

ENGLISH MEDIUM INSTRUCTION IN A PRIVATE
UNIVERSITY IN BANGLADESH: A PHENOMENOLOGICAL
INQUIRY

By

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A thesis submitted to the Brac Institute of Languages in partial fulfillment of the
requirements for the degree of
Master of Arts in TESOL

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Approval

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Abstract

The phenomenon of EMI in higher education level has been at the forefront of discussion in many parts of the world and Bangladesh has been no exception. In recent times, Bangladesh has directed itself to EMI in higher education. Despite English playing a major role in tertiary education, studies associated to EMI from Bangladeshi perspective has been quite limited. This study reports a phenomenological inquiry involving teachers and students at a privately run HEI in Dhaka, Bangladesh examining the perception of the students and teachers about EMI classrooms. Findings confirmed that student's and teacher's regard for EMI is construed by the perceived benefits of English in creating global citizens, enhancing job prospects among others. It is suggested that MOI policies play a role at global and national levels in development of a student in a globalizing world where English is regarded as a gargantuan tool for bettering individuals and societies.

Keywords: Medium of Instruction; English Medium Instruction; Motivation; Language Policy and Planning; Benefits; Policy

Dedication

This is to Mosiur Rahman Parvez, who has always been a helping hand, a mentor and a guide whose encouragement motivated me in every step of my journey to completing my Masters. I

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List of Acronyms

EMI	English Medium Instruction
LPP	Language Policy and Planning
MOI	Medium of Instruction
HEI	Higher Education Institute

Chapter 1

Introduction

1.1 Introduction of the Chapter

This is a very important chapter of this study since it sets further the rudiments of the current study. Background of the study, problem statement, general objective and specific objectives of the study, rationale and significance of the study shaped this chapter.

1.2 Background of the Study

Medium of Instruction (MOI) is referred to the language a teacher uses to teach various contents in the classroom (Dearden, 2014). It is believed that the exposure of that language helps students to acquire that language. Since the Input Hypothesis by Stephen Krashen (1985) which states that “acquisition occurs when one is exposed to language that is comprehensible and that contains I +1” it has been widely accepted that exposure to a language increases the chance of learners becoming more capable in the use of the target language and increases their control over it. This, hence stresses the importance of target language being the medium of instruction in ESL or EFL classes. Krashen (1977) went on to further explain that exposure to meaningful input even without explicit focus on the language can help students develop their language. Macaro (2018) states that English medium instruction (EMI) is the use of English language to teach academic subjects in countries where English is not the first language of the majority of the population. The link between Krashen’s exposure theory and medium of instruction lies here in the sense that usage of English inside the class through EMI will lead to students learning the language more. Dearden (2014) stated that the shift in non-Anglophone countries, which refers to countries where English is not spoken by majority of the population, there appears to be widespread

shift of English being taught as a foreign language (EFL) to becoming the medium of instruction namely English Medium Instruction (EMI) for academic subjects such as science, mathematics, medicine etc. To put this into perspective, EMI is being increasingly used in universities, secondary school and even some primary schools in countries where English is not predominantly spoken by majority of the population such as China, Pakistan, Thailand, South Korea, Vietnam and Bangladesh (Rahman & Pandian, 2018).

In order to discuss EMI, it is evident to take a glance at Content and Language Integrated Learning (CLIL) which “refers to situations where subjects, or parts of subject, are taught through a foreign language with dual-focused aims, namely the learning of the content, and the simultaneous learning of a foreign language” (Marsh, 2000; Morell et al. 2014). This idea suggests that EMI is not considered as simply language of instruction; rather is rated as a pedagogical approach where academic subjects are taught through English as a common language for students from different background, especially in European Universities (Hellekjaer, 2010; Macaro, Curle, Pun, An & Dearden, 2018 & Dafouz, 2012).

The EMI situation in these aforementioned countries is illustrated in the following table.

TABLE 1

EMI Situation in Asian Polities

Country	EMI Situation
China	The leading Chinese universities have adopted EMI for many of their disciplines in order to attract international students in China. Chinese EMI programs are not designed for language education but for majors like computer science, engineering, business, medicine etc. (Botha, 2015; Hu, 2009)
Pakistan	English in Pakistan has been and arguably will remain the primary MOI in institutions of HE for the foreseeable future (Mahboob, 2017). However, it does

not guarantee the undisputable nature of the policy, since the language proficiency of the learners in Pakistan still remains under the standard level. Besides, as English remains the doorkeeper of success in HE, the desire of educating children in English-medium schools remains high across social levels (Mansoor, 2005).

Thailand Being an outer circle English speaking country, Thailand has been implanting English in every domain of education, including HE. Most of their public funded universities are currently focusing to enhance their international outlook and generate an English skilled workforce for the nation (Thitthongkam& Walsh, 2011).

South Korea Now with the goal of internationalization of HE (Ministry of Education, 2016), more and more universities have been incorporating EMI (Kim & Tarar, 2018). As of 2013, EMI programs are available in the majority of the 420 South Korean universities which compete with one another to enhance their yearly international rankings (Piller& Cho. 2013).

Bangladesh All private universities have adopted EMI as their *de facto* medium of instruction. In contrast, public universities have maintained the university act of 1974, in line with the nation's political desire to promote Bengali to consolidate a newly born national in 1971 (Banu& Sussex, 2001), where Bengali was recognized in HE as the medium of instruction with few exceptions (Hamid, Jahan & Islam, 2013; Hamid & Kirkpatrick, 2016; Islam, 2013).

Source: Rahman et al. (2018)

The widespread use of English in the South Asian subcontinent (India, Pakistan and Bangladesh) can be traced back to the Colonization through the British empire. Hamid (2009b) stated, the imposition of EMI can be categorized into **three waves**, all of which are

political in nature and were aimed towards the natives to facilitate and lengthening Colonial rule. The first wave recognized English for only the language of the elitist. The second period of EMI experienced English being pushed to the sidelines as most independent nations, following the independence developed and established their own language. The third wave, or called modern, saw the return of English now as a globalized weapon that seeks to verify human capital development as a result of the local reappraisal of language-based nationalism, the sociolinguistic reality of English in a globalizing world and the discourse of English in the context of human capital development and national participation in a global economy (Lin & Martin, 2005; Rassool, 2007; Tsui&Tollfeson, 2007).

According to numerous studies conducted on EMI, (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), the MOI policy scenario in Bangladesh stands at, publicly run HEIs (Higher Educational Institutes) using the native language Bangla as MOI, and privately run HEIs using English as the medium of instruction. Hamid (2013) stated, MOI policies, often complicated, even more so for a newly formed nation such as Bangladesh whose political parties set themselves towards a nationalistic stance, however experienced a division within the polities with privately run HEIs moving towards use of English as opposed to Bangla as the MOI, as Hamid (2013) furthermore 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. For a newly formed nation such as Bangladesh, the urgency to portray a nationalistic stance was made by making Bangla the medium of instruction. This soon changed followed by numerous attempts to restore Bangla as the MOI and different approaches of incorporating English as either the MOI or a part of the education at primary, secondary and tertiary level. 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 essential to realize that a country's MOI selection no longer only hinges on a nation's exclusive decision (Rahman, Singh and Karim, 2019). Hamid and Baldauf (2004) mentioned that private universities have formed their own language identity propelled by specific aspirations and needs which may not be in synchronization with macro language policy, which is exactly the scenario that has risen in Bangladesh.

The current scenario in the country stands as: Although a monolingual national identity is highlighted in nationalist discourses, as 98% of the general population speaks Bengali, there are also a few dozen small languages spoken by a number of ethnic minority groups (Hamid, 2011a; Mohsin, 2003; Rahman, 2010) while English has an 'unofficial' status as the language of the higher education. Following the independence, Bangladesh education ministry has seen numerous overhauls both in the ministry itself and its handling of the two languages (Bengali and English).

As Bangla survived several linguistic threat and cemented its place in the nation's identity-building discourse before and after independence (Rahman, Singh and Karim, 2019), government, following the rapid growth of privately-owned HEI establishment who focused on English medium instruction, tried to maintain a balance between English and Bangla in national policies to ensure that promotion of English did not mean demotion of the national language (Hamid, 2009a; Hamid et al., 2013) whilst passing bills that ensure Bangla remained instrumental in all facets of government works. After independence, while the government still kept an English course at the tertiary level to improve English proficiency, a

parallel Bangla course was initiated which focused on Bangla grammar (Rahman, Singh & Karim, 2019).

In 1992, 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, 2010, 2012, 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). At the tertiary education, the country is divided by entrepreneurial initiatives (public versus private ownership) and this divide is marked by MOI – Bangla + English in the public sector and English only in the private sector (Hamid, 2013). There are currently eighty privately-run universities in Bangladesh, all of whom 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).

UGC has taken initiatives to produce globally efficient workforce. However, in the policy level UGC did not articulate clearly regarding what should be the medium of instruction to yield such workforce; English or Bangla? Actually, UGC presumed that English would be the automatic / de facto choice for medium of instruction in higher education sector, provided

that globally efficient workforce must be competent in English language (Azom, M., 2018). The base of EMI in higher education in Bangladesh is reflected by student's use of English in completion of classroom tasks, academic projects and assignments. Privately-run HEIs in Bangladesh furthermore illustrate their EMI stance by condoning students to using English within the vicinity of their institutions. Despite the two strands of higher education – private and public, practicing separate MOI policies, the lack of empirical studies on higher education language policy in Bangladeshi perspective has been missing which leads to a grey area regarding the extent of Bangla and English language usage in the public and private universities. Although research on MOI has drawn on teachers' and students' perspectives (Ali, 2013; Cho, 2012; Doiz, Lasagabaster and Sierra, 2011), there has not been much work in Bangladeshi perspective that illustrates how national MOI policies could provide an in-depth look at the language policy and planning (LPP) actors to create identities of language and institutions.

1.3 Problem Statement

By undertaking the goal to produce global citizens and feeling the need to develop a skilled workforce in accordance to both local and international demand, Bangladesh largely invested in English-language teaching and learning (Rahman & Pandian, 2018). Public universities have been using a mixture of English and Bangla (Hamid, Jahan & Islam, 2013) whilst the privately-run higher educational institutes have been following different MOI as they have adapted EMI in their policies. The Private University Act of 1992, revised in 2010, have encouraged the growth of English learning at the higher education level (Rahman, 2015). There are about 103 privately-run HEIs in Bangladesh that are operational and surprisingly all of them have established themselves as an English-medium university.

However, unfortunately, there has been no explicit mention of MOI policy in the higher education scenario in Bangladesh. As aforementioned that all privately-run HEIs have established them as English medium universities, there is no specific directive provided anywhere in the Private University Act regarding EMI (Rahman, Kaur & Singh, 2019). Being a newly formed nation, and being one of the poorest nations in the world (Bolton, Graddol&Meierkord, 2011), Bangladesh has failed to set a proper language and policy planning (LPP) standard whilst focusing on other more pressing political and social matters. Hence, the LPP in the country remains underrepresented in international LPP scholarship (Islam, 2013). There has been some work in the recent past that has shed light on the debates circling LPP issues and infrastructure (Banu& Sussex, 2001; Hamid, 2006a, 2006b, 2009a, 2009b, 2011a; Hossain &Tollefson, 2007; Imam, 2005; Mohsin, 2003; Musa, 1996; Rahman, 2007; Rahman, 2010; Thompson, 2007). Several EMI literatures on higher education in non-English speaking countries highlighted the belief that English brings benefits both locally and globally (Botha, 2015; Bradford, 2016; Costa & Coleman, 2013; Evans & Morrison, 2017; Hu & Lei, 2014; Islam, 2013). Findings of literature has often stated internationalization as a buzz word (Rahman, Kaur & Singh, 2019) and essentialist goals of the learners admitted to English mediated courses (Hamid, 2013). The perception of use of English as a medium of instruction in learners and teachers remain absent from most studies.

In response to this problem, this study proposes to investigate the perception of two of the central stakeholders of EMI policy – teachers and students. In this research, the plan is to a participatory investigation of both teachers and students.

1.4 General Objective

The general objective of this research will be to investigate and examine the teacher's and student's perception of use of English as a medium of Instruction in EFL classroom at higher education.

1.5 Specific Objectives

The specific objectives of this research will be:

1. To examine student's perception of using EMI in higher education English classroom.
2. To examine teacher's perception of using of EMI in higher education English classroom.

1.6 Research Questions

The study will be guided by the following question(s):

1. What is the perception of students regarding using EMI in higher education classroom?
2. What is the perception of teachers regarding using EMI in higher education classroom?

1.7 Rationale of the Study

The purpose of this study will be to determine the effectiveness of the EMI policy adapted at the university and find a correlation between use of EMI and its perception among several stakeholders. Some work has been done of the LPP and MOI policy and implementation in Bangladesh (Hamid, 2011a, 2013; Islam, 2013), however no specific work has been done focusing on teachers and students' level of implementation of EMI. There has been research regarding this in other countries in Asia such as Japan (Nino, 2017); Pakistan (Mahboob, 2017); Singapore (Bolton, Botha, 2017) but work in Bangladeshi perspective is missing.

1.8 Significance of the Study

None of the privately run HEIs offer any courses in Bangla and identify themselves as English medium institutions on their websites (Hamid & Baldauf, 2004). 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). Rahman & Kaur (2018) stated that the many contemporary assumptions regarding EMI has led to has influenced the widespread adoption of EMI in higher education scenario. The study of EMI policy establishment in higher education sector, especially at the private university in Dhaka in question can be an exemplar which can magnify policy maker's knowledge and be made aware of the outcome of the policy that has been established. The project aspires to help policy makers be aware of the current scenario occurring within the university regarding upholding of EMI policy implementation inside the classroom by actors such as teachers and students.

1.9 Limitations

English Medium Instruction (EMI) is one of the component of Language Policy and Planning (LPP) and is a multi-factorial process that works with multiple actors (Cooper, 1989). In the present study, we were able to only focus on two of the actors – teachers and students, that are part of the EMI setup of Bangladesh's higher education scenario with selected data. To understand the perception regarding EMI, further studies need to be conducted on other actors such as – policy planners, curriculum developers, higher education institute executives, parents of students etc.

Chapter 2

Literature Review

2.1 Introduction of the Chapter

In this chapter, the scenario of EMI in English as Foreign Language (EFL) contexts, EMI scenario in Asian higher education, English language in post-independent Bangladesh, previous studies related to EMI in Bangladesh, Theoretical Framework and Conceptual Framework of the study were explained.

2.2 English in EFL Settings

EMI is often mistaken as being language instruction. EMI truly refers to a pedagogical approach where academic subjects are taught in the English language to students whose first language was not English (Macaro, Curle, Pun, An & Dearden, 2018). Taguchi (2014a) insisted that improvement in English proficiency through EMI can be considered a by-product due to the lack of systematic external control language learning. Some EFL settings have however illustrated the pedagogical potential of EMI for English development as an ideal situation for authentic use of L2 English (Lei & Hu, 2014). Doiz et al (2013) showed that despite the upside of EMI, the implementation can be problematic due to students' preparedness to be taught subject matters in English. Some research has established the concern of EMI failing to identify students' learner specific problems (Chang, Kim & Lee, 2015). To maximize EMI benefits, some HEIs now promote a modified EMI implementation course along with reviewed curriculum (Arno-Macia&Mancho-Bares, 2015).

Using needs analysis in an EFL based classroom focusing on EMI has yielded several different results. Chang et al. (2015) conducted a needs analysis to evaluate a language support program for EMI at Korean University. This needs analysis focused on students' and

teachers' judgment on EMI courses. The result of this needs analysis highlighted the major problem with EMI being lacking time for rehearsal and feedback on language. The teachers and students both agreed that these EMI based programs should be more specific to students-specific study area or discipline to enhance the effectiveness of the program.

2.3 Conceptualizing English Medium Instruction (EMI)

Dearden (2014) has defined EMI as "the use of English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English". 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 LPP is a much broader arena which includes implementation of MOI.

2.4 Global English Medium Instruction (EMI)

According to the studies of Ammon and McConnell (2002); Maiworm and Wächter (2002); Wächter and Maiworm (2008), number of EMI established institutes have grown in the European continent. However, these institutions applied EMI only at the Masters level, mainly in fields of science, technology, and business. As for Asia, the spread of English has been contributed to British colonization in the earlier centuries (Altbach 2004; Balla and Penning 1996). English speaking countries such as India, Hong Kong, Singapore, and Malaysia have widely adopted EMI, in countries such as Bangladesh; EMI took a longer time to garner foundation. Following independence, the country has gone through several major overhauls regarding MOI and finally settling for EMI in higher education in the final reform which happened in 2010 (Chowdhury & Kabir, 2014).

EMI in the tertiary sector is on the rise globally due to market demands and this is no less different for the case of Bangladesh. Academic programs in privately owned higher education institutes (HEIs) are offered in English. This means students are expected to not only just receive classroom instructions in English but also sit for exams, complete assignments and fulfill any other academic requirements in English language (Hamid, 2013). The Private University Act of 1992 led to the establishment of many private universities in Bangladesh hence the growth of EMI has increased in fold over the last decade.

2.5 English Medium Instruction at Asian Higher Education

As Table 1 has already illustrated, there are several countries in Asia that have adopted EMI already, such as India, Pakistan, Malaysia, Thailand, China including Hong Kong and Philippine.

Philippine currently states (eduphil.org, 2011) that 90 universities in their country all follow EMI. A few years ago, a state university attempted to establish the local language Filipino as a language of education and research. This was done by the university promoting the language by offering different courses through the language and encouraging staffs to publish in Filipino. However, the backlash from students and staffs led to the university abolishing this campaign. Marin (2014) pointed out that English has now been embedded in the higher education system in the country and is unlikely to change. This is unlikely to change despite the recent move to mother tongue-based multilingual education at the primary school level (Kirkpatrick, 2011). 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).

In the scenario for Japan, internationalization in the Japanese context meant that it wants the world to better understand what it means to be Japanese (Kirkpatrick, 2014). The involvement of Japanese government authorities was seen in the forefront with the introduction of the Global 30 project which aimed to offer programs in English in order to attract international students through some of the best universities in Japan. The disappointing numbers of students enrolled which fell way below the targeted 20,000 students, along with criticism that the EMI was only available to international students and excluded the Japanese students (McKinley, 2015). This led the government to begin a revamped campaign under the moniker of ‘Super Global Universities. This campaign began with 13 top Japanese universities, who have been given extra funding to help them compete internationally. McKinley (2015) looked at three EMI programs at these universities and found discrepancies in the funding and support system of some of the programs. Some programs were criticized as being second-rate American program rather than being international standard EMI programs; following these shortcomings and failures, the future of EMI in Japan looks bleak (Kirkpatrick, 2011).

According to China’s University and College Admission System’s (CUCAS) list of courses offered in EMI by Chinese universities, it is evident that EMI has seen a boom in China. Many local universities in China are now attempting to attract international students through the implementation of EMI. In addition to the local universities, several foreign universities such as is the case with Nottingham University operating a campus in Ningbo offers courses in English medium instruction. Despite being able to attract a sizeable number of students with EMI, and being able to acquire international staffs, apt in performing EMI, criticisms are being directed at the deterioration of Chinese-medium courses (Kirkpatrick, 2011). Hong Kong, however, presents a much better illustration of the rising of English in higher

education. Of the eight universities currently operating in Hong Kong, six of them are English medium. These universities do not have a bi-lingual policy which is commonly seen in the Chinese mainland. Kirkpatrick (2014) pointed out that these universities are most likely sacrificing Chinese on the altar of English, fueled by the desire to grow in international rankings whilst monetary benefits being cited as another key reason as both local and international students will pay for the apparent privilege of having higher education in English medium instruction.

In Pakistan, following Independence (1947 split), the newly formed government in Pakistan took some to set down its language policy. Urdu was declared as the MOI at the primary and secondary school level. However, for the higher education scenario, English was declared as the MOI (Sultana, 2009). While Urdu was being taught as the first language at primary and secondary levels, English was made compulsory subject until undergraduate level (Mustafa, 2005). Following the spread of English as a global language, and with the focus shifting towards internationalizing higher education, English has become the preferred MOI choice in higher education programs all over the world (Dang, Nguyen & Le, 2013; Doiz, Lasagabaster & Sierra, 2011; 2013; Evans & Morrison, 2011; Huang, 2012). Recent works have displayed that students who have had local language instruction in their primary and secondary level education, tend to face difficulties (Aili, 2013; Hamid, Jahan & Islam, 2013; Hasson, 2005). Most students entering higher education to receive instruction in English in non-native English speaking countries such as Pakistan lacks competency in academic English due to lack of learning through the English language at earlier education. This leads to difficulties in completing academic tasks in English which require English academic skills (Evans and Morrison, 2011). Mansoor (2004) pointed out that English is considered as the language of power in Pakistan due to better economic and social benefits associated with it. Being educated in English as opposed to Urdu holds the promise of getting better jobs.

2.6 English in Post-Independence Bangladesh

Socio-Political and Sociolinguistic Context

Bangladesh is a densely populated, newly formed nation whose population demography is Muslim-heavy. UNDP (2013) in their survey pointed out the overall poor quality of life and low human development in the country, ranking the country at 146 in the Human Development Index (HDI). The poor economic status is further highlighted through statistics such as 30% of the general populace live under the poverty line and per capita, national income is US\$840 as of 2012 (World Bank, 2013). These statistics assist in highlighting the low-level investment and budget allocation for education and in particular, English teaching.

Taking a glance at the sociolinguistic point of view, Bangladesh is officially recognized as a monolingual country with 98% of the general population speaking in Bangla, the national language. It is worth mentioning that there are about 36 minority groups, indigenous and non-indigenous all of whom occupy their own language (Mohsin, 2003; Rahman, 2010). English, despite not been recognized as an official language, holds a strong presence in the country, especially in the educational sector (Hamid, 2013).

English in Post Independent Bangladesh

Following the independence of Bangladesh in 1971, Bangla was given official recognition as a national language and was declared to be the medium of instruction at all higher education purposes (Banu& Sussex, 2001; Rahman, 1999). As the nationalistic euphoria settled down, the nation began realizing the necessity for English. After several educational ministry reforms in the '80s, English was made a compulsory subject from Grade 1. The introduction of Communicative Language Teaching (CLT) in the late '90s saw the country facing a boom in a number of donor-funded English language projects (Farooqui, 2008).

Previous Studies on EMI in Bangladeshi Context

EMI in the tertiary sector is on the rise globally due to market demands and this is no less different for the case of Bangladesh. Academic programs in privately owned higher education institutes (HEIs) are offered in English. This means students are expected to not only just receive classroom instructions in English but also sit for exams, complete assignments and fulfill any other academic requirements in English language (Hamid, 2013). The Private University Act of 1992 led to the establishment of many private universities in Bangladesh hence the growth of EMI has increased in fold over the last decade.

Hamid (2010) stated that, while Bangladesh illustrated an ambitious ELT policy, the newly formed, while being one of the poorest countries in the world, simply lacked in infrastructure such as poor resource investment coupled with improper lacking teachers trained in EMI. Bangladesh had simply not developed the capacity to train the number of teachers proficient in EMI standards.

Hamid's work (2013) has largely focused on one specific HEI in Dhaka. The university has established EMI in their education and boasts over 10,000 students. In his findings, he mentioned, the dominance of English has pushed Bangla to a peripheral existence, particularly for academic circumstances. The university has not only established EMI as the medium of instruction for academic purposes but also has donned it as a written pledge, which is very much like the university that is in the question of this research. Both universities consistently remind their staffs, teachers and students alike to communicate in English. The absence of textbooks in Bangla militated against the policy of introducing Bangla as MOI immediately after independence (Choudhury, 2001), and this is a problem.

Role of English in Educational System of Bangladesh

Bangladesh has three streams of education: the mainstream education, English medium and religious institution governed (Madrashas). While the mainstream education focuses on using Bangla as the medium of instruction, English is taught as a subject every day in school while in the English medium stream, Bangla has a peripheral role and everything is taught in English (Hamid, 2006a; Hamid & Jahan, 2015).

After approving of the Private University Act in 1992 (Kabir, 2010, 2012, 2013), Bangladesh experienced exponential growth in a number of privately-owned higher educational institutions. All of these privately-run HEIs have been using English as a medium of instruction (University Grants Commission, 2011). Chowdhury & Kabir (2014) highlighted that following the National Educational Policy 2010, the country has taken steps to build a knowledge-based technology-oriented workforce and began prioritizing the use of English as MOI.

2.7 Theoretical Perspective

The current study was conducted building on the certain theoretical aspects: Needs Analysis in Curriculum Design and Development, Cooper's Framework, Spolsky's Tripartite Framework (2009).

Needs Analysis in Curriculum Design and Development

There are two different to needs analysis (Greaves, 2014; Nation & Macalister, 2010). The two perspectives are: a) The current status of students and b) Student's needs and wants for learning the target language. Curriculum designers often determine students' target situation in a classroom scenario which are designed based on student's current capability (Graves, 2014). Graves (2014) furthermore established that the current capability of students can be assessed on students who have no immediate needs for using the target language.

Curriculum designers commonly categorize the information gathered via needs analysis into 3 different spheres: necessities, wants and lacks (Hutchinson & Waters, 1987; Nation & Macalister, 2010). Bachman & Palmer (2010) defined *necessities* as the communicative needs in the target language use situations. Necessities can be identified through analysis of target discourse (Suzuka et al. 2018). *Wants* can be typically defined as students' prospective wishes to the choice of preference of classroom activities (Suzuka et al. 2018). Compared to the first two perspectives, *lacks* concern with the current ability of the students, especially the current challenges they face in using the target language. In other words, lacks can be construed as what students need to learn immediately. Probing lacks require in-depth analysis and assessment procedures; hence it requires being collected in an objective manner.

Cooper's Framework

Cooper (1989) published his accounting framework regarding LPP which was centered around the question of "what actors attempt to influence what behaviors of which people for what ends under what conditions by what means through what decision-making process with what effect?" Cooper summarized the state of LPP as a descriptive endeavor while clearly stated the need for a theory of social change in order to move LPP forward. Fettes (1997, p. 14) envisioned the link between language planning and language policy thus: "Language planning...must be linked to the critical evaluation of language policy; the former providing standards of rationality and effectiveness, the latter testing these ideas against actual practice in order to promote the development of better.... language planning models. Such a field would be better described as 'language and policy planning,' LPP" Dell Hymes reminded us of the difference between actual and potential equality among language - they are, for social reasons, not actually so (1992). For language planners and policymakers in multilingual contexts, the questions are mainly which languages to develop and to what purpose?

EMI or MOI, in general, is often mistaken with Language for Educational Purpose (LEP). The fundamental difference between the two being, MOI is a top-down policy of establishing a particular language as the medium of communication whereas LEP, as one of the components of Language Policy and Planning (LPP) focuses on more micro and macro level policies as well as their planning of implementation (Rahman et al. 2018). Tollefson&Tsui (2003) argued that the most important policy decision within LEP is the choice of language as MOI. Cooper (1989) identified the following eight questions related to LPP:

1. What actors?
2. What behavior do they attempt to influence?
3. Of which people?
4. For what ends?
5. Under what conditions?
6. By what means?
7. Through what decision-making process?
8. With what effect?

Cooper's framework allows the perspective of agents, actors and policy goals to be critically analyzed.

Spolsky's Tripartite Framework

Spolsky (2009) tripartite language policy framework is comprised of three components: language belief, language practices and language management. Spolsky (2009) defined language belief as attitudes, ideas and perceptions of what a proper language practice in a community should constitute of; language practice defined as "regular, predictable and

observable linguistics choices and behaviors”; and language management consisting of authoritative decisions taken to regulate or modify language ideologies and language practice by characters involved in central decision making.

In terms of Spolsky’s Tripartite framework of language policy, Hu & Lei (2014) put forward English has served the role as being the prerequisite for development at national, international or individual. The recent spread of English and in general EMI itself, assumed relationship between English proficiency and development (Hu, 2019). Gray (2012) had previously pointed out, that there is no evidence in developing countries that use of English has led to any substantial development both national or international.

At any point, language management requires government intervention, it requires active support of local participants and resources for effective implementation. Government may choose to delegate authority to specific participants such as British Mandate of Palestine. The emergence of national varieties has been a fruitful field for cultivation and the promulgation of language policies such as in France (Spolsky, 2009).

2.8 Conceptual Framework

This study adapted the theoretical works of Needs Analysis in Curriculum Design, Cooper’s Framework and Tripartite Framework of Language Policy (Spolsky, 2009).

To answer the first research question, subjected to the perception of use of EMI inside the classroom by the students, this study adapts the elements from “Needs Analysis in Curriculum Design and Development”, “Cooper’s Framework” and “Tripartite Framework for Language Policy”. First of all, the three components of needs analysis: needs, wants and

lack are highlighted in this work. Students are enlisting into privately-run HEI with the goal of being equipped with EMI (Hamid, 2013). Whether the students have a *need* for EMI is up for debate, but the *wants* of EMI are actually learner-specific as it is learner's own wish to receive instruction in a particular language (Suzuka et al. 2013). To examine the concept of *lack* which refers to the deficiencies of the learners and the current challenges they are facing in use of target language, we can refer back to Grieder (2005) who stated "In order to develop curricula of quality, developers must have valid information on which to base their curricular decisions." To take initiative regarding student's lack, proper investigation through research instruments must be done. Basturkmen (1998) insisted that needs assessment is a valuable tool to investigate and analyze students and/or faculty perceptions on students' language needs and on the relative importance of skills and sub-skills. To answer student's lack in answering the question of the effectiveness of EMI by students inside the classroom needs assessment is to be used. The use of Spolsky's Tripartite Framework of language policy (2009) is also present in this question. The tripartite framework policy is comprised of three components: language belief, practice, and management. The first component belief reflects the student's mindset of receiving instruction in English and their attitude towards it. Language practice is the observable linguistic choice that reflects upon EMI implementation inside the classroom directly by students. Language management is the institutional belief that can be looked upon at the HEIs policy regarding student's use of target language. Since our research question does not focus on the implementation of language policy within the institution, we shall not make use of the third component of Spolsky's framework. Cooper's Framework provides us with a rationale to draw up the research questions as the framework deals with the actors, who are the in the first research question, the students. The other components of Cooper's Framework allow us to further our research by looking for a purpose

behind why actors/agents act in the way they do (student's perception), under which condition (in this case, EMI classroom).

To answer the second research question of how EMI use inside the classroom is perceived by the teachers, we are going to focus on Spolsky's Tripartite Framework of Language policy (2009) along with some components of Cooper's Framework. As aforementioned, the framework deals with the three components regarding language: belief, practice and management, it now has to be analyzed from the teacher's perspective. The framework will look to answer teacher's beliefs attitudes towards using EMI in the classroom along with their practice in using the target language (TL) to instruct students. Due to irrelevance towards the research question, we will ignore the third component of the framework which works with language management. This draws upon Hu et al. (2014) case study where in-depth thematic analysis found out that "prevalent national, institutional and individuals 'belief accorded great prestige and high values to English and proficiency in the language". Hu et al (2014) set about to answer the questions of EMI perception by teachers and students along with policy management circulating EMI in China by using the Tripartite Framework. Cooper's Framework plays a similar role in this research question as it had done with the first research question. The other actor in this research are the teachers who are using EMI in their classrooms.

Chapter 3

Method of the Study

3.1 Introduction of the Study

In this chapter, the research design, the setting, location along with the data collection and analysis process of the study will be explained.

3.2 Research Design

The nature of research question should formulate the type of research design (Nunan, 1992). Since the research questions are trying to understand human nature by gaining insight into perception of teachers and students about the use of English Medium Instruction inside the classroom, a qualitative study is suited for this purpose. This research is going to follow a qualitative method of study that will help us solve a problem from critical standpoint, allowing us to take a deeper look into the teacher's and learner's perspectives of use of EMI inside the classroom, leading to understand a phenomenon better (Creswell & Puth, 2017).

3.3 Methodology of the Study

The research questions were formed following a phenomenological framework of research. According to Langridge (2007), phenomenology is an approach that falls under the qualitative methodology as it focuses on people's perception of the world or the perception of things as it appears to each individual. Phenomenology is suited to this particular research, since phenomenology allows researcher to trace the perceptions of the participants, it is not restricted by any statistical set that confines or restricts its interpretation; and in this particular research, to get a deeper understanding of perception of EMI by actors within the classroom (teacher and student), a broader picture is needed for interpretation. Creswell (2007) stated that in a phenomenological study, the findings are often a collection of individual's

experiential meaning and hence the research questions attempt to examine teacher's and student's perception of use of EMI in a higher education classroom, their experience of being inside a classroom based on EMI is essential. A phenomenological approach was adopted in order to explore students' & teachers' experiencing of the phenomenon (e.g. English as a medium of instruction) in their life, through the two questions that are directly related to teacher and student curriculum implementation.

3.4 Setting of the Study

This research was conducted in a privately run HEI in Dhaka City. This university is one of the pioneer institutions among private universities in Bangladesh. Since the HEIs inception, it now boasts over 9,000 students and over 500 academic staffs. The university ranked 1st among the private universities and 3rd among all the universities in research output on the QS Asian University Ranking 2019 Bangladesh (QS Asian University Ranking, 2016). The university's website is presented in the English language. Under the section of policies and procedure, the university have explicitly stated that the medium of instruction is English.

3.5 Participants of the Study

Four academics from the Language learning institute of the HEI and four undergraduate students representing four academic departments including Business, Science, Arts, and Engineering participated in the study. The teachers had varying lengths of teaching experience: all four of them have had over two years of experience of teaching at this particular HEI. The rationale behind this criterion was to ensure that they have had sufficient experience in installing EMI in their respective teaching practice and philosophy. Their academic qualifications also varied. All four of the teachers had Masters degrees from the native country which is Bangladesh. One of them has had experience of living for a substantial period of time in an English-speaking country.

The student participants were selected from the four major departments. All of the student participants have at least completed one semester at the HEI are in familiar to EMI courses. They have all had taken fundamental to English course at the HEI. In order to protect the identity of the students and teachers and the privacy of their views, they are identified as T or S followed by a number. For a study of qualitative nature, Morse (1994) had suggested 30 – 50 interviews while, Creswell (1998) suggested 20 – 30 shall suffice. Creswell (1998) recommends for a phenomenological study 5-25 and Morse (1994) suggested that the number must be at least six. The ideal sample size is very ambiguous, when referred to previous studies on the subject of EMI (Islam 2013; Hamid, Jahan & Islam, 2013). All participants, both teacher and learners were also informed about the purpose of the study. They were informed about their rights to rescind offered information, withdrawal from the study, their benefits from the study, how the findings of the research will be disseminated and finally, assured of anonymity and confidentiality of the offered information used in the study.

3.6 Data Collection & Analysis

The study follows a descriptive case study design that is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003). This particular case study has been used to decipher the teachers' and students' beliefs about the potential and actual situation of EMI in a specific context. This qualitative study is an in-depth analysis of a singular phenomenon (Merriam, 1998 & Patton, 2002).

For data collection, we used semi-structured interviews. To conduct the semi-structured interviews, the current study adapted the interview question from Islam (2013) and his study was considered since he used these questions to in order to trace the perception of the teachers and students regarding the use of English as a medium of instruction in higher

education. In this present research, I interviewed EMI practitioners in teachers and students. Each participant was interviewed individually for roughly twenty to forty minutes in English. All interviews were recorded, transcribed verbatim by the authors. The transcriptions were sent back to the interviewees for verification. In addition to semi-structured interviews of students and teachers, classroom practice of EMI was observed through classroom observation. Observation of this nature was to form a reliable and valid link between the information provided by the participants during their interviews. Documentation of these observations were done using field notes. Field notes, according to Gay and Airasian (2003), describe what the observer experienced, heard or thought during the observation.

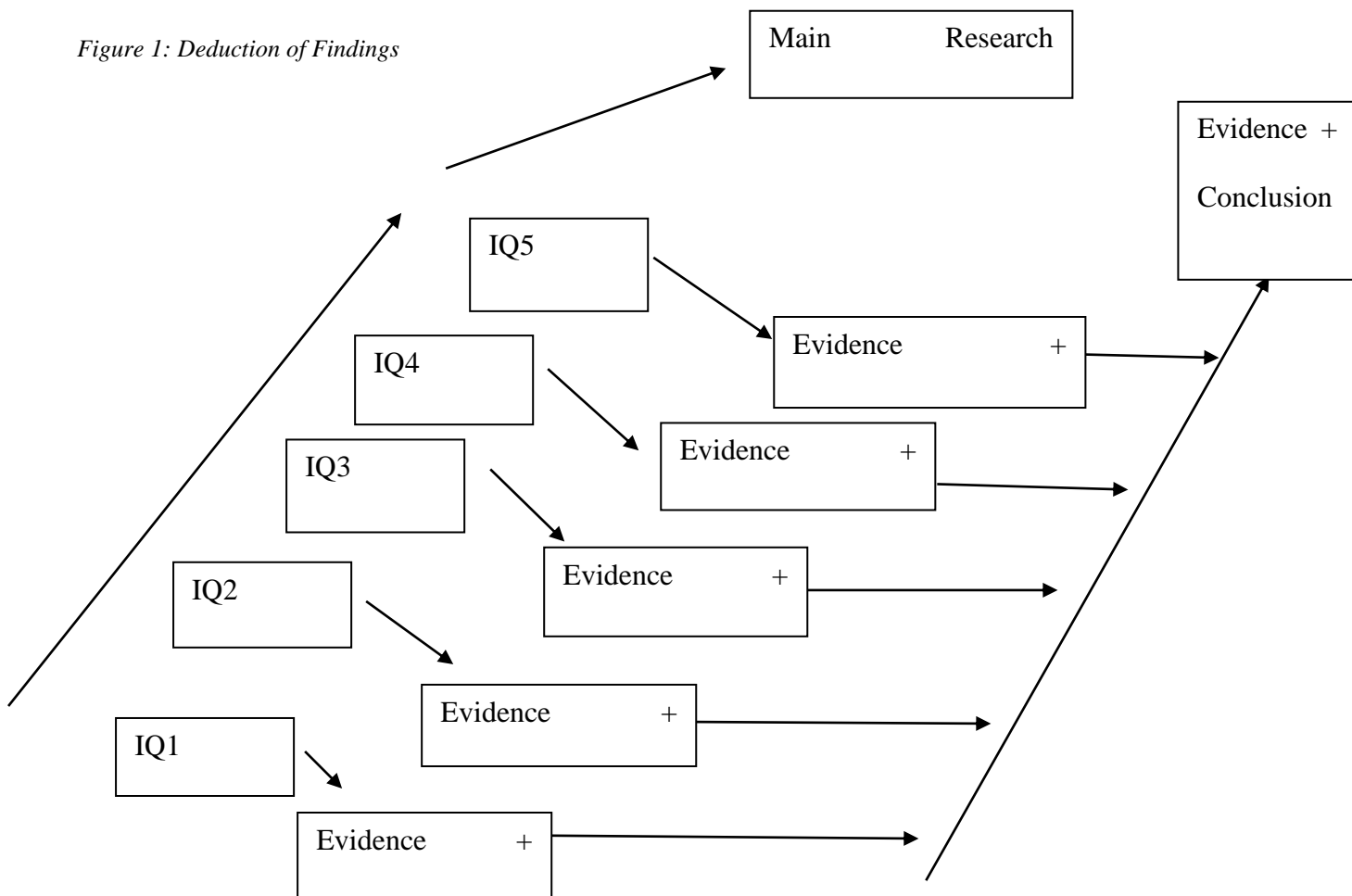
The interview data was analyzed using qualitative thematic analysis (Corbin & Strauss, 2008; Flick, 2006; Dörnyei, 2007). Following the data collection, we employed an inductive approach in data analysis. During analysis, data from each participant is analyzed separately and information based on the responses gathered during the interview will be identified into themes. These themes were dissected using content analysis methods in detail in the discussion and finding section.

Chapter 4

Findings

This chapter was developed to present the findings of the current study. This study conducted a semi-structured interview with learners and teachers to elicit the answer of the questions that concerned the elements of teacher's and learner's perception regarding using EMI in a higher education classroom. I developed a number of interview questions in order to answer the main research question of the study. Since the main research questions were dealing with the perception of using EMI in higher education, I designed the questions that were relevant to the main research questions. The figure below indicated the pattern that led me to answer the research questions.

Figure 1: Deduction of Findings



4.1 Research Question 1

In the first research question, the use of English medium instruction at higher level education by the students in a classroom was investigated, to explore student's perception regarding the use, effectiveness and benefits of EMI.

Purpose of using English Medium Instruction inside classroom.

The first interview question concerned the institutional purposes of using EMI. Students feel that exposure to English medium instruction provides them with a chance to practice English which can help their communicative skills in language:

- a) English in practice: *Helps you to be in practice.*

"It helps you to be in practice. We usually don't practice English outside classroom. That's very obvious. Inside the classroom, it helps because all other courses are in English too, so constant use of English helps." (S2)

The above response of a learner illustrated that prolonged exposure and continual exposure to the target language (TL), which in this case – English, is beneficial to language skills improvement and is deemed possible due to the course being English mediated. In a country where spoken discourse is dominated by Bangla, the chance to practice English is quite limited, often only to classrooms and academic scenarios. English mediated courses at the HEI is a golden opportunity to hone their skills in the target language as per the university's policy, all tasks along with communication is to be done in English.

Bangla as a Medium of Instruction

The second interview question probed into learner's perception about whether receiving Bangla as a medium of instruction would have been more suitable. The learners have tilted towards preferring English medium instruction. Their perception of this credited to an

essentialist point of view – English being a global language; which would see students being more competitive in an academic and job market.

“In Bangla, we cannot interact with foreign people. When we go abroad for Masters, PhD, we will need English. English is a language which people speak all over the world. When public university students go abroad, they will be uncomfortable in using English. Since we practice so much English, we will be more benefitted and be more competitive.” (S3)

Students have grown into the belief that Bangla is inferior to English now that English is the lingua franca – being spoken by the majority of speakers all over the world. This advantage of English plays right into the learner’s essentialist agenda of being a marketable workforce. Learners also feel that the EMI they are receiving is providing them with a competitive edge over public university students who receive instruction in Bangla. The disadvantage of Bangla is clearly highlighted in the learners’ attitude.

Prioritizing EMI despite Drawbacks

The third interview question probed into the learner’s perception about difficulties regarding understanding English instruction and should difficulties arise, a switch to Bangla is viable or not? Despite acknowledging the importance of Bangla, and the fact that they would understand Bangla better than the L2 English, students are more inclined towards the power of English. Students admit that using Bangla in the classroom might help them in some cases, or to put, maybe even learner specific cases where Bangla might be more beneficial, overall; English is yet preferred and should be continued.

“I am from English medium schooling, so English comes easier for me. English should be continued as the instruction because everyone should have their base strong in English. If they go abroad, they cannot use Bangla anymore. Maybe, Bangla

can be helpful for some students but they should make different sections for students with different backgrounds and needs.” (S4)

Some students might comprehend Bangla better than English given their backgrounds. This advantage of Bangla is admitted by the learners but they however feel that English learning should not be compromised. If the problem of understanding English instruction persists to be learner specific, then placing students in different sections according to their background of capability could prove to be a solution.

When questioned about their perception adopting a dual-medium instruction (Bangla and English both being simultaneously used inside classroom) rather than dividing students according to background and capability, students were uniform in their disregard towards it citing confusion as one of the major reasons:

“That will create confusion. All these students understand English and maybe, they can ask for some meaning in Bangla but not entirely needed to add Bangla inside the classroom”. (S4)

Even if some students have problems in understanding English, the mixture of the two languages in classroom instruction will be quite confusing. In case of minor understanding problems or with vocabulary, the teachers could interpret into the native language for student’s betterment but English must remain the general medium of instruction.

EMI advantageous over Bangla Medium Instruction (BMI)

The fourth interview question was about whether higher education is better in English than in Bangla? Since Bangla medium instruction is scrapped in privately-run HEIs in Bangladesh, students have since embraced the advantages English proves over Bangla. When asked if Bangla medium can no longer succeed globally given that EMI is being widely used, students responded:

“If you are in multi-national company, you would need English. You want to pursue your studies abroad, you need English. English is being widely used; hence higher education is more useful in English.” (S1)

The pursuit of English at higher education is purely essential the views of learners. The fact that English can land them jobs and help them in further education abroad, are the sole reasons why students feel Bangla is no longer necessary at higher education.

Benefits of receiving Instructions in English

In the final interview question, learners were asked what were some of the benefits of receiving classroom instructions in English? Students felt that benefits of EMI education were beneficial to them for job hunting and further studies. They felt that EMI equips them with a better probability of landing a job and do well in their further studies abroad:

“We already have gathered enough knowledge in Bangla. Now we are gathering knowledge in English. When we go for job prospects, we meet foreigners, so we must talk in English. It will also be helpful in getting a job. If my employer sees I am a good learner in English, it will help me get that job.” (S3)

The learner demonstrated that learning through English has benefits which exceeded that only of academic nature and ventures into essentialist agenda. Learners are in the belief that EMI benefits them in getting better job prospect. This is indeed quite true because in Bangladeshi society, being a competent user of English is seen to be prestigious and is crucial in landing a good job. Often the chances of landing a good job hinges on a candidate’s ability to use English language. The learners here are keen on cashing in on that opportunity. Students who aspire to move abroad for further education also views this opportunity to learn through English very beneficial. This would make communicating in a foreign land much easier.

4.2 Research Question 2

In the second research question, we have examined the teacher's perception regarding use of EMI in higher education.

Institutional Aim of using EMI

Teachers were asked about their perception regarding the institution's choice of EMI:

“English is a global language. It is the lingua franca. Every university wants their students to do well after they graduate. If their students are good in English, they learn English. They will eventually be able to do better at their jobs.” (T3)

Teacher's responses illustrated that the HEI has opted to choose English as their MOI due to internationalization and keeping up with the global standard. English, often considered as the global language, has strengthened its hold and is a major player in the concept of globalization. To keep up with the competition in producing global workforce, HEIs are aiming towards use of EMI.

Learner's Motivation to enroll in EMI Programs

In the next interview question, teachers were questioned regarding if their students enjoyed or felt motivated to continue education in EMI. Teachers revealed that students are often motivated to learn in EMI due to their extrinsic motivation of job prospects and professional development, but at the same time highlighted, some learners are really passionate about language learning in general:

“Some students are really passionate about language learning. It can be for any language to be honest, Chinese, Japanese or any other kind. They will be passionate about learning language. Some other students are motivated because English is a very useful language these days and without competence in English language, it is

very difficult for them to cope up with the current world. Even if they are not that motivated, they do show a certain level of interest”. (T1)

Another perspective was shared by the teachers that, students albeit confused at the beginning regarding EMI, once the aforementioned extrinsic benefits of English are realized, they begin enjoying English mediated classes:

“At times, sometimes in the beginning, they are confused that why are we using English? What is the purpose of using English? Once they are used to using the language, they understand the benefits of using English for the courses, after a while, they enjoy English and like using English.” (T3)

Students often feel challenged by the continuous use of the foreign language in classrooms. At time they also feel demotivated to continue. However, once the advantages of learning in English becomes apparent to them, they become more motivated to continue their learning.

Conducting Classes in EMI

The following interview question probed into teacher’s own perception regarding the use of English language inside the classroom. The insight received from them was that teachers feel that in order to motivate students to continue using English inside the classroom, teachers themselves must be the role model and use English inside the classroom. T- 1 elaborated:

“If I do not use English inside the class myself, my students will not be motivated. So my first concern of using English in classroom, is to motivate my own students. If teachers do not speak English, how can they? That’s a form of motivation from me.”

If teachers continue using Bangla in classrooms, it become harder for them to convince students to use English. Teachers must set an example which should motivate learners to follow suit.

However, some teachers feel that always English inside the classroom might not be exactly beneficial for the learners. Teachers felt that if the policies had been flexible, some Bangla added inside the classroom, would have been more helpful for learners:

“I am told to use English, due to policy of the institution. I think that sometimes using Bangla might have helped. However, each institution has its own rules and regulations. In broader perspective, I think in Bangladesh, since students come from various background, they do not have that much skill in English. Therefore, for them to be in an environment where English is all around, that is very important to get more proficient. When teacher him or herself is using English, they practice it too. It’s a very good exposure.” (T2)

The HEI in question has followed the MOI policy of using English for all academic purposes. However, since Bangladesh has three streams of education systems at primary and secondary level with two of them not focusing on English usage as much (mainstream and madrasa), some students face difficulty at the initial stage of EMI courses. Despite the struggle, students improve in the environment where there is continuous use of English.

Benefits of English Medium Instruction (EMI)

The final interview question looked into teacher’s perception of benefits provided by EMI. Following up from the first research question, that examined student’s perception regarding the benefits of EMI which unveiled variables such as better job, academic benefits in further education. Teacher’s perception regarding the benefits of EMI echoed student’s responses of better professional and academic chances:

“If you are competent in English, access to job opportunity is one thing. Then higher education. That is another benefit. Students from EFL context, such as Bangladesh, will get benefits from higher education.” (S4)

One of the teachers went as far as to state, looking upon the English teacher's scenario in privately-run HEIs, most of the teachers are from private university educational background, hence, have been exposed to EMI themselves as students. The dominance of these teachers in the language teaching scenario proves yet another benefit of EMI:

“I think the private universities are in an advantageous position due to EMI. Look at the higher education English teachers in Bangladesh. It is dominated by teachers from private universities. Brac Institute of Languages is a blazing example. Most of these teachers are taken from private HEIs. We can say convincingly; private universities are dominating this scenario.” (T4)

The dominance of EMI powered HEIs in Bangladesh in securing jobs as language instructors was highlighted by the teacher. The majority of the language teachers at the higher education level are recruited from private universities. This knowledge is likely to motivate learners to enrol for higher education in EMI powered HEIs.

Chapter 5

Discussion & Conclusion

The findings of the study were discussed building on the theoretical perspectives and the elicitation of the previous studies. Finally, a conclusion was drawn based on the overall discussion of the study.

5.1 Discussion of the Study

This research work has examined the perception of both teachers and students regarding the use of English medium instruction (EMI) in classrooms of a privately-run higher education institute (HEI) in Bangladesh. Drawing upon the data collected, the picture painted has illustrated their preference and choice of receiving instruction in English has an essentialist agenda and has been to some extent, practicality in it.

The theories that this study is inherited from are Need Analysis in curriculum design and development, Cooper's Framework and Spolsky's Tripartite Framework. The findings of the study from the perspective of the students illustrated a list of EMI benefits such as purposefulness of using English inside the classroom leads to better proficiency in the target language along with other benefits such as better job prospects and securing further studies abroad and even providing an edge against Bangla medium instruction program students from the public HEIs of Bangladesh due to English holding more global power as a language. The findings are somewhat congruent to the theories from which the study is associated to. Needs Analysis in curriculum design and development is composed of three strands – needs, wants and lacks. Hamid (2013) stated that students were drawn towards EMI run HEIs highlighting their wants as wants itself is learner-specific. This confirms the findings of the study as due to essentialist agenda, students “*want*” to enlist in EMI programs. The perception of students is

also backed by Spolsky's (2009) Tripartite Framework. In this study we have drawn a conceptual framework based on the two components of the framework: language belief and practice. Language belief focuses on the mindset of students in receiving the instruction in English and this study showed that students have a positive mindset towards English mediated courses due to the benefits they will receive in future to their increased proficiency in the language due to EMI. In EMI programs it is crucial that classroom components are completed in the language and the findings suggest that classroom language is dominantly English. Cooper's Framework seeks to understand why stakeholder's act the way they do and this study, from the viewpoint of the students answers the question by highlighting student's essentialist agenda for enrolling into EMI programs.

The second research question draws from the theoretical grounds of Cooper's Framework and Spolsky's Tripartite Framework. In Spolsky's Tripartite Framework, we waive the use of the third component which deals with language management. Teachers' beliefs and attitude towards EMI in classrooms is answered by the findings of the study which focuses on teacher's perspective. The findings showed that teachers believe the use of EMI in classroom will provide students with benefits of making them globalized workers and make them competitive in job market. Teachers' linguistic choice of using English inside the classroom is under the conjecture that they must use English inside classroom for the purpose of motivating students to continue using the language and continual practice of English will develop student's skill in the language. Cooper's Framework looks to examine the stakeholder – the teachers, which is answered in the study, they use English to motivate the learners and the fact that since the HEI's MOI policy is EMI, there is no chance for flexibility for them to do otherwise.

Discussing the first theme of purposefulness of using EMI inside the classroom, Krashen (1977) stated that exposure to meaningful input even without explicit focus on the language can help students develop language skills. The continuous exposure to English language in an EMI classroom aims to help students become expert in using the language. Hamid (2013) had previously stated that in a Bangladeshi EMI scenario, students are expected to not only receive instruction in English, but fulfill other academic requirements in English such as sit for exams and complete assignments. Student's response highlighted the need of continuous practice in English as outside the classroom, they do not use English repetitively and the constant use of the language helps them.

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). 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. Student's response illustrated that they believed in EMI's handiness during job hunts and along with achieving better communicative ability in communicating with foreigners at their workplace.

The constant flux of educational ministry reforms since the independence of 1971 has left higher education to largely ignore English education and focusing on Bangla medium instruction (Chowdhury & Kabir, 2014). Private University Act of 1992 has led to the boom of privately-run HEIs in Bangladesh which credited to the rise of EMI in Bangladesh.

Students feel that English medium instruction should continue in order to better equip students for their future job prospects. This backs up the essentialist agenda of the learners as mentioned by Islam (2016).

Despite English garnering a major position in country's educational policy, Chowdhury (1992) conceptualized the phenomenon of bilingualism in the context of Bangladesh and other similar Asian contexts to be impractical and undesirable. The student's perception supported the phenomenon as they felt that a mixed method of instruction language or adopting bi-lingual instruction would be confusing. Overall, student's perception is that English the more beneficial language to continue education in. Studies done in other countries could provide a red flag to Bangladesh regarding bi-lingual education policy at the higher education level. By adopting a bilingual language policy, universities in China ensured that Chinese remains a key language of education and scholarship while maintaining that English is the lingua-franca. Although this approach saw a decline of international students coming in to China for higher education, this allowed China to remain a multicultural perspective. Heugh (2010) illustrated that in Ethiopia, a multilingual educational approach was taken, while it allowed for both local and English languages to cope together, several problems rose in maintaining the infrastructure needed for the multiple language to co-exist. Local teachers needed training to teach in English and also in local languages and university students required foundation programs (Heugh, 2010). The above stated scenarios should act as a warning towards Bangladesh, should a consensus be reached regarded bi-lingual education policy at the tertiary level. While agreeing that Bangla does hold some advantage especially in the local context, the goal of standing up to the international standard should be the long term goal, has been stated by the students. The impression that is being formed from the queries of the student's perception is that students regard English highly as it produces graduates equipped for the modern day job market in a globalizing world (Islam, 2016). It is

also evident from this inquiry that Bangla is disregarded as unfit to produce marketable graduates in a competitive job market.

The second research question probed into the perception of teachers regarding the use of EMI in the classroom. Following the independence of 1971, Bangladesh has gone through several major overhauls of the educational ministry and reform in the policies and finally in 2010, settled for EMI in the privately-run higher education sector (Chowdhury, 2014). The ambiguity of the policy meant that universities had the freedom to choose EMI or remain along with the public universities, using Bangla medium instruction. Hamid (2013) has previously stated that in Bangladesh, students studying in EMI implemented HEIs are not limited to only instruction, but also completing academic tasks in English. We were able to deduce from the queries a few discussion themes such as benefits and learner's liking towards English Medium Instruction and conducting a class in EMI. Teacher's perceptions mirrored that of a student regarding the purposefulness and usefulness of EMI for future prospects of students. Islam (2016) instigated through his queries, that language practices and ideologies can perpetuate a linguistic hierarchy where English remains at the top due to its usefulness in searching for a job. Several studies in EMI have showed that a high rate of satisfaction for both teachers and students enhanced motivation to continue in EMI (Kang, 2005; Kang & Park, 2004; Kirkgoz, 2005; Lee, Kim & Jung, 2004; Oh & Lee, 2010). These studies illustrated that students felt their proficiency in the language has improved following participation in EMI course. However, further studies showed that students did not enjoy English mediated courses due to psychological pressure and limited learning outcome (Jochems et al.,1994; Kim, 2007; Klaassen& De Graff, 2001). Teachers here at the HEI felt while students are fairly motivated to continue their education in EMI due to the already established reasons such as professional and academic development. Mahmud and Gazi

(2012) stated that since majority of students in the private universities come from Bangla medium school with inadequate competence in English, teachers perceive as students being confused early in their tenure of EMI, but once they are aware of the extrinsic benefits of English, they begin enjoying these classes.

Vu (2014) identified four major challenges for teachers of EMI courses which include teachers' language abilities, students' proficiency, appropriate methods and inadequate resources. Vinke et al. (1998) stated that EMI requires higher demands of teaching skills from teachers. Conducting interview with teachers at the Bangladeshi HEI produced the information that teachers are expected to be the role model of using English throughout the class for students. However, some teachers debated that using English at all times hamper the learning outcome for the learners. This was also stated in Kym and Kym (2014) that only good English proficient learners benefit from Emi and lesser proficient ones have difficulty grasping the content taught in English.

This study facilitated a probe into the perception of students and teachers who are both actors in the EMI policy adapted by the Bangladesh nation. The findings of the study confirm that the goal behind EMI is that of an essentialist nature from the student's perspective, as it will help them be more competitive in a globalized job market. This agenda is reaffirmed by the teachers that both institution and learners are bending towards English mediated courses due to the powerful status English language holds across the globe. There is no question that EMI is being positively perceived by both learners and teachers alike.

5.2 Conclusion

EMI was produced out of an essential need to further globalization and enhance Englishisation. 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. The findings of this study is consistent with previous studies done on EMI in Bangladeshi scenario where English and EMI in general is regarded as beneficial when it comes to securing jobs and moving abroad in search for further education. Academically, EMI is believed to equip students with the skills needed to be successful in a context of Internationalization (Islam, 2013). The current study has explored the perception of English mediated courses at higher education in the private sector by stakeholders – teachers and students as views and perceptions of stakeholders are instrumental in EMI adoption at both micro and macro language policy establishment.

5.3 Implications

In Bangladesh, due to nationalistic stance, Bangla has long held a stronghold in MOI policy at higher education through public universities. Therefore, this study attempts to highlight the effects of English in internationalization of higher education solely on the private HEI sector in Bangladesh. The power of English as a lingua franca plays a direct influence on the perception of teachers and students alike on EMI programs at the HEI in question. The mindset and ideology shared by students that EMI programs can hand them an advantage in the job market and netting education abroad and the benefits being mirrored by the teachers teaching in these EMI programs could have a ripple effect in future. MOI policy adoption by other HEIs in Bangladesh is likely to be influenced by the perceptions of these stakeholders.

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Appendix A.

Questions asked to Learners at the HEI.

1. What is the institute's aim of asking students and teachers to use English inside classroom?
2. Do you feel receiving classroom instruction in Bangla would have been more suitable? If so, then please state why.
3. Have you faced any difficulties in receiving instructions in English? If so, please state some.
4. Do you feel higher education in English is better than in Bangla?
5. What are benefits you have faced in enrolling in a program that provides instructions in English?

Questions asked to Teachers at the HEI.

1. Why do you think English was chosen by this HEI as the MOI?
2. Do you think the learners like learning in English? Why so?
3. What do you feel about conducting a class solely in English language? Do you think sometimes using Bangla would be beneficial for the students?
4. What benefits do you think are there for the learners in receiving instructions in English?