Perception of Secondary Level English Language Teachers of Bangla Medium Schools Regarding English as a Medium of Instruction (EMI) in Dhaka, Bangladesh

By

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

BRAC Institute of Languages

BRAC University

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Declaration

It is hereby declared that

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    University.

2. The thesis does not contain material previously published or written by a third party, except
    where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other
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Approval

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of Spring, 2022 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in TESOL on 31 March 2022.

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Abstract

English as a medium of instruction has emerged as one of Bangladesh's most pressing educational concerns at the university level. Although English is used as a language of teaching in several private universities in Bangladesh, students have difficulty speaking and listening because they are mostly from Bangla-speaking backgrounds. English as a medium of teaching is not well established in Bangla medium schools or colleges. The purpose of this study is to learn about secondary-level English language instructors' attitudes on English as a medium of instruction in Bangla medium schools in Dhaka, Bangladesh. A recommendation has been made for teachers, students, and policymakers after a thorough investigation using both qualitative and quantitative methodologies.

Keyword: English as a medium of instruction, EMI, Bangla medium school, Secondary level, Teachers, Students

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this research paper.

Table of Contents

List of Acronyms

ELT   **English Language Teaching**

EMI   **English as a Medium of Instruction**

EFL   **English as a Foreign Language**

Chapter 1
Introduction

1.1 Introduction of the Chapter

In Bangladesh, English is a foreign language. The medium of instruction in all Bangla medium schools is Bangla. All subjects, including English, are taught in Bangla. All disciplines are taught in English only in English medium schools. English-medium schools, on the other hand, are reserved for privileged communities. As a result, it is difficult for middle-class families to enroll their children in an English-medium school. Thus, pupils have a lot of trouble with English. The purpose of this study is to look into the scene of a secondary school English language classroom to see if they use English as a medium of instruction and what obstacles the teachers have had or may face in using EMI in the classroom. It also aspires to come up with some potential answers to the problems. This chapter explained the study's background concept, significance, and goals.

1.2 Background of the Study

Considering English as a global language, it is a foreign language to Bangladesh. English has become the most demanding language everywhere and is spoken worldwide.

The medium of instruction is the language used by the teacher in the teaching-learning process. Researchers have different views about the use of English as the medium of instruction. Some experts favor EMI, while others believe the implementation of EMI may cause difficulties in the teaching-learning process. According to Dearden (2014), policymakers considered English as a Medium of Instruction (EMI) to internationalize their educational offer as well as create opportunities for the students to join the global academy and the business community. On the contrary, according to Mellion (2008), teachers' insufficient professional use of English is one of the main components producing negative consequences in many EMI settings. Nevertheless, these disagreements happened because of some of the challenges faced by the teacher. If the teacher can overcome the challenges, the implementation result will give more advantages than disadvantages. However, English has been adopted in many educational institutes as EMI in different countries around the world. In Bangladesh, private universities have adopted EMI as their medium of instruction. On the contrary, Banu& Sussex (2001) explained that public

universities are continuing the university act of 1974 with the nation's political desire to promote Bengali to consolidate a newly born nation in 1971.

The perspective of globalization is, learning a foreign language helps to ensure a better career. According to Tamtam et al. (2012), EMI increases students' employability chances. Since foreign companies are increasing in many countries worldwide, being multilingual might be the key to career prospects. The knowledge of English can give oneself a better possibility in life and access to many economic activities. In many workplaces in Bangladesh, interviews are taken in English, and a person is considered qualified and educated if they have a good level of English proficiency.

According to Crystal (1997), English is a global language, a language that is used in higher education, business, technology, science, and the internet widely. Private universities of Bangladesh use English as the medium of instruction. All the textbooks used there are written in English, and the students' learning evaluation is always carried out in English. According to Murtaza (2016), "Private universities of Bangladesh have been claiming to be English medium universities as their academic system is based on English Medium Instruction (EMI). Students' textbooks are written in English, and learning assessment is always carried out in English regardless of whatever major disciplines."

Since all the subjects of Bangla medium schools and colleges are taught in Bangla, they might not gain a good level of English proficiency, and thus they face huge problems when they enter private universities. It takes a long time for the students to adjust to the English-only environment. According to Tsui (1996, p. 246), English has remained a source of frustration, failure, and low self-esteem. In addition, according to Tollefson (2000), for many students, it is also a fundamental cause of social division and tension between elite and 'English-less masses' in the Philippines (as cited in Sultana, 2014, p.12).

Students who get English lectures and instructions in class are expected to achieve a good level of proficiency in English. Though the English medium instruction policy has been adapted in private universities of Bangladesh, it is not adapted in Bangla medium schools. According to

Ahmed (2005), "it is well-recognized that children can handle more than one language simultaneously. The distinctive phonetic characteristics of a new language can be learnt more easily when children receive instruction in the foreign language at an early age." Thus, secondary school is the proper level for acquiring practical proficiency in English, as the other compulsory language, besides Bangla.

On the other hand, Johnson (2001) did a study on language teaching in Ukraine at the secondary level of education and found that the teachers are not trained enough.

A study conducted by Ahmed (2012) found that the students of Bangladeshi secondary schools are not satisfied with the English skill of their teachers. The majority of the students think that their teachers have little skill in English. Whereas, achieving English proficiency from an early stage can decrease students' tension and make them confident in every level of their lives. And the teachers who are not confident enough to speak in English publicly adapting EMI can help overcome this.

1.3 Problem Statement

English represents culture, status, education, and intelligence. (S. Rahman, 2005). After twelve years of reading English, students who are admitted to universities discover that they lack adequate English skill in understanding lectures, asking questions, and communicating in English. They lose confidence as a result of their poor exam scores, which does not indicate a lack of content knowledge. The reason for this is because EMI is an entirely new concept for them.

The purpose of this study is to learn what secondary school teachers in Dhaka, Bangladesh, think about using English as a medium of instruction, the obstacles they may face, and potential solutions.

1.4 Objective of the study

- To examine secondary teachers' perception towards EMI in English language classrooms in secondary education.
- Find out the reason behind their perception.

1.5 Research Questions

- What is teachers' perception regarding EMI in English language classrooms in secondary education?
- What are the reasons behind such perceptions?

1.6 Rationale of the Study

According to Ibrahim (2001), English medium instruction can improve the English proficiency of students. In addition, according to Rod Ellis (1984), "learners who receive formal instructions in English may learn English more rapidly than those who do not."
 In Bangladesh, English language instruction is provided only in private universities and English medium schools. Nonetheless, students from a Bangla medium background who enroll in a private university encounter numerous hurdles, as this is the first time they are receiving instruction in English. As a result, students are unable to achieve a satisfactory result. Primary-level pupils may not understand English language instruction because we live in Bangladesh and our first language is Bangla. However, beginning English language instruction in secondary schools may have a major impact on tertiary students' academic performance and English proficiency.

According to Linda, Bruce (2010), changing policy in the medium of instruction in secondary schools had a remarkable effect on the size of the academic vocabulary tertiary students in Hong Kong. And the government of Hong Kong has now "fine-tuned" the secondary school language policy to authorize more students to be educated in EMI in Hong Kong.

The study would help to find out teachers' perspectives regarding English as a medium of instruction and the reasons behind their perception. It would help the policymakers come up with possible solutions to the challenges the teachers face, which can help introduce English as a medium of instruction from the secondary level.

1.7 Limitations

The initial intention was to visit 8-10 Dhaka secondary schools, conduct face-to-face interviews, conduct a survey, and observe some classes. However, it was impossible due to the Covid-19, which afflicted the entire world and forced schools to close. The survey is carried out entirely online.

Chapter 2

Literature Review

2.1 Defining EMI

According to Dearden (2014), EMI is the use of the English language in teaching academic subjects in countries where the first language is not English. According to Kym and Kym (2014), EMI is just not a method; rather, it is an education policy. In EMI, students are taught professional knowledge in English to gain subject knowledge and English proficiency. Vu and Burns (2014) point out that EMI emerged from CLIL, Content-Based Teaching (CBT), and bilingual education in native English-speaking contexts. These statements prove that English as the medium of instruction in the classroom is essential in language learning. By using English in the English language classroom, students do not only learn "about" the language but also learn "through" the language. If the teacher uses the English language daily and students can benefit from their speaking proficiency, the teacher will be their perfect model.

EMI provides both students and teachers chance to speak English through lectures, discussions, tests, comments, interactions, presentations, etc. According to Zare-ee&Gholami (2013), from 1995 to 2005, educational systems worldwide have shown interest in adopting English as a medium of instruction. English has become the international language in the world. And now there is no country in the world where English cannot be understood.

2.2 Second Language Acquisition

The acquisition of a second language means learning a language in replacement of the mother language. Dan (1994, quoted in Fromkin and Rodman, 1998: 317) states, the capacity to learn a language is ingrained deeply in us as a species, just as the capacity to walk, grasp objects and recognize faces. English has been used internationally, and that is why around the globe, the admiration of learning English as a foreign language has blown up, making second language (L2) education a mainstream endeavor (Hu, 2007). Though in EMI classroom teachers' main

concern is not improving students' English proficiency, according to some theories, there might be a positive change in students' language ability if they are taught in a meaningful way. According to connectionist theory, "learners gradually build up their knowledge of the language through exposure to the thousands of instances of the linguistic features they eventually hear" (Lightbrown and Spada, 2006: 41).

According to Bruner (1978), language improvement is a consequence of social encouragement as well as biological feedback. A kid generally starts talking with the wrong words in the first place, but he speaks it correctly over time. According to Yasnitsky (2012), Vygotskian theory concluded that children learn by taking care of issues and in some cases taking assistance from older persons or associates help language progression more. They rehearse the dialect whatever they hear around them and help to improve their language through communication and practice. Following Krashen's critical period hypothesis, Bialystok & Miller (1999:127) said that the base for the idea that a Critical Period Hypothesis exists in second language acquisition is that youngster learn a second language easily than adults as they are more biologically prepared. So it is better to start communicating in English at the secondary or primary level in an English language classroom.

2.3 Significance of English as a Medium of Instruction in Education

According to Coleman (2011b), English plays an important role in increasing employability, facilitating international mobility (migration, tourism, studying abroad), unlocking development opportunities and accessing crucial information, and acting as an impartial language. (p. 18). As English is used as the lingua franca all over the world, Kruseman (2003) recommended English as the medium of education so that students can get prepared for an international career in today's globalizing world. In EMI classrooms, English is not the first language of any students and functions as a means of communication between them, namely, "English as a lingua franca" (Baker 2009).

According to Paseka's observation (2000), "using a foreign language as the medium of instruction is one way of upgrading the language skills of teachers." EMI offers a viewpoint for university lecturers in respect of their career possibilities. Marsh, Hau& Kong (2000) conducted research on Hong Kong students and came to the conclusion that approach of adopting EMI should not be delayed much later than secondary school. It gives teachers the opportunity to display their skills of instructing in English, as well as publishing in international journals (Coleman, 2010). Finally, EMI allows ample job opportunities to the teachers who belong economically less advanced countries through teaching and publication acknowledgment (Marsh, Laitinen, 2005). Therefore, EMI offers huge opportunities for the young people regarding career prospects.len

2.4 Practice of English Medium Instruction in Education all over the world

Although EMI has not received enough consideration in Europe, its possibilities and expected benefits attracted several reputable universities. For this, a lot of programs have been started following the EMI trend (Coleman, 2010).

According to Al-Sultan (2009), the English of Saudi university graduates is very poor. This reality seems especially unacceptable if you consider that English has turned into a powerful medium of business communication, as foreign resources are a significant part of the labor market. Thus, some universities in Saudi Arabia has planned for applying EMI to improve the poor level of English that is demonstrated by the majority of graduates.

Additionally, recent statistics convey that the quantity of English medium courses offered in Taiwanese universities had increased from 2,013 to 4,099, an increase of 103.63% within five years (2005-2009) (Lin, 2010).

According to Noor-ul-Islam (2015), it was discussed and reasoned that MI ought to be Urdu in all strategies and commissions. Urdu is the national language of Pakistan, and this national language is used as the medium of instruction with students of primary level.

In Korean higher education, EMI policy has been started and implemented in a top-down method by the Government and the policymakers of individual universities. (Ministry of Education and Human Resources Development, 2007)

On the other hand, according to Yeh (2012), lecturing in the English language can present problems and challenges, which have been discussed from two perspectives. The first one concerns students' insufficient command in English, which causes poor participation and academic achievement in English medium courses. (Doiz, Lasagabaster, Sierra, 2011). And the second challenge is the teacher's own ability to conduct courses in English. Some instructors tended to have problems with pronunciation, accent, fluency, intonation, even non-verbal behavior (Klaassen& De Graaff, 2001).

According to Ebad (2014), EMI policy has led many difficulties in educational circumstances in Saudi Higher Education as well as more parts of the Arab world. He explained that, due to the EMI policy, there had been created gaps in communication, connection, and culture between the teachers and students in classrooms, leading to poor classroom performance and grades and insufficient knowledge and learning. He also said that, though billions of dollars are invested in the education sector of Saudi, the outcomes are not satisfactory in comparison to the spending (p.142).

Additionally, Ibrahim (2001) talked about the opportunities, problems, threats, and possible solutions to implementing EMI in Indonesian Universities. He found out that, through implementing the EMI policy, learners' language problems can be solved. Hence, it leads learners to explore the language itself and enhance its usage (p.121). Ibrahim (2001) mentioned four factors that support implementing EMI in Indonesian universities. These are: 1) Bilingualism provides intellectual advantages, 2) The significant role of English inspires students and teachers to learn the language well, 3) EMI offers students and teachers more exposure to the English language and more probabilities to acquire it, and 4) Literacy skills and strategies acquired in a learner's native language, Indonesian, transfer to their second language, English (p.122-123).

2.5 Language Situation in Bangladesh

Bangla is the national language of Bangladesh and spoken as the first language by 98% of people. (Rahman,2010). In 1947, the British went away from India, but divided the community into two independent countries. India was for Hindus, and East and West Pakistan was for the Muslims. West Pakistani people used to talk in Urdu, and the East Pakistani used to speak in Bangla. West Pakistan tried to oppose the language Urdu to the people of East Pakistan. In the Language Movement of 1952, Pakistani police killed several Students of Dhaka University as they were in protest against the charging of the Urdu language as the only state language of East and West Pakistan. According to Rahman (2019), the Urdu-speaking leaders of Pakistan started oppressing the Bengali-speaking citizens straightaway after the birth of Pakistan. When the oppressing integrated the whole politics and economics, the Bengali-speaking people in East Pakistan eventually rebelled and set the country free after a lot of blood-shedding in 1971 named "Bangladesh" after nine months of war and sacrificing millions of lives.

To Bangladeshis, Bangla is a symbol of governmental identity, their struggle against exploitation and oppression, and the creation of an independent nation (Mohsin, 2003). Bangla has been given the status of national language through the constitution of 1972 to be used in education, administration, and the judiciary (Rahman, 1999). Even higher education was also delivered through Bangla, replacing English in Bangladesh. Gradually education policymakers began to take note of the damage done to English teaching and learning as a consequence of nationalist policies (Hamid, 2009b). After the independence of Bangladesh, there were several commissions and task forces from 1974 to 2000 which worked on the issue of ELT to bring progress in this arena (Uddin, 2005) And so, English was made a mandatory subject from Grade 1 in 1992 in the wake of major educational reform, which introduced a competency-based primary curriculum (Ahmed, 2005).

2.6 Practice of English Medium Instruction in Bangladesh

Before getting admitted to the university, Bangladeshi students have to pass schools and colleges where they do not get a chance to practice English. The only thing they can do to have good English is, take different courses offered by different institutions. As mentioned in Sultana (2014), English is available in Bangla medium schools and colleges where students learn all subjects in Bangla, counting English. Hence, the quality of English education in Bangla medium schools has been reducing. Khatun and Begum (2000) surveyed 200 students in classes 11 and 12 in Dhaka city. They believed that the students who are living in the city would be compenet at English. However, many of them scored only zero, and less than one in five students scored well.

Several ELT reform projects have been taken in Bangladesh in the last 15 years, but no noticeable development could be seen in the students' communicative competence. (Rahman, 2007). Evans and Morrison (2011) specified that students, in general, experienced four remarkable problems throughout the first year of an EMI curriculum at university: "understanding technical vocabulary, comprehending lectures, achieving an appropriate academic style and meeting institutional and disciplinary requirements" (p. 206). Again, English is used as a medium of instruction in private English medium schools of Bangladesh. Nevertheless, only 10% of the student population attends English medium schools or colleges. (Hossain &Tollefson, 2007). These institutions provide all the necessary things for effective teaching and learning. On the other hand, some countries have made the English language as a medium of instruction compulsory right from primary school.

Sultana (2014) demonstrated from the Bangladeshi context that universities, specifically the private ones, have started to emphasize English. These universities possess strict rules about enforcement and also offer remedial English courses for the weaker students. For many students it takes a long time to adjust to the English-only domain of the university. They struggle a lot to pass all the required English courses. But they do not perform good in the courses they need to read and write in English. (p14). A study conducted by Hamid, Jahan & Islam

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(2013) found that Bangladeshi private university students face EMI classes. Students focused on the reason for their problems is lack of vocabulary, they are not very good in English because they came from Bangla medium background. So, instructing in the classroom in English for tertiary level students is a failure for most students since they come from a Bangla medium background. Students need to participate in presentations where they need to go in front of people and present their topic in English. However, since they are not practicing speaking from learning English, they do not perform well.

Jamil (2015) disclosed that an interactive classroom gives the real opportunity for language learners to practice more. From this, we can say that students do not have any problem regarding the importance of the English language, but teachers still communicate with students using their mother tongue.

Chapter 3
Method

3.1 Method of the Study

The primary goal of this study is to determine secondary school teachers' perceptions of EMI at the secondary level, the reasons behind this impression, the obstacles they may face, and possible solutions. The 20 participants are all English language teachers from secondary schools in Dhaka, Bangladesh.

3.2 Research Design

"Mixed methods research is the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study or set of related studies" (Johnson, Onwuegbuzie, & Turner, 2007). Mixed method research is being used nowadays in many disciplines such as sociology, health, psychology, and education. "Many researchers point out the importance of mixed methods and their advantages in comparison to mono-methods" (Jick, 1979). A mixed-method approach is superior to a single method and more thorough than a qualitative or quantitative approach. The research data were analyzed using a mixed-method approach that included both qualitative and quantitative methodologies.

To collect the quantitative data, I used the Likert scale to collect and analyze the numeric data. However, the items in the Likert scale ranges were "Strongly agree," "agree," "Disagree," and "Strongly disagree." And later on, to collect qualitative data, the participants answered the reason for their perceptions. The survey is conducted online.

3.3 Participants

Teachers from secondary English language schools in Dhaka, Bangladesh took part in the study. A total of twenty teachers took part in the poll. All of them were teachers of Bangla medium schools. 11 were female teachers, 7 were male teachers, and 2 did not want to reveal their gender.

3.4 Instruments

According to the research design, the researcher used both methodologies (qualitative and quantitative design) to obtain a real result from the study. The participants were asked 11 survey questions and 12 open-ended questions. Because some teachers were apprehensive about giving information about their pupils and school, and because the questionnaire stated that their data would be kept private and not shared with anybody, only 20 of the 30 teachers took part in the online survey.

3.5 Procedure

The survey was performed online because all educational institutes were closed. The questionnaire was delivered to the teachers, who were given ample opportunity to obtain a better understanding of the situation and respond appropriately. Because all of the schools in Dhaka were closed, it took the researcher 3-4 months to collect secondary English Language teachers.

3.6 Ethics

The researcher had to make ethical considerations all the time, such as deciding if the study equipment was appropriate for the participants based on their level and circumstances.
In the data collection process, strict ethics were followed. Participants had previously been contacted and assured that their identities and other personal information would be kept

completely secret. As a result, there is no mention of the participants' names or ages in this study.

3.7 Data Analyzing Procedure

Both qualitative and quantitative methodologies were used in this investigation. There were 12 open-ended questions to capture qualitative data so that teachers may give their entire perspective, as well as 11 quantitative close-ended questions where participants could choose their own answers.

Chapter4

Result

The information received from the survey is presented in this chapter. A total of 20 English language instructors from Dhaka city took part in the study, which reflected the current state of teaching and learning in Dhaka, Bangladesh. In this chapter, the results of the teacher's survey questionnaire are discussed.

4.1 Teacher's Use of English in the Classroom and Students Response

In the poll, all of the instructors responded affirmatively and said they tried to teach in English in the classroom. Their students had both favorable and negative reactions to them. Teachers were asked to share their pupils' views on how well they understood the courses and how they responded in English classrooms. And the teachers said,

"Yes, I tried. Some of the students were very confident while communicating and at the same time they enjoyed the class. But some of them were feeling very shy to communicate." (T5)

"They face difficulties to catch what I am say since they are not used to listening in English." (T13)

According to the teachers, students are not used to speaking or listening in English in the classroom. Furthermore, this is a completely new experience for them, and they lack the necessary vocabulary, grammatical skills, and confidence.

4.2 Whether Only English Should Be Used in Secondary English Language Classroom

In response to the topic of whether or not teachers should use just English in secondary English language schools, 45 percent agreed, with 30 percent strongly agreeing. When asked why they believe this, they said,

"To make the students doing better in English in all aspects, at least in English classes, English should be used as a medium of communication." (T5)

"English medium instruction will create a proper environment for English teaching and learning." (T10)

Teachers find it more difficult to persuade pupils to utilize English at colleges since Bangla is the primary medium of instruction in every subject and continues through college. As a result, Bangladeshi pupils in Bangla medium schools are unable to practice their English at home or at school. As a result, individuals endure challenges throughout their lives. Students may struggle in the first stages of EMI lessons, but they will progress in a setting where English is spoken often. Furthermore, it would help them gain confidence and enhance their English skills. Students are quick to pick up basic conversational abilities in a new language, according to worldwide study. Basic communication skills might take anywhere from one to two years to perfect. Even in well-resourced learning contexts, however, mastering the abstract academic language abilities required to comprehend age-appropriate curricular information takes at least six years. (Alidou et al. 2006, 7)

20% of teachers disagreed, and 5% strongly disagreed about using only English in English language classrooms. The teacher who did not support the use of only English in the English language classroom stated that,

"As English is a foreign language, if the teacher only instructs in English students may feel bored but if Bangla is used beside English, students will feel comfortable." (T9)

According to them, adapting to new things is not so easy; flexibility by adding some Bangla in the English language classroom will help the students.
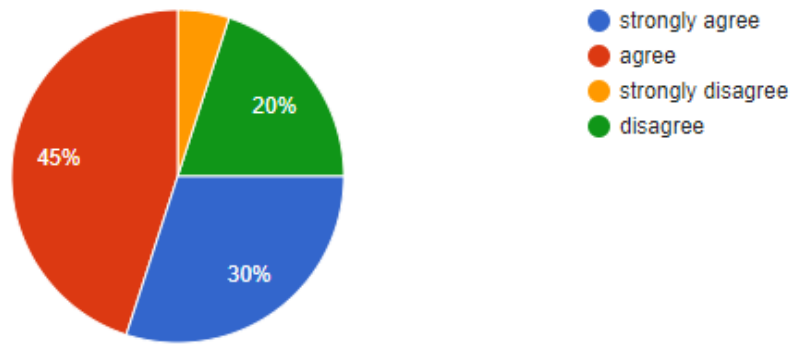
Figure 4.2: Whether Only English Should Be Used in Secondary English Language Classrooms.

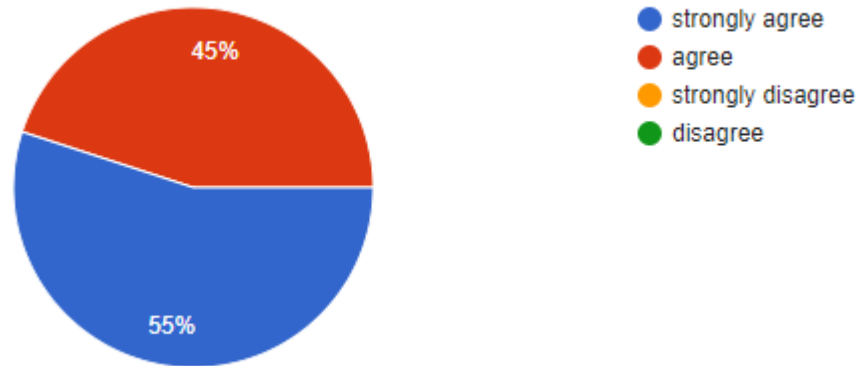### 4.3 Whether EMI is Helpful for English Teachers

55% of teachers strongly agreed, and the rest, 45%, agreed that EMI could be helpful for English teachers. And in this question, nobody answered negatively. They stated,

"I think, when a teacher uses English as a medium of instruction, they try to use new vocabularies with the intention to speak fluently. This effort is beneficial for teachers and also for the students because students can learn by mimicry." (T9)

"By using English widely, teachers can make themselves competent in English. This will help teachers to interact with students in English fluently." (T17)

Giving instruction and taking class in English properly allows teachers to use the target language in the classroom with ease and anticipation, resulting in better job and career opportunities. EMI plays a vital role providing students with a decent version of language, allowing teachers to focus more on the subject and content, as well as increasing student involvement in classroom

activities. Furthermore, pupils show a more positive attitude toward their skilled professors than they do toward their less skilled teachers.

Figure 4.3: Whether EMI is Helpful for English Teachers

4.4 Whether EMI is Helpful for Secondary Level Students

45% of teachers agreed, and 40% strongly agreed that EMI could be helpful for students to learn English in English. In the question of how might students get benefited from EMI, they stated that,

"It can improve their overall command in English." (T18)

"Our country will not stay a "Third-World" country forever. Gradually, our Government has been in relation with foreign countries in terms of sharing projects with each other. So, we need to encourage our students to get adapted to the English language since the aforementioned language is the most spoken in the entire world." (T12)

The aforementioned comments imply that if students are given the opportunity to practice speaking and listening in class, their challenges in further education and the job market would be decreased. The fact that English can assist them in obtaining employment and pursuing higher

study overseas. Because it is usual in Bangladesh for individuals who are fluent in English to be offered high professions.

Among the participants, 15% disagreed, believing that EMI in the EFL classroom cannot help secondary students and students might not understand everything if English is used as the medium of instruction.
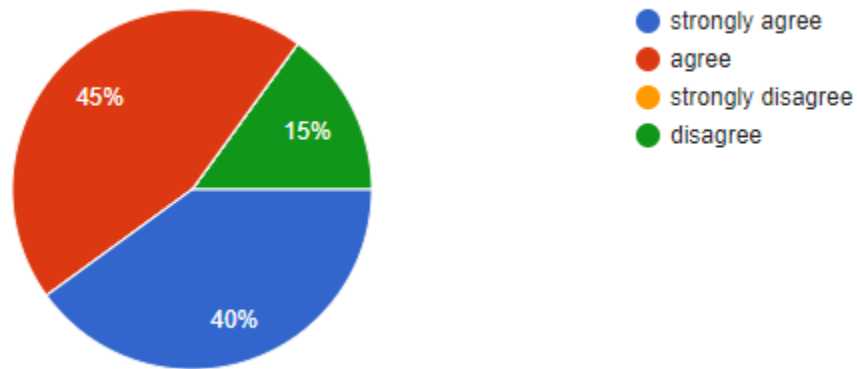
Figure: 4.4 Whether EMI is Helpful for Secondary Level Students

4.5 Whether Students have Competency to Understand if Taught in English

According to the poll, 85 percent of instructors agreed, with 5% strongly agreeing, that their students would comprehend if they were taught in English. The majority of teachers are still unsure about their pupils' abilities. They do, however, think that now is the appropriate time to begin English classes in the classroom. The teachers claimed that,

"As my students know how to write and read in English, I feel they have the capability to understand if they are taught in English. Knowing how to communicate in English increases chances of getting a good job in the country or abroad." (T15)

"If you make your classes interactive, share your practical experiences with the students and expose them to foreign culture, definitely students' competency level will rise drastically." (T12)

The statement above shows that, though secondary students are not skilled in English, this is the best time for adapting EMI. Only 5% of teachers disagreed that their students have no competency to understand English lectures. One of the teachers stated,

"Most of the government school students cannot understand English lectures properly because their syllabus doesn't inspire them to use English in practical life. That's why they are weak in English. My students have no competency to understand the lectures if taught in English." (T9)

Students are not accustomed to speaking English at home or in class. When they talk in English in job interviews or at university, it makes them feel shy and insecure. If Bangladeshi students begin speaking and listening in fifth grade and continue through college will gain confidence in the language over time, as practice makes perfect.
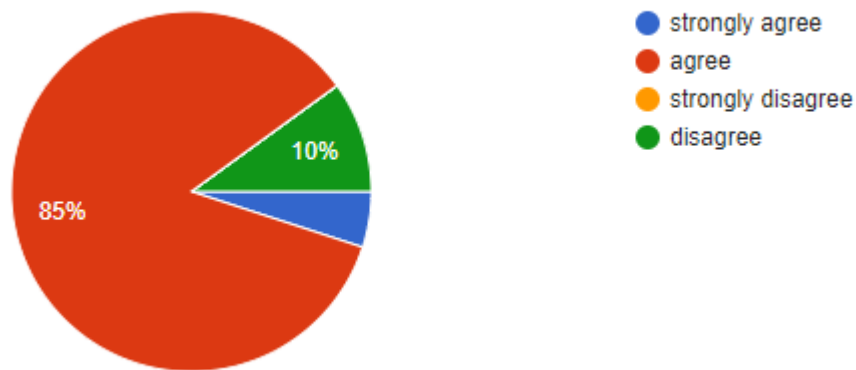
Figure 4.5 Whether Students have Competency to Understand if Taught in English.

4.6 Whether There Are Any Challenges in Implementing EMI

In the survey, 55% of teachers agreed, and 25% strongly agreed that there are some obstacles for students and teachers. Some believe that it is also challenging for the parents. About the challenges, they might face, and their possible solutions (T5) stated that,

"Amongst all the challenges, the prime one is the fear of the students. Students should always take part in the communication in English class. If they do not speak out of fear of making mistakes, this becomes an obstacle in the teacher's way of teaching. Moreover, limited time for class, unenthusiastic students, lack of resources, limited syllabus etc. are also challenges for a teacher. Students' active participation, modern syllabus, extra classes or events for students, teachers training etc. are needed to overcome those challenges."

(T9) added about the challenges, "1. Small classroom, huge students 2. Lack of audio video materials. 3. Not enough class time. 4. Syllabus and curriculum. 5. Teachers' incapability of teaching in English. 6. Teacher centered environment. If we remove the above mentioned challenges, we can implement English as a medium of instruction."

Teachers may find it difficult to persuade Bangla medium students to communicate in English because they are not accustomed to doing so. Whatever mistakes their students make, teachers should motivate them. To address these issues, the education ministry and schools should take appropriate measures.

20% disagreed that there are no challenges to implementing EMI in secondary schools believing that their students are very good in English and teachers or students would not face any problem if EMI is adapted.
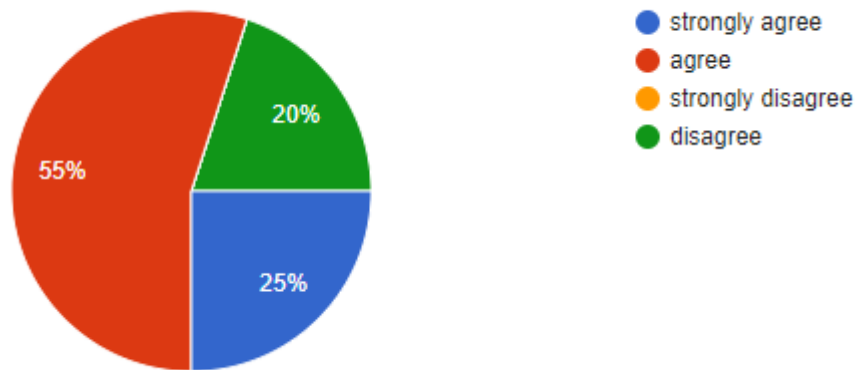
Figure 4.6: Whether There Are Any Challenges in Implementing EMI

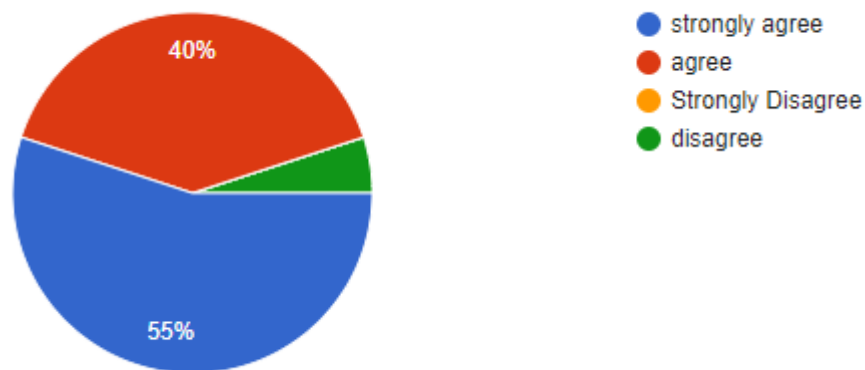**4.7 Whether EMI Promotes Students Overall English Proficiency**

55% of teachers strongly agreed, and 40% agreed that EMI could enhance students' overall competency in English. In the question of how does EMI help student's overall proficiency, teachers stated that,

"The whole setting in English will help students overall English learning." (T20)

"Over time, they learn to think in English instead of trying to translate." (T18)

According to them, all four skills of English are practiced at EMI, and students become proficient in English as a result of this frequent practice. People who do not speak English well think in Bangla first, then translate to English, rather than thinking in English. It causes people to speak slowly, and this isn't a good strategy.

5% of teachers disagreed that EMI alone cannot develop students' English proficiency believing that using the mother tongue is necessary for classroom instruction.

Figure 4.7: Whether EMI Promotes Students Overall English Proficiency

4.8 Whether Students Are Ready to Adapt EMI

60% of participants agreed, and 5% of teachers strongly agreed that their secondary students are ready to adapt to EMI. in the question of how they came to this perspective, the participants explained,

"At first they will have problems catching up but eventually they will have more accuracy and fluency in English by this way" (T7).

They may have some challenges at first because they are not used to practicing English in or out of the classroom, but with time, they will be able to catch up.

30% disagreed on the fact that their students are not ready yet to adopt EMI. 5% of teachers strongly disagreed and believed that their students were not ready yet.

"Not all my secondary students are ready to adapt to EMI. For the students of standard 9 or 10 this might be difficult, but from the early stage of secondary level it might be possible to adapt EMI. They needed to be familiarized with it from a younger age." (T4).

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According to the teachers who disagreed on the fact of whether their students are ready to adopt EMI or not, they believe, if EMI can be started from the early secondary level, their students might not still be ready to adopt the policy. Still, gradually they will be used to it.
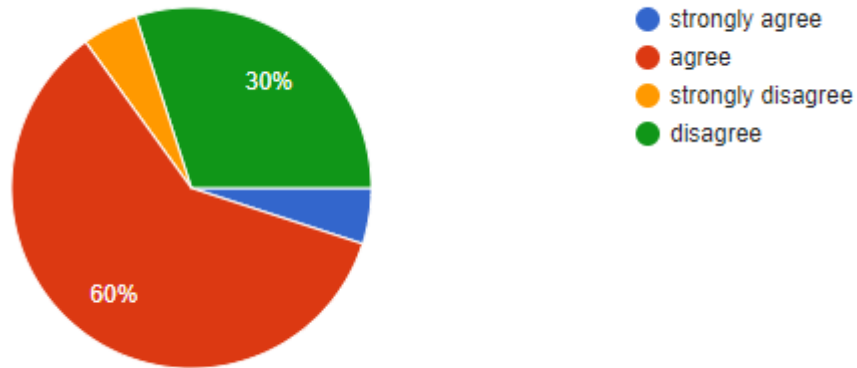
Figure 4.8: Whether Students Are Ready to Adapt EMI

4.9 Whether Teachers Are Capable of Teaching in English

50% of teachers strongly agreed, and the other 50% agreed that they could teach English, and none of them disagreed. They stated,

"I feel quite comfortable teaching this subject. I think my students enjoy my classes." (T14)

"Yes, I can. Because I can speak fluently and know how to teach students and how to get students involved in the practice of speaking English." (T14)

According to the participants, they are capable of teaching in English as they have been teaching for a long time, and sometimes they try to communicate in English with students.
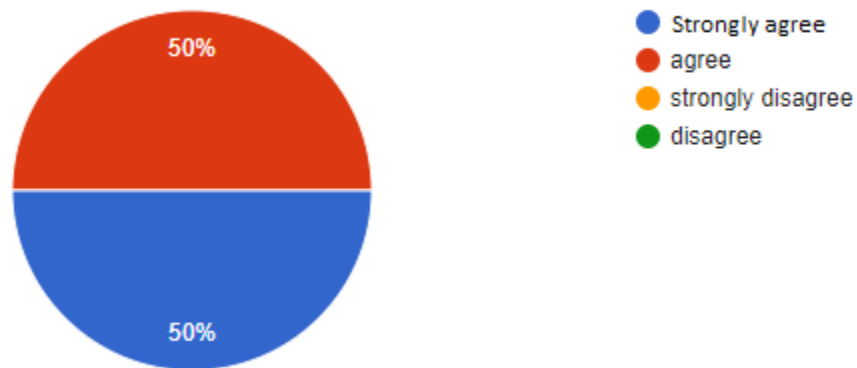
Figure 4.9: Whether Teachers Are Capable of Teaching in English

4.10 Whether Teachers are comfortable teaching in English

50% of teachers strongly agreed, and the other 50% of teachers agreed that they are comfortable teaching English, and none of them disagreed. Teachers added,

"English is a foreign language in our country. But I can speak English fluently and know how to pronounce correctly. I am pretty much comfortable." (T15)

"I often deliver portions of my lecture in English, so I am used to this." (T18)

According to the participants, as they know how to teach students in English, they don't feel shy or nervous while teaching in English; they are comfortable with it.
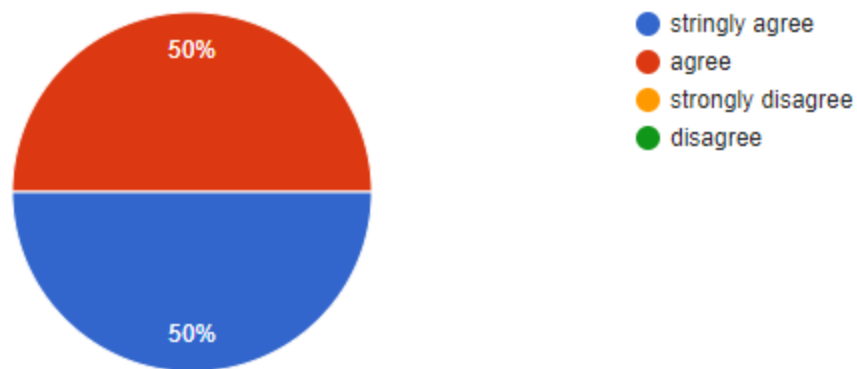
Figure 4.10: Whether Teachers are comfortable teaching in English

4.11 Whether Students Need Special Training for Adapting EMI

In the survey, 35% of teachers strongly agreed, and 35% agreed that students need special training before starting EMI in schools.

"The training subject should be speaking and listening in English. It can help students to be able to respond more quickly." (T8)

Because Bangladeshi pupils receive less listening and speaking practice in school, they will face significant challenges in these areas in the future. So, before implementing EMI, these two locations might be used as a training ground for secondary pupils.

25% of teachers disagreed, and 5% strongly disagreed and believed that secondary students do not need any training before adapting EMI.

"Students do not need the training to adapt English as a medium of instruction. Instead, they need to have the will, interest, a good English teacher and proper guidance." (T6)

"No special training is required; it requires a good instructor who can engage the class well. "(T18)

These participants strongly believe that pupils do not require training, as seen by the statements above. They require patience and a qualified tutor who can appropriately guide them. Only classroom practice would suffice for the students.
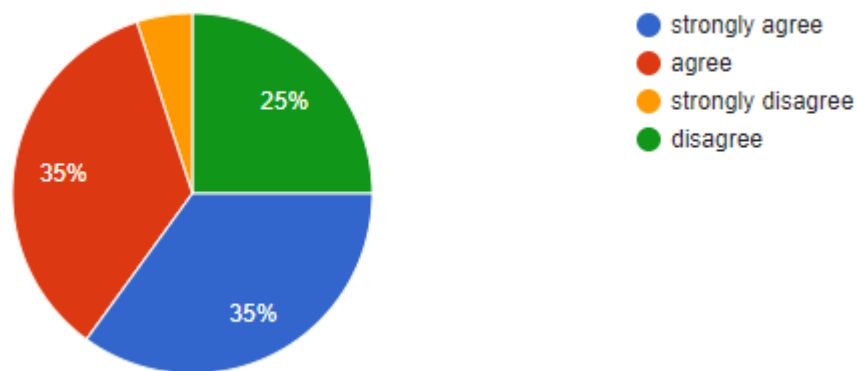
Figure 4.11 Whether Students Need Special Training for Adapting EMI

4.12 Whether Teachers Need Special Training for Adapting EMI

45% of participants strongly agreed, and 55% of teachers agreed that teachers need special training for adapting g EMI, and no participants disagreed.

"The training subject should be related to how students can easily accept this medium or how they can easily cope up with this method. This training can help the teachers discover new ways to teach students and make them participate in the class." (T5)

"The training should focus on speaking, as many people can write well and cannot do the same justice to speaking. Teaching should be fluently delivered, so the teacher needs to be fluent in that language and subject matter expertise." (T9)

The conventional technique of teaching is used by the majority of Bangla medium school teachers. When a new teaching approach is to be introduced in the classroom, teachers must be trained. Despite the fact that many teachers are fluent in English, they may find it difficult to adapt to EMI without training or courses since they do not have frequent speaking practice. They will become adept in the procedure as a result of the training and will be able to implement it effectively with the students. Furthermore, if a teacher's English speaking competence is low, it may jeopardize their confidence, which could affect their educational practices. English language teachers must have a high degree of fundamental English proficiency to work well in the classroom. An English instructor must provide a welcoming environment for pupils while also scaffolding their learning by involving them in pedagogically relevant exchanges.
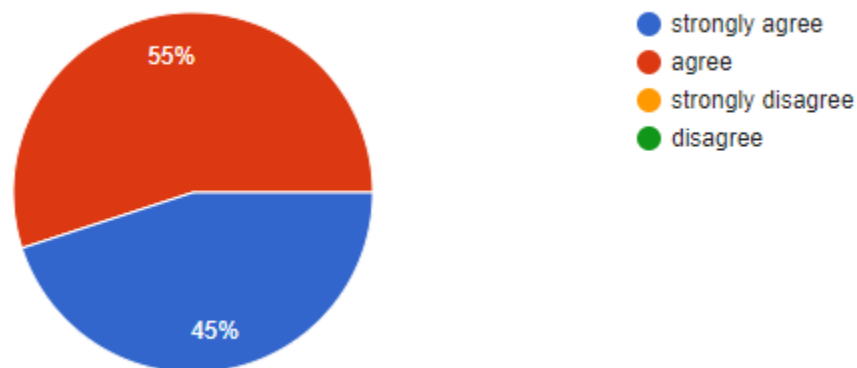
Figure 4.12: Whether Teachers Need Special Training for AdaptingEMI

Chapter 5

Analysis and Discussion of the collected Data

The study looked on secondary teachers' perceptions of EMI and the causes behind such perceptions in Dhaka, Bangladesh. Half of the teachers were confident in their ability to instruct their students in English. While the other half simply agreed that they could instruct students in English. Furthermore, some professors agreed that solely English should be used in English lessons, while others indicated both English and Bangla should be utilized to train pupils in English classes because they are unfamiliar with this manner (see figure 4.2). The confusion results in some EMI teachers feeling stressed and insecure, leaving some teachers feeling 'disempowered' (Doiz and Lasagabaster 2018, 672).

Though all the teachers agreed that they are comfortable to teach in English, all of them again claimed to have special training for adapting EMI (Figure 4.12).Several studies appear to agree that excellent EMI teaching is based on a variety of critical components which go beyond language proficiency, including effective teaching behavior and personal attitude. (Tatzl, 2011). Which means, a person who is good at English speaking might not be good at EMI teaching, it is something which is beyond language proficiency. Thus participants are comfortable to teach in English, and still require training regarding EMI teaching.

Despite the growing popularity and interest in EMI, there is still a lack of a proper theoretical and pedagogical framework. (Keuk&Tith, 2013). As Lasagabaster and Pagèze (2017, 307) have remarked, professional development for EMI has to provide teachers with the tools for clearly identified EMI classroom practice. Since many teachers lack knowledge about what authentic EMI teaching is and the critical role of language in content learning, which poses challenges to their instructional design and implementation (Maxwell-Reid 2017). It is essential to provide systematic and sustained support to develop their professional competence in EMI teaching. Chen & Peng (2018) conducted a case study where a professional development 5-day intensive program aimed to provide professional training and support to EMI teachers in a university in China. Which consisted of four main modules for 1) conceptualizing EMI, 2) classroom language modification, 3) EMI instructional strategies, and 4) microteaching.

Moreover, the result was positive and satisfying. In the study, teachers answered that they should get training on speaking, teaching methods using EMI, etc. Teachers have a strong belief that EMI is helpful for both teachers and students. Except for 15% of respondents, all the respondents agreed that if EMI is adopted at the secondary level, students will greatly benefit from learning English and the content. School can be the only place for practicing. English. If teachers start providing lectures in English, many students might feel shy, according to the teachers. They believe that soon it will become routine. Students will start thinking in English as well as communicating in English. And thus, they get prepared for their upcoming stages**.** Senapati, Patnaik, and Dash's (2012) study found that EMI pupils are "more out-going, competitive, conscientious, emotionally mature, active, assertive, and independent-minded" than Odia-medium ones. Adapting English instead of the mother language as a medium of instruction can provide students with ample opportunity to use English on an everyday basis in different communicative situations with their teachers, with other students, administrators, etc.

The respondents claimed that if EMI is adapted in the classroom and they can regularly practice it, it would help them improve their English, which would help in writing international journal articles or attending and presenting at international conferences. In the survey, 55% of teachers agreed, and 25% strongly agreed that there are some obstacles for both students and teachers. Some teachers also believe that it is not only challenging for the students but also the teachers. 20% of teachers disagreed, believing that teachers and students would not face challenges if EMI is adapted in secondary school. To overcome such challenges, teachers claim that they need special training. Teachers have limited time for class, lack basic resources, shyness, and other problems. According to the respondents, when it comes to applying EMI. Since EMI seeks to involve kids in speaking English, one participant stated that the quantity of pupils in the courses is a major issue. Teachers are unable to meet all of the demands of all students in these conditions. If the number of pupils in the classroom is reduced, the teachers may encourage all of them to speak English. Another participant suggested that contemporary classroom amenities such as laptops, projectors, and other technology be introduced. She went on to say that when teachers educate in the classroom, they usually use traditional techniques, which bores the kids. However, to get the best result of EMI, teachers should adopt innovative and various teaching

methods to attract students. Furthermore, they need special training, the institute, and the education ministry have to take some necessary steps.

Participants claimed that teachers' special training would help them to gain more confidence in using the teaching techniques. English teachers might have completed their degrees from the best universities, but many of them are not ready to teach English in an English-only environment. In Denmark, over 25% of the master's programs were taught in an EMI format (Werther et al., 2014), but not all the teachers felt that they had acquired the language proficiency and the necessary training to teach through English. A research (Anh, Nguyen, & Le, 2013) found that training non-native English speaking (NNES) language teachers using an EMI framework would enhance future teachers' practices, especially in producing an English speaking environment for their students. Teachers also claimed, training should be arranged for the teachers, not for the students. Research reveals that language proficiency can come up with teachers' better teaching skills by allowing them to manage classroom discourse in order to provide maximum opportunities for language learning (Richards, 2010: 103).

Chapter 6

Conclusion and Suggestion

This chapter contains critical information about the research findings and recommendations. Both the conclusion and the proposal are drawn from the data analysis and conversation.

6.1 Conclusion

The purpose of this study was to look into teachers' perceptions of EMI in secondary EFL classrooms, as well as the reasons for such perceptions. The questionnaire was used as a data gathering instrument in this research investigation. The Likert Scales included four points: strongly disagree, disagree, agree, and highly agree. There's also an open-ended inquiry for each of them. The issue of EMI was discussed with the participants before the questionnaire was given to them. There were questions about the importance of EMI for teachers and students, challenges of adapting EMI, whether they are prepared to adapt EMI in secondary school, the necessity of teacher training, etc.

Participants in the study had differing opinions on whether EMI is beneficial in terms of improving students' comprehension of course content and if EMI lessons actually increase students' English ability. Nonetheless, the majority of secondary school instructors prefer English as a language of instruction, believe they are prepared for it, and believe that their pupils will eventually adjust to an English-only environment. An EFL classroom is where a student can learn four skills of English, and the best time is to start from secondary level so that they can get prepared for their upcoming job, higher studies, etc. Both the teacher and the students will gain confidence as a result of the frequent practice of speaking in the classroom, and children will no longer be hesitant or scared of speaking in front of their classmates and teachers. The majority of secondary teachers polled said they are ready to adjust to EMI, but that they would require further training.

This study presents secondary school teachers' perspectives on Dhaka, Bangladesh's EMI policy, which may be used as a starting point for further research.

6.2 Suggestion

Following the completion of the research, the author would like to provide some recommendations for future scholars who are interested in exploring the same topics. The research has certain limitations. As a result, it is hoped that future researchers will be able to study this issue with larger samples. This study was limited to secondary English language teachers' perceptions of EMI in EFL classes in Dhaka, Bangladesh. Other researchers might be able to contribute information on students' impressions of English as a medium of teaching in an EFL course. Because of the Corona crisis, the writer was unable to conduct class observation or focused group discussion due to the closure of schools. Future researchers might be present in the classroom and use what they learn into their own study.

Students cannot enhance their English just via classroom instruction and learning; they must also study independently, which is also the responsibility of their parents. Because all participants think that English is the most important factor in their future employment, they should enroll in various teaching courses whenever they have the opportunity to improve their confidence. It will also assist students in learning different teaching methods. Furthermore, linguistic support might be offered for people desiring to improve their competence in an academic atmosphere, in addition to offering appropriate training for the teacher's professional growth. Providing enough material and technology might be the answer to the problems.

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Appendix

You are going to participate in a research survey being conducted by a student of BIL, Brac University. The research title is "Perception of secondary level English teachers of Bangla medium schools regarding English as a medium of instruction: a case study in Dhaka, Bangladesh.". As a participant, your responses are significant for this study. The collected data will be used for the research purpose only, and your identity will be kept entirely confidential. If you ask, the researcher is committed to sharing the findings with you.
For any query, please contact:

Eshita Chowdhury
chowdhuryeshita1234@gmail.com

Part A

1. **Sex:**

a. Male
b. Female
c. Prefer Not to Say

2. **email Number:**

3. **Phone Number:**

4. **In classes, did you ever try to teach in English? If yes, how was their response?**
Answer:

Part B

1. **Only English should be used in English classes:**

a.   Strongly Agree

1. Agree
2. Strongly Disagree
3. Disagree.

Give reason/explanation/example for your response:

2.   **English as a medium of instruction can be helpful for the English teachers:**

1. Strongly Agree
2. Agree
3. Strongly Disagree
4. Disagree.
5.

Give reason/explanation/example for your response:

3.   **English as a medium of instruction can be helpful for secondary level students:**

a. Strongly Agree

b. Agree

c. Strongly Disagree

d. Disagree.

Give reason/explanation/example for your response:

4.   **My students have the competency to understand if taught in English:**

1. Strongly Agree
2. Agree
3. Strongly Disagree
4. Disagree.

Give reason/explanation/example for your response:

5.   There are some obstacles/ challenges to implementing English as a medium of instruction:

a. Strongly Agree

b. Agree

c. Strongly Disagree

d. Disagree.

What are the challenges, and what can be the possible solutions?
Answer:

6.   English as a medium of instruction promotes students' overall English proficiency:

a.   Strongly Agree

b.   Agree

c.   Strongly Disagree

d.   Disagree.

Give reason/explanation/example for your response:

7.   I feel my students are ready to adapt EMI:

1. Strongly Agree
2. Agree
3. Strongly Disagree
4. Disagree.

Give reason/explanation/example for your response:

8.   I am capable of teaching in English:

1. Strongly Agree
2. Agree
3. Strongly Disagree
4. Disagree.

Give reason/explanation/example for your response:

9.   I am comfortable teaching in English:

1. Strongly Agree
2. Agree
3. Strongly Disagree
4. Disagree.

Give reason/explanation/example for your response:

10. Students need special training for adopting English as a medium of instruction.

1. Strongly Agree

2. Agree

3. Strongly Disagree

4. Disagree.

What can be the subject of training, and how can it help students?

Answer:

11. Teachers need special training for adopting English as a medium of instruction.

1. Strongly Agree

2. Agree

3. Strongly Disagree

4. Disagree.

What can be the subject of training, and how can it help teachers?

Answer: