are also not available in Bangla hence the students believe that higher education should practice in English as for their further studies the both the books and communication will be in English. Also students were asked if they prefer Bangla as the MOI or English where they have seen replying the benefits of English even though they felt comfortable listening to Bangla lectures.

All the books in higher education are written in English. International writes in English and those books are used in our universities. So it is better we read and practice English in higher education. (S1)

English is the international language so it is better to practice English inside classroom even though listening to Bangla instruction would be easier for us. (S4)

The factor of internalization, English is now prioritize over Bangla as a MOI by the students and teachers. Teachers held a similar view about English particularly the mention about “higher studies” and “job sector” where Good grasp of English is mandatory. As mostly private university students desire to get a job in the private sector and the private sector maintains relationships with other nations and this fact encourages using the international language.

Almost all jobs today, no matter what sector or job position, require a good grasp of English. As for higher studies, whether in the country or popular study destinations in abroad, most courses are taught in English. (T4)

It will assist them in their further education planning along with their job sectors in different arena. The corporate sector, academic sector, NGO sectors requires good command over English. (T1)

The re-establishment of English as a valued language does not imply that Bangla was ignored by teachers and students. In fact some teachers prefer to use both Bangla and English to make understand the content properly to the students. For instance:

I feel some of the topics need to be explained in Bengali for the better understanding of the students. As Bengali is our first language, examples should be explained in Bengali to the students for their better understanding. As a facilitator, those stuck feeling I also went through sometimes. (T4)

The importance of Bangla is not less valued because of the global demands of English. Rather it can be said that English is preferred for higher education viewing all the realistic factors. From the interview it is noticed that, teacher from different subjects use Bangla in classroom sometimes to make the content clear to the students.

4.2 Previous academic learning and EMI compatibility

Given the availability of English in teachers' and students' language practices and EMI's potential for growing English competence, the majority of students reported to having issues in EMI classes. Students' replies indicated that maintaining compatibility in an EMI-driven education system had been a difficult for them. After twelve years of receiving their education through BMI and then abruptly transferring to EMI, they were unable to finish their university study.

Since I was from Bangla medium at the beginning I faced problems with EMI but then again I managed with it. (S-7)

Further, students particularly has been mentioning about few subjects where they face problems with EMI. In those subjects they prefer the ‘code mixing’ as the terms are new to them.

Yes, code mixing would have been great for the students to understand the lectures.
(S1)

As my background is Bangla medium, I initially faced trouble with EMI particularly to understand subjects like; mathematics, economics and statistic courses. (S-10)

Alongside with this problems students mentioned to have limitations regarding their vocabulary. Limited word knowledge creates difficulty in their fluency for this matter they blame their previous medium of education where they had less opportunities to practice English.

Vocabulary problems are quiet common. Difficult for us to catch at the beginning.

Since we were used to listen our lectures in Bangla in secondary level. Also teachers being very fluent and fast creates a problem for us to catch. (S-8)

Early exposure to English as a practicing language and a tool for acquiring knowledge has been highlighted as a primary barrier for most students, resulting in an initial lack of confidence and compatibility with the language. However, the students' excerpts revealed their difficulty, confidence, and hope to mold their compatibilities in order to retain a successful education while adhering to EMI's requirements.

Teachers have a similar attitude about students lacking to understand lectures at the beginning for their previous medium of education. As they mentioned:

Sometimes a student may not know the meaning of a word hence failing to understand a sentence. They may feel demotivated or lose interest completely as a result. (T-4)

Some of the students need time to adapt the EMI process, it takes a good number of time. It is because of their educational background in secondary and higher secondary level. (T-1)

The less practice of English in previous background results in making grammatical mistakes of the students. It also take time for them to build their confidence to give presentations. As they were not used to with listening English instructions in their school and college they initially face difficulties mostly in speaking, listening and writing skills.

They face the initial difficulties with English content mainly in presentation, reading and writing and grammatical mistakes. (T-3)

This resulting teachers to use both Bangla and English sometimes to clear the content for the students. As one of them mentioned:

I definitely think that some usage of Bangla is beneficial in teaching and learning under our circumstances. Complex concepts can be more easily explained or understood in the common tongue. (T-4)

They described their situation as being driven to instruct through EMI, and while they do not favor the sole use of English in the classroom, they are obligated to do so. However, as they

agree students have the problems at the beginning of their semesters later they gradually cope up with EMI.

4.3 Language practices:

Several factors contribute to the English language's hegemony. Teachers' and students' language practices in private universities reproduce the hegemony of English, legitimizing its global identity which is believed to be the best means of communication across peoples (Hamid, 2013). The first is the institution's policy, which is informed by higher education policy in the private sector as a whole: Because English is an international language and practically all private colleges use it as their medium of teaching, this university has selected English as well. One student mentioned:

We do not usually use English outside classroom, among our friends but we have to use it in library, registered office and several other places in our campus. (S-1)

Further the students were ask about the institution's aim of implementing EMI which they think would benefit foreign students and would help to build their confidence. As they can practice English as a regular basis there it also built their confidence level.

The university wants to build the confidence of the students by practicing English. Also they want to maintain the international standard. (S-3)

We have international students so university try to see their and others comfort. (S-9)

The university policy of English in not only documented but also the policy is written as a formal pledge. Teachers have justified the choice of English as MOI in the previous extract by referring to private university policies first, but more crucially the status of English in the world at

the conclusion. This connection to English's global identity appeared several times in the data. Because English is the world's international language, learning it is the finest way to communicate with people from all walks of life.

I think for higher education English needs to be chosen as the MOI because at this level students need to prepare themselves to compete in the global market. (T-4)

Students who allow themselves to pursue the higher education, they tend to follow the English based education system to cope with the other states. (T-1)

Reliance on English for academic purposes was also driven by logistic factors. The majority of the teachers referred to the availability of textbooks and other teaching and learning resources only in English: EMI practices were also informed by teachers' and students' beliefs about the value of EMI in developing students' language proficiency. As one of the teacher stated that:

We have seen changes in student's proficiency after they are done with few courses in EMI program. (T-2)

However, the mixture of Bangla and English is used sometimes by the teachers to make the students understand about the topic. Along with the fear of breaking the policy by university to use English in every means.

EMI is not always strictly maintained in other fields especially technical subjects such as engineering and medicine, at least, not when the teachers are delivering lectures and instructions in the classrooms. (T-2)

Personally, I would not be too comfortable conducting a class entirely in English as I will always be worried about whether I am not being able to explain clearly or whether the students are not being able to understand due our limitations in expressing or understanding conversations solely in English (T-3)

The interview data revealed the factor of university policy by which teachers were subjected to EMI in the classrooms, as well as the widespread fear of being examined. It indicates that, even when using Bangla is essential for the students' better understanding, they consciously refuse doing so owing to the presence of observers. Students are forced to learn or understand little at that time, at the expense of the lecturers' professional interests.

Chapter: 05

Discussion

The theories that this study is inherited from is, Spolsky's Tripartite Framework. The study's findings revealed a variety of EMI benefits from the students' perspective, such as the purposefulness of utilizing English in the classroom leads to improved competency in the target language, as well as other advantages such as greater career chances and the ability to pursue higher education. Students enrolled in Bangla medium instruction programs does not have an advantage over those who enrolled in English medium instruction programs in Bangladesh. Bangladesh's public HEIs, owing to English's greater global power as a language. The conceptual framework of this study is based on Spolsky's (2009) frameworks and focus mainly on two components: linguistic belief and practice. Language belief focuses on students' attitudes towards receiving English instruction, and this study found that students have a positive attitude toward English mediated courses because of the benefits they will receive in the future as a result of their increased language proficiency as a result of EMI. In discussion of some of the benefits students felt of receiving instruction in English, (Doiz, Lasagabaster and Sierra, 2013) mentioned that, higher educational institutes in non-English speaking nations have experienced exponential growth in competition of internationalization of their institutions. This has left educational reforms and restructuring in accordance to a rising global higher education community (Evans and Morrison, 2016). The delivery of classroom contents in the language is critical in EMI programs, and the findings imply that the classroom language is primarily English. The framework tries to explain why stakeholder's act the way they do, and this study answers the issue by showing students' essentialist motive for enrolling in EMI from the perspective of the students.

Equally, the outcomes of the study, which focuses on the teacher's perspective, provide answers to teachers' beliefs and attitudes concerning EMI in classrooms. Interviewing teachers at a Bangladeshi HEI revealed that teachers are expected to be role models for students in terms of using English throughout the lesson. Some teachers, on the other hand, argue that utilizing English at all times hinders students' learning outcomes. According to Kym & Kym (2014), only students who are proficient in English gain from EMI, while those who are less proficient have trouble absorbing the subject presented in English. The findings shows that, teachers believe that using EMI in the classroom will benefit students by making them globalized workers and making them more viable in the career path. Macardo and Dearden (2017) stated, to compete in a global market, and to allow their graduates flourish in a job market, these HEI's adoption of EMI was inevitable. Schooling is by its very nature a domain committed to language management, the two principal participants are students whose language practices and beliefs are to be modified, and teachers charged with the process of modification (Spolsky, 2009). Teachers' linguistic decision to use English in the classroom is based on the idea that they must use English in the classroom to motivate students to continue using the language, and that continuous practice of English will improve students' language skills. Teachers are no better than anyone else at distinguishing their own language practices from their beliefs (Spolsky, 2009). Similarly, Krashen (1977) argued in his discussion of the first theme of the usefulness of employing EMI in the classroom that exposure to relevant material, even if it is not explicitly focused on the language, can help children acquire language skills. In an EMI classroom, students are exposed to the English language on a regular basis in order to help them become fluent in the language. Students in a Bangladeshi EMI situation, according to Hamid (2013), are expected to not only get instruction in English, but also to complete other academic requirements in English, such as sit for examinations and submit assignments. The

students' responses underscored the importance of ongoing English practice beyond the classroom, as they do not use English much outside of the classroom, and consistent usage of the language benefits them.

Additionally, institution's aim of asking the stakeholders to practice English plays a great role. The language policy adopted by an educational system is without doubt one of the most powerful forces in language management (Spolsky, 2009). Students from Bangla medium background initially face problem with EMI programs. Most of the students in EMI universities fit the same profile. Except for a few schools and colleges situated in the capital city and other city areas, most of the Bangla medium schools and colleges do not even encourage their students to use English in the English classes (Rahman, Singh, & Fersi, 2020). The university offers them few initial English language courses to cope up with the system gradually. By offering some EAP courses in the initial semesters, the universities attempted to develop students' compatibility to keep pace with EMI-directed learning. (Sarkar, J. P., Karim, A., Kabilan, M. K., & Sultana, S., 2021). Expecting students to immediately immerse themselves in and become fit for EMI- in universities after their Bangla medium-driven earlier education is clearly a mistake. Universities, hence, have been trying to relieve students' initial hardships by offering English foundation courses in the hopes of equipping them to endure the EMI's initial impact.

Provided that, students often face challenges to adapt with EMI programs initially in their university. Their background of previous university is the main reason to face challenges. A visible learning gap has been observed consequently as in the primary and secondary level the education and examination systems drive students to memorize things like a paragraph, essay, or composition, instead of equipping them with the techniques and strategies to write paragraphs, essays, and compositions by own effort. It means that multilayered complications are associated

with the 12-year-education of the students before enrolling in the universities. Rahman, Singh, and Karim (2020) also reported that the poorly explored learning of English prior to university admission yields difficulty for students to be habituated with EMI during university life. The concerned body of HEIs should consider the issue raised here and work to improve language management (Spolsky, 2009) by establishing ESP courses that would prepare students to gain knowledge in their key areas.

Subject to linguistic proficiency on a pragmatic level, linguistic ideology (Spolsky, 2009) views of teachers and students have an influential role in putting LPP particularly EMI, into practice, as demonstrated by various pieces of literature (Doiz et al., 2013; Fanton-Smith & Gurney, 2016; Hamid, Jahan et al., 2013; Rahman & Singh, 2019). According to the findings of this study, the lecturers' and students' language ideologies were based on attaining the ability to engage in the global market through English language competency. As a result, it can comprehend the driving factor, such as being a part of the global market by being excellent English users, which is seen to be important for lecturers and students to ensure language practice (Spolsky, 2009) in the classrooms. However, the current study's findings on language practice revealed that lecturers and students employed Bangla alongside English in the classes to help students understand it better. The identical picture of language practice in EMI classrooms in Bangladesh was also revealed by Rahman, Singh, and Johan et al. (2020). The code-switching phenomenon has been substantiated in the works of other studies such as Hu and Lei, (2014). Other studies, for example, Haidar (2019) and Kim and Tatar (2018) focused on the practice of EMI in HE scenarios also reported the practice of the native language alongside English in the classrooms. Nonetheless, teachers reported that they used EMI extensively in the classroom while the observer was present, fearing that they would be penalized because utilizing Bangla is prohibited by disciplinary actions.

It suggests that employing L1 in the classroom to understand students' understanding is sometimes a sinful act on the part of the teachers. As a result, instructors and students alike sometimes feel guilty when they utilize their native tongue in EMI classrooms (Creese & Blackledge, 2010).

Chapter: 06

Limitation and Conclusion

EMI was formed out of a pressing desire to promote globalization and improve English proficiency. In this study, we have attempted to identify the perception of students and teachers regarding the use of EMI in a privately run HEI in Bangladesh, its practice and challenges of adapting it. With selected data, the current study focuses on two of the characters – teachers and students, who are part of the EMI framework of Bangladesh's higher education scenario. In this study, the voices of senior professors who have been teaching in universities for a long time were overlooked. In order to uncover the reality linked with the EMI phenomena, large-scale study should be done on the language ideology and language practice of associate professors and professors of science, arts, and business faculties. This type of research could help determine whether EMI is viable in this country. More research on other actors, such as policy planners, curriculum developers, higher education institute executives, parents of students, and so on, is needed to better understand the perception of EMI. Moreover, due to the Covid 19 situation the semi-structured interview is taken over online which is another limitation not to have a face to face interaction with the participants

The foundation of the current study was laid by the semi-structured interview. The outcomes of this study are in line with earlier studies on EMI in the Bangladeshi context, where English and EMI in general are seen as advantageous when it comes to obtaining jobs and moving abroad in pursuit of further education. Academically, EMI is thought to provide students with the abilities they need to succeed in an international setting. The importance of English as a lingua franca has a direct impact on teachers' and students' perceptions of EMI programs at the HEI in issue. The students' mindset and concept that EMI programs can help them get an advantage in the job market and gain access to school overseas, as well as the benefits mirrored

by the teachers teaching in these EMI programs, could have a long-term impact. The perceptions of these stakeholders are likely to impact the adoption of MOI policies by other HEIs in Bangladesh. Lastly, this research revealed what is going on in the political landscape where EMI is being used in privately run higher education institutions. The number of students enrolled in private universities as part of the EMI program. For such a large proportion of HE recipients, we believe that EMI poses various issues. Furthermore, by fully using EMI, content instructors face challenges in conducting lessons. With such events unfolding, private universities must take effective measures to either make instructors or students compatible in order to sustain EMI or adopt bilingualism as a classroom practice. The concerned body of HEIs should consider the issue raised here and work to improve language management (Spolsky, 2009) by establishing ESP courses that would prepare students to gain knowledge in their key areas.

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