

**Language Policy and Practice of EMI: Teachers' Voices at a
Secondary level English Version School in Dhaka**



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**Language Policy and Practice of EMI: Teachers' Voices at a Secondary level English
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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.

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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.

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Abstract

This study has explored the current status of English as a medium of instruction at a Secondary level English Version School in Dhaka by narrating the teachers' experiences, opinions and views regarding its use in teaching. Through this, the study aimed to comment on the discrepancy between the educational policy and current practices of English language teaching in an urban metropolitan school setting and compared it with local research on EMI. Due to the demand for the English language on a global scale, in bilingual countries like Bangladesh, English version schools were introduced not so long ago which raised several challenges for the implementation of language policy and for the stakeholders such as teachers. The study's objectives were to determine to what extent the current policy is being implemented successfully through various means and explore the challenges the teachers are facing while conducting an EMI approach at the secondary level. Initially, it described the Bangladeshi education system highlighting the socio-historical perspective on the English language and the educational policy. Afterward, critically explored the present education policy and practices and ELT teacher's status. A qualitative framework has been followed to collect and analyze data which revealed few findings regarding the implementation of the current policy and practices. In the end, this study drew conclusions including some recommendations.

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Chapter 1

Introduction

1.1: Background of the Study

The English Language is inarguably more than a language, it has become a tool for development and progress, especially in the case of developing nations that had been under the British Colony in the colonial period. While the nation achieved independence, the world progressed and the dominance of English increased in all sectors in the name of development. As the world emerged into the concept of Globalization, the use of English became inevitable for nations like Bangladesh. The importance of teaching English is expanding compared to the past. Our daily lives are growing more complex as a society, and at the same time, we are becoming more and more competitive on an individual level. Therefore, English instruction must be both more efficient and pedagogically successful. The demand for the English language is ever growing since the globalization of the world, more specifically in the developing part of the world. There is no denying the importance of English in sustaining this expansion and creating internationally competitive labor markets (Hamid, 2010).

The influence of English has been expanded from the direct teaching of English as a foreign or second language to the medium of instruction in educational institutes. The ever-rising demand for English medium schools influenced the emergence of English version schools in Bangladesh where the curriculum of the school remains as the Bangla medium but the medium of instruction changes to English as per the demand for English language proficiency. The English language teaching alone could not suffice the adaption of English fluency among the students of Bangladesh therefore using English as the medium of instruction can aid in the improvement of English language learning and its application while complementing the growing demand for the English language. In the tertiary level of the private institution of Bangladesh English is already being used

as the medium of instruction while only the public sector partially adopted English as its medium of instruction. Around the world, higher education has been rapidly adopting English as a medium of instruction (Crystal, 2004). The growing phenomenon of the English language in education institutes in Bangladesh has its challenges when it comes to teachers' teaching English as a medium of instruction to their pupils.

1.2: A Socio-historical Perspective on the English language and the Educational Policy: Bangladesh context

As far as secondary education in Bangladesh is concerned, three different curricula existed since the British period – Madrasah which followed the Islamic-based Arabic curriculum; Bangla medium which was the local education system in the Bangla language and finally English medium which was based on British curriculum system. Depending on who ruled in this region, there were few preferences in language, for example – in the British period the English language had an overall preference in the curriculum over any other language, and in the Pakistani period, it was Urdu that had a preference in the educational curriculum. According to Rahman et al. (2019), Bangla has maintained its position in the construction of the nation's identity during both the pre- and post-independence periods while surviving a serious linguistic challenge. In the Pakistan period, there had been significant struggles among Bangla speaking population to maintain its preference for the Bangla language over the imposition of Urdu. English continued to be extensively adopted as a recognized official language with the status of a second language throughout the Pakistani administration (Rahman & Pandian, 2018a; Rahman & Pandian, 2018b).

The language movement of 1952 led to the recognition of Mother Language day. English was approved as the official language for 20 years under Article 214 of the Pakistani Constitution of 1956 (Khatun, 1992, p. 85). However, the widespread use of the English language in Bangladesh and its inclusion in academic courses have their origins in the country's colonial past. English

initially interacted with the inhabitants of this Indian subcontinent through the British Colony, as they did with many other British colonial nations. British colonial rules and traditions, notably the English language, are still present in the Indian subcontinent after their departure in 1947 (Rahman et al., 2019). Article 3 in the constitution of Bangladesh which was adopted in 1972, recognized Bangla as the official language. The enacted constitutional act reduced the use of English in Bangladesh's official, social, and educational spheres and elevated Bangla to a disproportionately higher status. Bangla was required to be used, whether it was practical or not, in all public domains, which caused a severe lack of English proficiency among the populace as a whole (Hamid & Baldauf, 2014). That was a major setback in acquiring the knowledge of English as a language.

Policy-making is crucial before achieving any desired goal. A good policy can lay the foundation for any achievement. Language policy is a part of the larger policy which is the educational policy. For the development of any language, the mere educational policy cannot suffice, therefore an adequate language policy must be integrated within the educational policy for a better impact on language teaching. After the independence of Bangladesh, the government initiated many policies regarding the language and overall education of the nation. As mentioned above, initially, Bangla was the native language of the country with 98% of the Bangla-speaking population centered in the language policy. According to Hamid & Baldauf (2014), this resulted in the downfall of English from a second language to a foreign language. Gradually as the world developed and became more interconnected, the demand for the English Language grew mostly within the developing nations that were under the British colony. Despite the growing demand for English and its importance in the education policy, Rahman & Pandian (2018a; 2018b) argue that Bangladesh has never had a definite language policy, and this lack of planning is still present now. According to Rahman et al. (2019), the recently adopted language in education policy made clear

the value of English in Bangladesh and the importance of language competency for its citizens. Since Bangladesh's independence a little over 40 years ago, no less than five committees and commissions have tried and failed before arriving at the present 2010 Education Policy (Chowdhury and Kabir, 2014). From Classes 1 through 12, English is being taught as a required subject within the national curriculum. 2010 National Education Policy also recognized the English Language being a significant instrument for creating a society based on knowledge in addition to the English language (along with Bengali) to be the medium of instruction at the tertiary level. Chowdhury & Kamal (2014) states that although English is taught in schools from the elementary to secondary levels, learners' performance is still typically found to be relatively poor in English.

1.3: The Context of the Study- EMI and English Language Teaching

The value of English as a language in the global trend has influenced the rise in popularity of English medium schools in Bangladesh. Besides the board of curriculum, the major difference between English medium schools and Bangla medium schools is the medium of instruction. In English Medium schools, all the subjects except Bangla Language are taught in English. Keeping aside the distinction between the syllabuses, students of English medium schools are taught with English as their medium of instruction while Bangla is the medium of instruction of the Bangla medium schools. The medium of instruction itself creates a difference in the learning capability of the language. Hassan (2011), stated that the process of national development gained momentum when the English-based education institutes began their operation in Bangladesh and the rise in such schools was concurrent with the liberalization of the market and flowing international aid. While the English medium schools were gaining popularity, one of the major set back it had was the cost of English medium education since it is directly connected with the British curriculum.

Only elites of the society had access to English medium schools whereas mid-income families lack behind due to high tuition fees.

English as a medium of instruction is already prevalent in the education policy at the tertiary level. The rising demand for English medium schools led to the introduction of English version schools in Bangladesh where the syllabus of the curriculum is followed by Bangla medium board but the books and the instructions are all in English except for the Bangla subject. The introduction of English version schools benefits the students in their English language skills while their contemporaries from the Bangla version lag behind despite getting English language lessons. According to Hassan (2011), the students of the English version are more motivated in going abroad and confident enough to pursue higher education abroad due to their education's primary mode of language. This research will delve into the aspects of the teachers' frame of reference on the language policy and practice of English as a medium of instruction (EMI) at a secondary-level English version school in Dhaka.

1.4: Problem Statement

In bilingual countries like Bangladesh, English is a post-colonial language besides the native language Bangla. Since the application of the English language has become a global trend, the use and demand for the English language have ever increased. To fulfill the demand for English, the use of the English language as a medium of instruction became popular day by day. This leads to the challenge of creating a pedagogical system by the educators for instance English medium schools and English version schools in the capital city. Nevertheless, in English versions of schools that rely on the translated form of Bangla pedagogy, it is important to understand the perspective of the teaching and learning process using English as a medium of instruction by the teachers. Therefore, this study aims to understand how the language and education policy and

planning align with the process of language teaching and language use from teachers' point of view in this context.

Chapter 2

Literature Review

This chapter contains the relevant literature that has been reviewed to further the research gap. After reviewing the relevant literature, the overarching themes that were found are discussed below-

2.1: Role of language in English as a Medium of Instruction (EMI)

Language plays a vital role in its medium of instruction. In Bangladesh's context, Bangla is the medium of instruction for the majority of primary and secondary education. Only English medium schools and English version schools facilitate their students with English as the medium of instruction. This has made a major difference in the outcome of the English language proficiency of the students. As mentioned above, students from the English version or medium tend to have more motivation in pursuing higher education abroad than students from the Bangla medium. As stated by Doiz et al. (2012), the biggest factor of current tendencies toward the use of English as a language of instruction appears to be globalization. To survive in the global context, Bangladesh's education must be coherent with the global demand. Macaro et al. (2017), argue that the majority of the research and publication around the world is dominated by English as the medium of instruction.

Although the undeniable importance of having English as a medium of instruction, however, Islam (2013) argues that there is no large-scale empirical study regarding the implementation of EMI in Asian countries compared to European countries. South Asian nations that were formally colonized, including India, Singapore, Malaysia, and Hong Kong, have largely adopted EMI (Altbach, 2004; Balla & Penning, 1996). Additionally, EMI has acquired appeal in China, Japan, and Korea as well (Tsuneyoshi, 2005; Lassegard, 2006). According to Islam (2013), people in India are accustomed to using English since it has replaced other languages as the

primary means of social and political interaction. Similarly to that, this is already most often the situation among Bangladeshi elites. Islam (2013) further suggested that to meet the current demand for English in the domestic and worldwide markets, private universities in Bangladesh must practice and choose an EMI policy. Both students and teachers agreed that the language of choice for future careers is English. The use and preference of EMI raise the issue's credibility.

2.2. English Language Teaching Practices at the Secondary Level in Bangladesh

Since globalization and the international influence of the English language, teaching English in a developing country like Bangladesh has become unavoidable. Bangladeshi education system comprises 3 streams whereas general/secular education considers a dominant stream that act following the national curriculum in which the medium of instruction is Bangla (Hamid, 2009). Madrasa education is the second stream where Islamic education along with secular subjects such as English, science, and mathematics is being taught through the medium of instruction- the Bangla language. The third stream is English medium education; privately run schools where the medium of instruction is English and follows a foreign language curriculum. In addition, to incline with the growing pace of the English language, educators have introduced English version schools in the capital city (Dhaka) which do not incorporate specific books and curriculum but use translated books in Bengali medium. However, in secular education; according to Rahman (2015) in every school and college in Bangladesh, it is mandatory to learn English as one of the two compulsory subjects, starting from class one till class twelve. Considering English as a universal language, there is a lot of emphasis in the education policy of Bangladesh on the teaching and learning of English. Rahman (2015) further explained that the primary objective of teaching English in Bangladesh is to develop the student's communicative competence, especially the four main skills such as reading, writing, speaking, and listening. Such skills are aimed at enabling the learners to communicate in English in various circumstances. To enhance these four skills Bangladesh's

education systems adopted a language teaching methodology at the primary and secondary levels named Communicative Language Teaching (CLT). Hence, the previous study shows a gap between the stakeholder's understanding of this approach and its practices in the classroom that has an impact on the assessment, most of the test depends on short syllabi, influencing students' to memorize which keeps away students from the actual learning objectives of the curriculum (Al Amin & Greenwood, 2018a; 2018b).

Bangladeshi secondary and higher secondary schooling system involve two board tests; one takes place at the end of the 10th grade 'the Secondary Certificate Administreted' and the other one takes place at the end of the 12th grade- "the Higher School Certificate". Rahman thinks that these two high-stakes examinations have exerted an impact on the implementation and teaching of the English language in the classroom despite a string of curriculum revisions by the Ministry of Education and the "National Curriculum and Textbook Board" since teachers pay more attention to preparing the learners for passing these two exams successfully as cited in Spolsky & Sung (2015). The categories of these test-driven examinations indicate traditional approaches to assessments which may not help learners to enhance their discourse ability and critical thinking since the items include true/false, translation, short composition, question/answers, application writings, etc (Islam et al., 2021). However, in 2005 Bangladesh introduced School Based Assessment (SAB) policy for grades 5-10 to develop students' skills as the SAB policy contains class work, oral presentation, group work, and assignments (Begum & Farooqui, 2008). However, NCTB reports that the SBA policy is not successfully implemented and it continues till 2012 and shows that only 7% of schools tried to implement SBA. According to Bangladesh Examination Development Unit (2016), in 2013 a new secondary education system was introduced Continuous Assessment (CA) includes homework and practical work which also ended up raising a few

questions regarding teachers' training, developing teachers' manuals that show inconsistencies in the application (cited in Islam et al., 2021). However, Kirkpatrick (2016) states despite the curricular reforms, the growing significance of the English language and "teachers' development activities" (Farooqui, 2008); measuring the success of ELT with reliable and sufficient evidence is challenging to come by and adds that some pockets of evidence regarding the desirable outcomes of the English language teaching and learning could be the passing rates of the typical high stakes public examinations. Kirkpatrick (2016) further adds that the rising pass rate hardly demonstrates the proficiency of the learners' English language since marks are not reliable indicators of English competency.

2.3: ELT Teacher's Proficiency at the secondary level

Hamid & Baldauf (2008) argue that the lack of teacher training is the fundamental reason behind such lack of English language skills among students in Bangladesh. Language changes have a variety of effects on teacher preparation, resources, and instructional methods. The changing use of the English language in many countries compels teachers to reconsider their pedagogical approaches and move away from a grammar-focused model and toward a communicative one (Canagarajah, 2005a, 2005b; Menken & Garcia, 2010). A communicative approach to English language teaching is crucial for the development of English language skills. Similarly, such an approach must not be forsaken when it comes to the application of using English as the medium of instruction. Rahman, Singh, and Pandian (2018c) concluded from their study that at the secondary level teachers' practices and beliefs do not align with CLT, and there are differences in how they perceive the curriculum. Bangladesh region in the British period had the availability of highly efficient English language teaching, they a generation of highly skilled English teachers was available to teach. After the liberation, and passing of the generation of those living within the British period had passed while Bangladesh marched to the present era. A lack

of proficient English Language teaching and practice can be identified among the recent generation of teachers within Bangladesh. Prior to the previous two decades, both the curriculum and pedagogy had suffered negative effects; pupils were receiving less English instruction from teachers who had less English language proficiency (Alam, 2018). According to Rahman et al. (2019), even after undergoing English in Action (EIA) training, too many English teachers lack fundamental linguistic and pedagogical skills, which led to the limited adoption of CLT in Bangladesh.

Nonkukhetkhong, Baldauf, and Moni (2006) reminded us that teachers are the key agents of change hence no policy can be successfully implemented without listening to the teacher's voices. The tendency to set new policies following the learners' demands cannot bring positive change unless those policies are well coordinated with the teachers. Even though the primary objective of teaching is focused on the learners, including the teacher's perception of the teaching methods and policies can only lead to successful results. The policy demands that both teachers and students create new teaching and learning methodologies while failing to provide or facilitate schools with adequate facilities, resources, and learning environments.

2.4: Access and Equity of English Language in Education Policy

As mentioned earlier, the Bangladeshi constitution has given high priority to Bangla in every aspect of society, and in all domains of education. As a result, a gap between policy consequences and the learners' community is seen while measuring English competency which leads to a digression of the English language from "a second language to a foreign language" (Hamid & Baldauf, 2014). Bangladesh's education policy switch its focus from "quantity" to "quality" which causes inconsistency in language policy and planning (Rahman et al., 2010) since

the Ministry of Education (MoE) developed many reforms considering teachers' development, textbook, assessments, curriculum and syllabus (Ali, 2012). Ali (2012) further adds that a few responsible factors for inconsistent policy in implementing ELT might be inadequate resourcing, lack of up-to-date teaching materials, insufficient monitoring, and "accountability". In this regard, Shahidullah (1999) argues that Bangladesh designed its academic pedagogy hypothetically without considering learners' needs, learner's background knowledge regarding the English language, environment, and sociocultural variables which is responsible for ineffective teaching and learning outcomes (as cited in Ali, 2012). Eventually, a gap between language policy and practice is persistent in Bangladesh's education policy.

Kaplan and Baldauf (2003) provide a framework regarding language-in-education planning consisting of 7 elements of policy development: access policy, curriculum policy, method and material policy, personnel policy, resourcing policy, community policy, and evaluation policy. Among them, access policy and resourcing policy can be considered crucial factors in Bangladesh's policy adaptation since these two aspects are interrelated. Access policy determines a particular learners group (young learners-6 years old) who will acquire a certain language (English) at a specific age/time (from grade 1). Following Kaplan and Baldauf (2003), access policy refers to "who will learn what language and when". Rahman and Pandian (2018a, 2018b) state if individuals get benefit from the access to English language, then all citizens should have received equal access to the English language. The reality of language teaching policy fails to match this aspiration hence Bangladesh seems unable to assure sufficiently resourced schools, quality teaching, and adequate teachers (Hamid & Erling, 2016). Hamid and Baldauf (2011) add to that stating students from rural areas have less access to English compared to students from urban areas. Since urban students get better learning facilities and English medium schools are one

of the contributory factors for increasing access to English which contributes to inequality among the population (Hamid, 2015).

To receive benefits from global advancement, educators suggest starting to learn English early so that students can able to learn better. On the other hand, resourcing policy refers to the “financing of language education” (Kaplan & Baldauf, 2003) and in association to facilitate English language teaching; developing countries like Bangladesh portrays the nonlinear relationship between economic development and providing adequate resources (Hamid & Erling, 2016). Therefore, many researchers raised questions regarding this policy adaptation and reveal that policymakers are influenced by a few external factors to adopt Bangladesh’s language policy and planning without considering the learning process such as “international donor agencies” (supra-national) and NGOs (sub-national) (Rahman et al., 2019). However, Erling (2017) suggests that holistic development can be possible if initiatives are taken thoughtfully and according to needs.

2.5: Translanguaging and Language Learning in Non-native context

Until now among all the interventions that had taken place, one of the new interventions of the 21st century is translanguaging. It is most relevant and related to non-native teaching and learning context.

Cen Williams defined the term “translanguaging” as a deliberate cross-curricular method for the planned and organized integration of two languages for teaching and learning within the same class (Conteh, 2018). Translanguaging is most helpful for the bilingual pupil of any pedagogical setup. English's linguistic environment now is much more complex. Language is seen from a sociolinguistic point of view as a social activity through which individuals develop, express,

and navigate their societal and cultural values (Liu and Fang, 2017; Norton and Toohey, 2011). According to Cenoz and Gorter (2013), the use of multiple languages by students to enhance their learning and strike a balance between language acquisition and understanding of subject matter is becoming more widely acknowledged. Translanguaging emphasizes the comprehensive vocabulary of bilingual or multilingual users as their linguistic resource and mirrors other earlier ideas, such as code-switching; it involves using native languages as an educational technique (Li, 2018). A study by Hungwe (2019) showed that translanguaging can be utilized as a building strategy to support teachers in improving their delivery of reading instruction. The findings also revealed that translanguaging may be used with other techniques, including paraphrasing, to help students develop reading-thinking skills.

Fang et al. (2022) argued that participants in various English language teaching (ELT) situations typically have favorable opinions regarding translanguaging approaches. At least in the initial phase of the experiment, the use of translanguaging for online peer feedback was more successful than using English-only online peer feedback; however, this was not evident in the second or third phases. Interestingly, other elements like motivation, agency, self-efficacy and translanguaging awareness were also examined in order to better comprehend how well translanguaging may support learning (Sun and Zhang, 2022). Another research by Jiang et al. (2022) on Chinese university students found that Compared to their English major classmates, freshmen who did not major in English were more receptive to their teachers' and peers' use of translanguaging. In addition, a large segment of the variation in the amount of student translanguaging was explained by the amount of instructor translanguaging and students' attitudes about translanguaging. If instructors wish to include translanguaging into their lessons as "a key priority in decolonizing education in the 21st century," they must understand the distinction

between process and product. (Li and García, 2022: 322). The barriers that instructors faced in adopting a translanguaging approach included: 1) an institutional language policy, 2) a lack of implementation assistance, 3) a personal linguistic purism ideology, and 4) assumptions and perceived risks, such as student misuse of L1 or loss of community language and identity. (Wang and Kirkpatrick, 2012; Wang, 2019a; Deroo and Ponzio, 2019; Creese and Blackledge, 2011).

When introducing translanguaging in ELT classes, many existing obstacles are required to be noted. The effect of a monolingual policy and the lack of government backing are the two biggest obstacles (Deroo and Ponzio, 2019; Wang and Kirkpatrick, 2012). Due to the lack of official guidance, it would be challenging to evaluate students' translanguaging behaviors in the current evaluation systems. Fang (2018) pointed out in the context of ELT that the multilingual paradigm's language variety should be taken into account while implementing EMI. Translanguaging in the EMI classroom cannot and should not only be seen through the lens of poor English language ability (Dafouz and Smit, 2022). According to Baker (2018), in communication, speakers take on many different identities, including local, national, and international ones, and their affiliation with a group informs how they use language. However, a recent study by Magic and Molino (2022) indicated that not every stakeholder has the language skills needed to handle the academic requirements in EMI efficiently. In other words, neither all teachers nor all students are completely prepared only to adopt English as a medium of instruction. Therefore, they could potentially benefit from the EMI classroom's linguistic flexibility and periodic switch to a language they feel more comfortable with (Guarda and Helm 2017).

2.6: Research Gap

Prior studies show that all academic fields are interconnected by globalization, which has also had a significant role in setting the global political, economic, social, and educational agenda and expanding the use of the English language in many more nations (Heller, 2010; Ricento, 2012).

Bangladesh's aspirations to engage with the global market economy for technical growth and nationalism became essentially based on the English language. Tsui & Tollefsonv (2007) argue that colonized nations also consistently use English in addition to their native tongues for the construction, deconstruction, and proclamation of their histories on a domestic and international level as well as for promoting their national identities. In the present-day Bangladesh context, English has inarguably become a tool for development and progress. However, this study sketches a gap that prior studies hardly discuss how English version schools are conducting their classes using EMI following National education policy (2010), the impact of the medium of instruction in language use, and teachers' struggle and attitudes toward using translanguaging to facilitate the learning process.

Chapter 3

Methodology

This chapter discusses the comprehensive methodology that the researcher adopted and applied to conduct this study. Firstly, the researcher describes the kind of research methodology that has been followed and explains how and why the study adopted a qualitative research design to explore the various factors regarding the practices of English language policy and the current status of English as a medium of instruction at English version schools. The researcher followed the theoretical framework to discuss how the data collection is collected and how the data is interpreted and analyzed to answer the research questions of this paper. The following section also provides details regarding the participants including their selection procedure. In addition, this paper abided by research ethics therefore to collect and analyze data ethical consideration has been maintained.

3.1. Research Design

Bogdan & Biklen (2007) claimed that research design indicates the “researcher’s plan of how to proceed” and the trait of research questions help to formulate the type of research design (Nunan, 1992). Qualitative research helps the researcher to “describe, collect and tell stories about the individuals” (Creswell, 2012) which enables the researcher to understand a phenomenon from an in-depth and critical perspective (Creswell & Poth, 2017). The research questions of this study are explorative, and interpretive since this research mainly focuses on the teachers’ perspectives, the challenges they face regarding curriculum phenomenon as well as their experiences regarding implementing education policy and teaching in their classroom. Therefore, the researcher approached a qualitative research design considering how to answer the questions that this study has attempted to explore. Using this qualitative method, the study aims to explore the following research questions.

3.2. Research Questions

This study is based on exploring Bangladeshi secondary teachers' perspectives, classroom practice while implementing English as a medium of instruction as well as their experiences regarding the educational policy and language teaching practice in their English version schools. From the research gap mentioned in the previous section, this study applied a qualitative approach to depict the whole picture of recent teachers' practices of the implemented policy and curriculum as well as the future scopes of English language teaching practices. Bradley, a qualitative research design appears more pertinent to answer the researcher's attempted questions. Thus, this research paper addresses the following research questions-

1. To what extent do the education policy and language teaching practices align with the EMI implementation at an English-version school?
2. To what extent are the beliefs and practices of Bangladeshi secondary ELT teachers congruent with the current curriculum?
3. What are the experiences and opinions of English language teachers to teach at the said school?
4. What can be the new scopes to better language teaching practices at said school at the secondary level?

3.3. Participants of the Study

This study focuses on the secondary-level teachers' voices regarding the English language practice context in Bangladesh. Hence, this study has collected data from two high-performing schools situated in Dhaka city. Five senior English teachers from both of the schools who teach at the secondary level were selected for this research. The demographic information about the participants of the study has been presented in Table 1. Teachers were informed about why the researcher is conducting this study(purpose of the study), what their choice/right was, the

assurance of anonymity, and the confidentiality of the study, as referred by Creswell and Poth (2017).

Table 1: Participants' information

Pseudonym	Participants' teaching experience
Arab	19 years
Lira	11 years
Mikasa	8 years
Rayan	12 years
Haru	11 years

3.4. Data Collection Procedure

To collect qualitative data, an interview was held between the researcher and five selected teachers. The researcher has administered ten semi-structured open-ended questions covering the participants' views on the education policy and language teaching, curriculum implementation, using English as a medium of instruction, and their views and opinions regarding the challenges they face in classrooms, etc. This interview helped the study to justify the research objectives as the interviewees were asked ten questions regarding the existing language use, classroom context, and issues they are dealing with which helped the researcher to get an idea of lacking and loopholes that are affecting while conducting an EMI approach at the secondary level. Interviews were conducted through the zoom platform, and over the phone; prioritizing individuals' preferable time and lasted around 20-25 minutes each. For data analysis purposes, the answers were recorded along

with note taking and data is being analyzed by following a theme-based approach where the researchers provided common information that came up repeatedly and set them into one theme.

3.5. Data Analysis Procedure

The analysis of data is led by the research questions. Once interviews were transcribed, the data were coded and analyzed to find themes. Through the themes, this study tried to convey the answers to the research questions since, in qualitative data analysis, the themes are considered essential elements of “data analysis that yields practical results in the field of study” (Vaismoradi et al., 2016).

3.6. Ethical Considerations

The researcher sought the interviewees' permission to take the interview and took interviews with those who were willing to participate in the study and those who did not want to take part were not forced to participate. Throughout the whole research, the names of the interviewees and institutions have been kept confidential to ensure the anonymity of the participants. Before recording interviews, permission has sought from the participants and mentioned that responses will be used only for research purposes.

3.7: Limitations

This study collected data from a small size of participants which can consider a limitation of this paper. This study has been completed within a short time. If the study gets more time that could have helped the researchers to conduct the study more deeply. Triangulation is a process that helps a study to analyze from different aspects. To make this paper more justified the researcher could have incorporated the triangulation process including evaluating textbooks, and classroom observation.

Chapter 4

Analysis

The section of this chapter reports interviewees' responses and their views collected from the qualitative study. The respondents were a mix of male and female English teachers who had various experiences of being English version school teachers. The following chapter has reported the themes that have emerged from the teachers' responses which mainly focus on the education policy and language practice, EMI, secondary ELT teachers' beliefs regarding implementing the current curriculum, challenges that the teachers face, classroom reality, etc. The themes have been discussed as follows-

4.1: Teachers' Knowledge regarding Education Policy and Language Practice and EMI

The first theme emerging from the teachers' interview highlighted their knowledge regarding education policy and practice. Almost everyone said that they hardly know about the policy and language practice. One of them said that she (Lira) is not well aware of this but whenever she was involved in some kinds of training sessions, she was told about some of the policies in fragments but she could not get to know about the whole education policy. Lira added that neither institution has provided any documents regarding the education policy for the teachers.

4.1.1: Implementation of EMI in the Classroom

In the same context, teachers were asked about the medium of instruction and in which medium they are designated to teach in their classroom. Two of the interviewees, Arab and Rayan found the term 'medium of instruction' unfamiliar; in this regard, the researcher provides a definition of it for the context and both of them said that they are bound to use the English language while they are conducting their English classes. Lira's response to this question was interesting. Her response started by saying that the medium of instruction is the language through which she

is going to deliver her lectures to the students, the way she is going to impart her knowledge to the students. She also mentioned that their school has a policy that they must use English as a medium of instruction. She added that sometimes she has to change her language because some students are from hill track areas who have tribal backgrounds and who hardly understand Bangla let alone English. In such a case, she needs to use both languages. She has to become bilingual to teach them. Mikasa and Haru said that they are designated to teach in their English classroom by using English as a medium of instruction since English version schools try to maintain an environment where English is given more prominence. One of them added that even if teachers initiate any question or topic in speaking in English, some students may feel shy and seem not to be involved in the process. Mikasa added that from her experience, she failed to maintain a monolingual English classroom since our native language is Bangla, naturally, we use Bangeli to make some concepts clearer to the students. She added, “Although we are designated to use English, it seems unrealistic because I have seen that sometimes using our language can facilitate our teaching and learning and no doubt, we should try to avoid using Bengali and should use the English language, particularly in the English language classroom.”

4.2: Bangladeshi Secondary ELT Teachers’ Beliefs and Practices

To shed light on the difference between the policy and implementation, the researcher reported Bangladeshi secondary English language teachers’ beliefs and practices and the participants' comments on the use of the English language in the classroom.

4.2.1: Use of English Language in the Secondary Level Classrooms

Most of the participants said that they know that they have been instructed to use English inside the classroom which seems impossible to maintain in different situations. Haru said that he sometimes uses Bangla to explain instructions regarding quizzes/examinations. He revealed that he came across some students who switched from Bangla version schools to English version

schools. In such circumstances, if he continues to use English those who have less proficiency in English hardly respond; therefore, he uses the Bangla language besides English. Similarly, Rayan advocated that “I know all of my students are not equally competent in English, there are some weak students who are less enriched with vocabulary, they want us to explain in their native language. So, using only the English language is tough to practice practically”. Mikasa explained to make her discussion lively she mixes and switches between the second language and first language. She said, “First I deliver my lecture in the second language and then to make my lesson more effective I switch to our first language keeping in mind to what extent Bengali could be used”. Accordingly, Lira said that if she finds that the students are not capable of understanding her lecture, she uses the first language. She revealed that students hardly enjoy complex grammar topics. To lessen students' anxiety Bengali is helpful while introducing grammar topics. In contrast, Arab explained that one of the requirements for the students while enrolling into their school is that students have to communicate in English. Therefore, he conducts his class using the English language.

4.3: Existing Curriculum Implementation and Classroom Reality

Teachers' have advocated that they are aware that the existing English language teaching method in Bangladesh is Communicative Language Teaching (CLT) but they think that it only exists in the black-and-white paper, in reality, CLT is not being implemented. Almost all of the participants addressed that they are conducting a large class of students in a classroom where providing a communicative environment seems impossible. Lira said that “I am teaching in a large class with around 40 students sitting in one classroom at the same time we have a vast syllabus to cover within 3-4 months. So, it is not possible to be as communicative as we are accepted to be”. All of them also addressed the existing assessment system while addressing the factors regarding the unsuccessful implementation of CLT. Mikasa added that the assessment system mostly focuses

on reading and writing. It does not assess the speaking and listening ability of the students. So she thinks that one of the reasons the CLT is failing is that the assessment system and the policies are not going hand in hand. Haru attributed that in our present context, the only assessment in practice is writing as well as our final and public exams only focus on writing-based assessment. One of them mentioned that we skip poems from our book since our assessment system is as such, we all know that the poems are not going to come in the exams as well as they do not contain any marks. Therefore, we avoid going through the poems which are not our fault because we have a huge syllabus to cover. Besides, students always focus on those assessments which contain marks. According to Rayan “we practice and teach what is needed in the exam hence our system is exam-oriented”. Arab revealed that the CLT curriculum advocates few activities which require interactive activities, and group work using the target language. He explained that “in order to implement CLT we need to understand the real context of the classroom. There are activities but we are unable to accommodate every individual in a single class. As a result, we end up without discussing the activities and even if we assign students within the groups, they use Bengali”.

4.4: The Teaching of the English Text Book

Participants were asked about what type of challenges they face regarding teaching English in their classroom. One of the common challenges they face is regarding the book that is written and given by the national curriculum. According to Lira, the book is not interesting since most of the contexts that they have are actually from some articles and from some fragments of newspaper reports. Since they are taking content from various sources and those contents are arranged haphazardly. She added, “I must say, there is no progression of the topics or the contents and sometimes we find some topic that is not written by the writer himself, and therefore the students do not find their assigned book interesting”. She explained that CLT is all about communication whether students can convey their message or not. Hence our book or assessment mostly focuses

on reading comprehension and writing. For example - writing a letter to your friend!- “I mean to whom I will even write letters in the 21st century!”. Lira attributed another aspect, she found the NCTB book for grades 9,10 quite good but the book for grades 6-8 is not much related to what the students want to learn. She feels devastated since some of the contents relevant to the literature part are being completely avoided hence it is not going to come in the exams. She shared one of her experiences; she was going through a poem and a small extract of the poem was given in the book, but “the students wanted to know the whole background story. Since I knew the background, I told them. I think we should not avoid this literature partly because I believe this is the only way that will get students into the reading habit”.

Mikasa revealed that the grammar topic that we have, is not applied in real life. For instance- “voice change or narration; I think these topics are less relevant for bilingual learners”. She shared that her students revealed that they learn English more when they are watching English movies/series. From those movies/ series, they get to know more vocabulary and get to know how native speakers speak naturally. Another participant advocated that the textbook “English for Today” (EFT) in recent times is working on the materials and doing pretty well. In addition, he brought a comparative lens between the NCTB-provided book ‘English for Today’ and the books published by Cambridge/oxford publication. He added that books published by Cambridge/Oxford publications are rich in content and language whereas our EFT books are not rich in language and vocabulary. They revealed that they follow the translated books of the Bangla version that have been used which consist of mistakes and in some cases, the translation of books is not up to mark.

4.5: Teachers’ Classroom Practices of Teaching

In this interview, teachers were asked how they conduct their classes and what kind of strategies they follow to make their students engage and participate actively in their English language classroom. The participants stated that they know that according to the demand of the

curriculum their classroom should be student-centric. According to them, In the Bangladeshi context, students seem to depend on the teachers. Rayan said, “historically we are treated as the storehouse of knowledge. Even if we want our students to respond or engage actively, they seem dependent on the teachers”. Haru explained that “students are considered as the center of focus and this scenery is not only seen in the English classroom but also the classroom of other subjects is no different”. Most of them revealed that they consciously or subconsciously focus on the syllabus which they need to complete in due time. Therefore, they tend not to assign students to activities and Rayan added that “yes we have some advanced learners, similarly we have some students who feel shy and less communicative in English”.

Teachers directly teach the lesson and ask students to do the exercises that are provided in a chapter. In contrast, Arab stated that before conducting a class he prepares himself and then tries to execute according to his plan. He believes that good teachers need to have control over the class as he articulated “teachers must have the supreme command on the class which will help students to be more attentive”. He further mentioned that he tries to follow School Based Assessment (SBA) which includes homework, classwork, and assignments. He sometimes asked his students to write about any particular topic to engage them actively. Haru said that to make his students participate actively in the class, he assigned some group work or pair work where the students have to open any reading material and note down the unseen vocabulary and ask them to guess the meaning and if possible, to write out the synonyms. He locates some points as well which encourage the students to engage in the activity. Mikasa explained that before starting a new lesson she tries to scaffold some background knowledge regarding the lesson in order to warm up the students. Similarly, Lira mentioned that she tries to provide examples so that students can relate to our context, as she articulated that “if I am teaching my learner’s narration or any other grammar topic, I always search

for video clips or bring examples from games”. According to Lira, this generation spends a lot of time watching movies/series, and playing games, and bringing examples from those sources immediately grabs students' attention and lessens students' anxiety in their English classroom.

4.6: Teachers' Quality and Competency

Interviewees' stated that in order to ensure effective English language teaching and learning, the teachers should be trained. One of them stated that there are a lot of teachers who did not have background knowledge regarding ELT. He opined that without having a background in ELT it is difficult to understand what pedagogy to follow. Lira added that in the policy it is written that English should be the only medium of instruction which is not applicable in the Bangladeshi context since the teachers themselves often switch languages so how would the students be able to use only the target language? One of the reasons behind it is teachers' less proficiency in the target language. Another participant stated that when CLT was introduced in Bangladesh at the secondary level, it prioritized using English as a medium of instruction in the classroom particularly in English classrooms. The participant said that they did not receive or attend any training or workshops regarding the familiarization of the newly implemented curriculum policy to understand what was new about the policy in the curriculum. One of them revealed that he takes classes in both the English version and the Bangla version since both mediums are available. He stated that similarly if our teachers of the English version quit the job, we ask the Bangla versions teacher to take classes until the post gets filled up.

4.7: Teachers' Suggestions on Policy and Practice

Interviewees suggested that policymakers should make a bridge between all the classes. For instance, when learners start schooling in grade 1, there should be a gradual development of the way they are going to learn till class 12 since some of the topics are not gradually developed such as learning synonyms and antonyms whereas there were no synonyms and antonyms in the

previous class. They stated that we asked the senior students to write about themes of a paragraph or poem whereas from grade 1 to grade 8, there was no such practice of this. One of them opined that when the policymakers appoint teachers to write the books or edit the books, they should make collaboration with them. The participant advised that the concerned authorities should point out the learning outcomes that they want from grade 6 level students and what they want from students of class 7. Another participant advocated that the grammar topics are nowhere applicable to speaking or in communicative English. He suggested that the policymakers should bring some new topics which are related to the existing curriculum if they want to implement the curriculum successfully. Adding to that other participants stated that we should prepare our teachers first then we can impart their knowledge to our students. One of the participants articulated that Bangladesh is a bilingual country and we have less domain to expose in the target language. Though the policy instructed us to maintain a monolingual classroom setting, it is hardly possible to maintain that since as non-native speakers our first language comes very naturally and she did not find anything forbidden. Hence, she found that using and switching language makes the classroom setting more engaging and relaxing. In addition, she suggested that we should make policies considering the Bangladeshi context.

Chapter 5

Findings and Discussion

After taking interviews with the participants who were teachers of secondary-level education institutes, the responses were thematically analyzed. In this chapter the discussion of the study has been outlined below:

5.1: Inadequate Knowledge regarding the Education Policy, Practice, and EMI

The data revealed a significant gap between the understanding of the education policy and language practice and teachers' knowledge regarding this. For instance, the researcher received predominantly negative responses when teachers were asked to share their understanding regarding education policy and language practices. The data analysis also highlighted a mismatch between the implementation of the EMI policy and the actual practice of using the medium while teaching the English language. According to interviewees' responses, this study finds that implementing English as a medium of instruction makes students alienated and less connected particularly when teachers want them to clear any topic or concept. Students are from different language backgrounds, disrupting the monolingual English classroom with the native language to make concepts clearer, teachers' unfamiliarity with the term "EMI" indicates a clear misalignment between the education policy and language teaching practices and the EMI implementation at an English-version school.

5.2: Use of L1

- Teachers use Bengali in the classroom as using Bengali is preferable for the students depending on different circumstances.

This study finds that learners' native language has an influential role to play in the instruction of the target language. Teachers' responses reveal that native language has been used in order to provide instruction, explanation, and translation in the classroom. During classroom

instruction, native language has been used to facilitate learning for the students who have a deficient vocabulary in the target language and when teachers come across students with mixed levels of language proficiency. Sometimes students having diverse levels of the target language competency want their teacher to explain lessons using the L1. as Rayan mentioned the native language is used due to explain the meaning to the weak students. Teachers' beliefs concerning the level of students' L2 proficiency influence classroom practices. The data also reveals that a few teachers first deliver their lecture in the target language and then they switch to L1 to make their classroom more interactive and livelier. It is realized that teachers' belief regarding the perceived competency level of the students has an influence on teachers' practice in implementing EMI that is contrary to what the policy postulates.

5.3: Assessment System and Classroom Reality

- The overall learning process is mark oriented through memorization with the least preference for learning.
- Huge difference between the student-teacher ratios.
- An interactive teaching style is missing which is required in the language practice to implement policy successfully.

The English assessment system at the secondary level in Bangladesh has impacted the practices of teachers. The existing assessment system is based on reading and writing and neglects speaking and listening skills; although four skills are included in the curriculum. The interview indicates that the writing-based assessment demotivates learners to engage in the communicative practice. As a result, group activities, and contents that do not contain marks for example poems; are being neglected in the classroom. Besides, students seem to show their interest in participating in activities that contain exam-based content since those activities help them to obtain good results in competitive exams. Teachers reached a cognitive level where they developed a belief that they

are being evaluated by the performance of their students which depends on the assessment that focuses on the internal and external (public) exams.

However, classroom situation which includes students' participation and class size have contributed to the implementation of policies. For a proper education environment, the number of students against one teacher should not be too much. A teacher in an ELT class finds it very difficult to manage a big number of students where the implication for a communicative curriculum gets hampered. Teachers fail to advocate an interactive classroom consisting of large numbers of students. The interview indicates the deficiency of students' ability to communicate in the English language since teachers reveal that even if they assign their students to group works, they encountered students using the native language. Another issue found by the study is that most students tend to memorize to get better marks instead of learning irrespective of the marks they can obtain.

5.4: The Reality of the English Text Book

- The textbook is very rigid and the language is too sophisticated.
- Grammar, reading, and writing relevant content get more priority over practicing communicative use of language.
- The contents relating to literature are being neglected.

The study finds that the English textbook derives contents from various sources such as newspaper reports and websites that fail to show the progression of the contents. The use of sophisticated language makes the book rigid and less interesting to the learners. The existing curriculum emphasized the communicative practice of the target language. Developing communicative content is shadowed by the excessive use of content regarding grammar, reading, and writing comprehension. Focusing on teaching reading and writing materials is not inherently bad but as far as the policy and practice are concerned reading and writing relevant materials

should be moderated with the addition of developing communicative content. The study also finds that content relating to literature such as poems is being neglected. Most of the time, textbook extract a small portion of the poems.

5.5: Lack of Needs Analysis of Secondary-Level Students

- Some of the contents of the book are less contextual.
- Needs analysis is required for implementing policy and making learning more specific and efficient.

Students are the crucial stakeholders in language planning and policy. Some of the contents that the book contains are less contextual. Therefore, students find difficulty in relating the content with their real-life experiences. One of the interviewees reveals that sometimes students comment on why they are learning the content such as narration, translating simple sentences to complex sentences, writing letters, and so on. The data reveals that students hardly find the learning material useful in their real-life context. It is realized that this disharmony between the learners' expectations and implemented learning materials has contributed to the alignment between the language policy and practices. The study also indicates that there is no need for analysis before student expectation which creates a big gap in the pedagogy. The authorities of secondary education institutions can pay attention to the needs analysis to facilitate the implication of the current curriculum.

5.6: Established Teachers' Beliefs and Practice

- Teachers are the sources of knowledge.
- No execution of a learner-centered classroom.

The data highlighted that passive participation of the students, teachers centric classroom, following the traditional way of teaching influenced the teachers to establish a belief from the context that they are the center of knowledge which influence teachers to play a likewise role while

instructing in current practices. Such practices are not in line with the current curriculum. Moreover, to be commensurate with the current curriculum, teachers need to adopt learner-centric classrooms.

5.7: Reality of Teachers' Pedagogical Knowledge

- Insufficient teachers' pedagogical knowledge
- Less English language competency

According to Fullan (2007), the chances of implementing curriculum into practice rely on “the more knowledge the teacher process”. From the data, it is revealed that the teachers should be trained. Teachers from literature backgrounds hardly know about ELT pedagogy. Interviewees' said that it is important to know the pedagogy to make learning more effective. This study finds that the quality of English teachers is not up-to mark what is required to put into practice the exciting curriculum. The education policy also requires teachers' ability hence in real practice reveals teachers' lack of ability to conduct the class. The interview highlighted that sometimes teachers' of the Bangla version are asked to take the class during the shortage of teachers in the English version classroom where they use the native language which disrupts the implementation of the EMI policy.

5.8: Needs of Evaluation of the Textbook

- Evaluating the quality of the materials of the textbook
- The necessity of introducing new and relevant topics according to learners' expectations.

The findings of this theme present a few suggestions regarding the concerned authority to implement the language policy and practices successfully. Initially, it reveals that the current practice provides a lack of attention to the gradual development of the content. We should make a plan regarding the gradual development of the materials, and the way students will be taught till grade 12 concerning some learning outcomes and should evaluate the learning to check the

achievements of the learning process. Evaluation of the learning outcomes will also help the policymakers to know the learners' learning aspirations and according to that, they will be able to inaugurate new and relevant topics while excluding the non-applicable topics which will help the policymakers to make a congruent between the policy and the language practice.

Chapter 6

Discussion, Recommendation, and Conclusion

This study tried to explore the discrepancy between the educational policy and current practices of English language teaching and EMI by documenting teachers' beliefs, classroom practices, and challenges they face. In the previous chapter, the findings from the participants' responses have been listed and the researcher has used a few themes to address the answers to the above-mentioned research questions. In the following section of this study, the researcher discussed how the findings are answering the research questions of this study.

6.1: Education policy and language teaching practices with the EMI implementation at English-version school

The findings from the data analysis reveal the limited uptake of the implemented language policy and language practice of EMI in Bangladesh. Interviews with the participating English versions school teachers indicated various integral factors which can be considered as the causes of the discrepancy between the educational policy and current practices of English language teaching in an urban metropolitan school setting. The first finding of this study includes teachers' insufficient understanding of the education policy and language practices answers to the first research question that the researcher addresses. The findings unveil that the education policy and language teaching practices are unaligned with the EMI implementation due to the presence of various linguistic repertoire students, and the failure to provide instruction by using only the English language to make learners more engaging in the classroom are enacted. In addition, the finding of the study indicates the uptake of using L1 in the classroom which also helps to answer the first research question. Teachers use the native language during instruction, to convey the meaning of a lesson/topic, and to explain unfamiliar terms while making the students and classroom setting alienated. Teachers' use of the native language indicates contrast with the

implemented education policy and practice since the policy requires the English language as a medium of instruction which is referred to as misalignment with the policy.

According to Fullan (2007), teachers' quality is one of the crucial aspects of any implementation of the curriculum. Thereby, the current study's finding has reported the reality of teachers' pedagogical knowledge as teachers' quality and proficiency is a contributory factor while implementing any policy. The finding reveals that the quality of teachers is not standard due to having teachers from different academic backgrounds (non-ELT backgrounds), limited availability of English teachers, and hardly receiving training regarding the familiarity of the implemented policy which also answered the research question one.

6.2: Incongruent Beliefs and Practices of Bangladeshi secondary-Level ELT Teachers with the Current Curriculum

Findings regarding the assessment system and classroom reality show disharmony between the objectives of the current curriculum and the Bangladeshi secondary levels ELT teachers' beliefs and practices since the assessment seems to mold the teachers' classroom practices and has an impact on the implementation of the curriculum which answered the second research question. The current implementation of the CLT curriculum requires the use of the English language and practices of communicative activities. The finding highlighted that teachers assessed two focal skills - reading and writing and prepared the students accordingly. Even teachers intentionally skip a few topics considering those topics less important for the exams which hinders the practice of communicative activities. In enunciating teachers' views, highlighted that students also actively participate in exam-oriented activities to fare well in the competitive exams. Students' attitudes have impacted the teachers' classroom practice as well as teachers' cognition. The study by Rabbidge (2017) highlighted similar findings regarding teachers'; teachers seem to hold on to their past beliefs and practice in South Korea when they were asked to implement the new curriculum.

However, findings show that teachers' language practice hampers due to the huge amount of students and failure to advocate an interactive classroom.

In addition, the findings of the study show the image of Bangladeshi secondary-level teachers' which has emerged from the existing classroom belief, impacting their practice. For instance- the dependency of the learners on the teachers makes the classroom teacher-centric, with less participation in open-ended discussions and so on influencing teachers to actively role play in the classroom which is in denial with the current curriculum.

6.3: English Language Teachers' Experiences and opinions

The findings of this present study have enacted the reality of the English textbook which has answered research question 3. The findings from the teachers' experience and opinions indicate that the contents of the book do not maintain a gradual progression since contents are mostly taken from fragments of numerous sources such as newspapers and websites which makes the contents less contextual. The findings also reveal that excessive availability of reading and writing content has shown the communicative content. Moreover, to be commensurate with the curriculum, the policymakers should incorporate an equal amount of content regarding four skills and should incorporate speaking and listening assessments in the exams.

6.4: Teachers' Suggestions on Existing Language Teaching Practices

The findings of the study highlighted the new scopes to better language teaching practices at the secondary level which have been answered by the responses of the participants. The findings from the data indicate that policymakers should adopt a bottom-up approach which includes the needs analysis of the students while implementing any educational policy. Hence the needs analysis of the students helps them to determine the expectations of the students. Additionally, the findings highlight that for practicing better English language teaching, the stakeholders should

incorporate gradual learning objectives and outcomes to particular grade levels, and eventually they should evaluate the outcomes and take action accordingly.

6.5. Recommendations

This research was conducted solely by taking the point of view of the English teachers of English version schools. The teachers shared their opinions, experiences, and their perspectives on language policy and practice of EMI. In order to have an elaborated idea of this topic, there are more stakeholders whose points of view can further bring more clarity and justification on this very issue. For instance, students of English version schools and their parents can provide further information regarding the language policy and practice of EMI. In addition, policymakers from the education board can enlighten more in detail about this topic from their perspective on the policies they develop. Therefore, it is recommended that students, parents, and policymakers should be considered for future research on this topic which can bring more clarification and better justification about language policy and practice of EMI.

6.6. Conclusion

English is seen as the language of power and social mobility since it was introduced to the subcontinent as a result of British colonial power (Erling, Hamid & Sargeant, 2013). Ever since the concept of the Global Village got popular at the beginning of the 21st century, the hegemony of the English language was getting considered a matter of development and social evolution. Around 98% of the population of Bangladesh people is Bengali speaking. Despite nationalist discourses emphasizing a monolingual national identity, several ethnic minority groups also speak a few dozen indigenous languages (Hamid, 2011a; Mohsin, 2003; Rahman, 2010). A study by Rahman et al (2019) concluded that Bangladesh will have greater opportunities on the international platform if it adopts a global perspective and gives both its mother language and English the proper linguistic attention. Interviewing both male and female English teachers of English version schools

with a lot of experience, this research concluded with a focus on the education policy and language practice, EMI, secondary ELT teachers' beliefs regarding implementing the current curriculum, challenges that the teachers face, and classroom reality. The finding of the research showed that insufficient knowledge of education policies, practice, and EMI is apparent among the teachers. There is extensive use of Bengali in the classroom as using Bengali is preferable for the students depending on different circumstances. It is understood that teachers' practices in implementing EMI that conflict with the policy's precepts are influenced by their beliefs about the perceived ability level of their students. Memorization dominates the learning process overall, and an interactive teaching method is lacking, which is necessary for language practice and successful policy implementation. The contents relating to literature are being neglected while grammar, reading, and writing relevant content get more priority over practicing communicative use of language. It has also been found that needs analysis is required for implementing policy and making learning more specific and efficient. Some are lacking in the evaluation of the textbooks while some contents of the textbooks are not contextual enough with reality. Hence, the researcher comments that teachers' pedagogical knowledge is not sufficient enough and the execution of a learner-centered classroom is almost null. These must be addressed by the policymakers and the stakeholders for the improvement of the overall learning-teaching scenario of ELT in our country.

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Appendix

Questionnaires Qualitative Data Collection

1. What do they understand by English language policy and planning?
2. Do you think it is possible to implement the policies in every classroom regardless of any version?
3. Do you know what the medium of instruction is? What medium of instruction are you designated to teach in your classroom and what do you usually use as a medium of instruction in your classroom?
4. Do you see a difference between the planning and the implementation?
5. What kinds of differences you have experienced while implementing the policies?
6. Can you state any particular incident where you have faced challenges? If so, how did you overcome that challenge?
7. What kind of interventions do you take to overcome these types of challenges in your classroom?
8. What kind of strategies make your students more engaging and make them participate actively in your English language classrooms?
9. What can be other alternative ways to ensure effective English language learning for your students while keeping within the assigned EMI?
10. Do you have any suggestions or opinions for the concerned authority to plan language policy and practices for all kinds of versions including EMI?