

**An Evaluation of Linguistic Transition among the Tertiary Level
Students of Private Universities in Bangladesh**

Latifa Afroze

ID: 12263002



Department of English and Humanities

BRAC University

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Latifa Afroze

ID: 12263002

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ABSTRACT

This study was an attempt to explore the difficulties of students at tertiary level in our country for linguistic transition (Bengali to English). Rauf (2012) says Linguistic transition is now a reality in the higher education scenario of Bangladesh (p. 13). This research was conducted at 5 private universities in Bangladesh. 150 students and 12 teachers participated in this research. The questionnaires have been both qualitatively and quantitatively analyzed.

Most of the students in Bangladesh learn every subject in Bangla in their 12 years education life because Bangla is our mother tongue and up to H.S.C the government set the policy of Bangla medium instruction. The medium of instruction change when the students admit in private universities and this sudden change of language of instruction make a tremendous effect on the new students. The university authority set the English medium instruction for several reasons. The purpose of the study is to find out the main causes and effects of this linguistic transition on the freahers.

From the findings result it shows that plagiarism is one of the main effects for linguistic transition. The effects are mainly affected the beginners academic result which actually demotivate the learners at initial stage of tertiary level. There are also many effects like they become psychologically weak and it creates a gap between the students and the teachers. So finally some recommendations are uncover for helping the students and make this transition smooth.

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CHAPTER 1- INTRODUCTION

1.0 Introduction

In Bangladesh all private universities are using English as their medium of instruction. The focus of this study is to find out the overall impact of linguistic transition on tertiary level students. According to Rauf (2012), linguistic transition can be defined as a shift of medium of instruction from one language to another; in this case, a shift from Bengali to English at tertiary level in all the private universities of Bangladesh(p.10). This study would first find out the causes and then the effects of this linguistic transition on the freshers and help formulate strategy to make this transition smooth.

Chang (2010) said Major driving force behind this English-medium instruction policy is a common belief that teaching subject courses in English can promote students' interest and motivation in learning the English language, and hence improve their proficiency, while at the same time facilitating their academic performance and increasing their competitiveness in the job market (p. 57).

After passing twelve years in Bangla medium institutions where the students learn every subject in Bangla suddenly when they admit into the private universities most of the students face great difficulty because here they get English as a medium of instruction. It also hampers their confidence level and may reduce their level of success in higher level. For this paper first two semesters' students of some private universities are participated and identified their own feelings regarding this linguistic transition. More specifically, this study aims at finding out the overall impact of linguistic transition on the freshers at private universities in Bangladesh.

1.1 Problem statement

It has been observed that after 40 years of independence in Bangladesh, English is dominating the higher education domain in our country. Rauf (2012) said that Bengali as the medium of instruction has lost its place to English particularly at tertiary level (p.13). But after passing 12 years in Bengali medium it is quite natural for the students that suddenly they undergo a change and this language shift makes their life complex in their very early life of the university. As this study shows, this linguistic shift is creating some barriers for the beginners. So this paper will seek to address the barriers and how the students can overcome it at their tertiary level of study.

1.2 Purpose of the study

According to Islam (2013), the 21st Century has introduced many challenges in higher education (p.127). Linguistic transition is a kind of issue which influences the students' career to a great extent. The purpose of the study is to find out the main causes and effects of linguistic transition on the freshers at private universities in Bangladesh. First the paper will examine the causes and then it will critically analyze the effects by the survey responses. This paper will also try to find out some strategies to overcome that linguistic transition period so the students can get a better future.

1.3 Central Research Questions/objective of the study

1. What are the possible causes of linguistic transition among the students of tertiary level in Bangladesh?

2. What are the effects of linguistic transition among the students of tertiary level in Bangladesh?
3. What strategies can be followed to overcome the problems caused by linguistic transition?
4. Is linguistic transition responsible for plagiarism among the students of tertiary level?

1.4 Significance of the study

After passing twelve years in Bengali Medium school when the students get admitted in universities their medium of instruction will be changed and all of the private universities follow English as their medium of instruction. Most of the Bangla medium students are not used to practice English in their academic curriculum so the students face a linguistic transition which sometimes becomes a threat to them. For this linguistic transition, they became demotivated which affects their career and life. This study would find out the overall impact of this linguistic transition on the fresher (first two semester students) and help them to formulate a useful approach to make this transition smooth.

1.5 Delimitation

This research is focusing on the overall impact of linguistic transition at tertiary level students in different private universities. So the research narrows down the area only among the freshers of private universities. Therefore to construct the thesis concise, this research focuses on some of the major causes and effects of linguistic transition and tries to formulate few solutions from it.

1.6 Limitation

This research was conducted among some private universities of Dhaka only. Moreover, the research was limited to very few institutions due to time constraints. Even it was almost impossible to get in and reach the students of some universities because of the strict security system and it was also difficult to take time for interview from the teachers of different universities. So, it was difficult to generalize the actual causes and effects of linguistic transition among the students of tertiary level in Bangladesh.

1.7 Operational Definitions

1.7.1 LT: Linguistic Transition can be defined as a shift of medium of instruction from one language to another (Rauf, 2012).

1.7.2 MOI: The medium of instruction is the language used by the teacher to teach. Teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it.

1.7. EMI: English Medium Instruction means English language used by the teacher to teach the students in academic purposes. The existing flow of adopting English Medium Instruction defined as the vehicle of teaching and learning has become an important issue in the language policy and planning (Islam, 2013).

CHAPTER 2 – LITERATURE REVIEW

There are lots of researches done on linguistic transition (a shift of MOI from one language to another) in different universities all over the world but according to Rauf (2012) none of the study deals with the transition of Bangladeshi students from higher secondary to tertiary level (p. 10).

2.0 Linguistic Transition in different universities all over the world:

Ghorbani & Alavi (2014) say that ‘Englishization’ is a way of promoting English in higher education to modernize, globalize and internationalize the country’s education system (p.2). Coleman (2006) listed seven reasons for the implementation of EMI policy in Europe: (1) academic internationalization, (2) student exchanges, (3) teaching and research materials available (4) staff mobility, (5) graduate employability, (6) the market in international students, and (7) European CLIL (Content and Language Integrated Learning) (p.4-6).

According to Chang (2010) teaching subject courses in English can motivate students for learning the language so it improve their proficiency while at the same time facilitating their academic performance and increasing their competitiveness in the job market (p. 57). EMI courses give an extra opportunity to the undergraduate students to improve their English language proficiency (*ibid*). Ashcraft (2006) argues that the traditional rationale for using English-medium instruction in higher education in non-native contexts is that textbooks and journals in most fields are published in English.

According to Evans (2000), transition to university study is complex and varies according to several factors like age, gender, socioeconomic class etc. He also points out that early

theory on transition were based in psychology, focusing on individual personal characteristic but from the mid-seventies the emphasis shifted to students' background characteristics, disposition on entry, goal commitment and experiences after entry including academic and social integration as well as to external and institutional factors. Kantanis (2000) reinforces the significance of social transition as a great need that students require to have fulfilled, especially in the initial experience of first-year at university. Social transition issues seriously impact on the prospective academic success of first year students. He points out 'social networking', 'social skills', 'communicative competence' and 'normalization' play important role in the transition (*ibid*).

According to Bowles et al. (2011), a range of external pressures make the students' life difficult in their transition period like the need of earn money, the inability to integrate socially and the wrong choice of subject or degree program (p.62). Students' first year university experience suggests that student perceptions during the transition period in the first semester at university may be critical in their decision to continue or discontinue tertiary studies (*ibid*). West et al. (1986) found that 14% of withdrawers described that teaching staff as unclear so it is a significant predictor (as cited in Evans, 2000). Ramsden et al. (1989) says that studying and learning approaches in tertiary level are strongly influenced by practices at secondary school and if there is a mismatch it may create problems.

Chang (2010) finds that sometimes students are unable to understand the lectures because the lack of proficiency of their instructors (p. 66). According to Ghorbani & Alavi (2014), sometimes it is difficult to use EMI in higher education because the lecturers' lack of English proficiency in English and also the students' low proficiency level (p.10).

Holloway (2014) finds out that students at tertiary level always struggle to maintain their expectation in that transition period and they always feel anxious (p.1). Krashen (1983) identified that anxious learners have a high affective filter, which prevents learning.

Dodigovic (2013) shows that when the students of tertiary level use English as their medium of instruction then they are not confident enough on their writing skills so they do plagiarism because they use English as their second language and their teachers' negative attitude make them unmotivated and lead them to do plagiarism (p.23-24). The student- centered enablers of transition are intrinsic which measured by study, effort and culture and university-led enablers are extrinsic to the students which measured by orientation, learning at university, facilities and social by Bowles et al. (p.68).

Chang (2010) points out that students' most popular strategy to overcome their reading difficulties to use a dictionary (p.71).He suggests that the university administrators should select the faculty member carefully and give them better resources and support (p.77). Again, teachers have to teach reading, writing and speaking following proper methodology (Richards & Rodgers, 2001). Chang (2010) asserts that when the professors are giving lectures in English if they switch between the native and the target language then it is increasing the students' degree of satisfaction and reduces their anxiety level (p.67). Holloway (2014) researches and finds out that students learning space remove the barriers between them and the teachers, the help of the teachers and staff members and also using the resources at university can make the transition smooth for the beginners (p.3). Frequent interaction with the faculty members and students will make them more confident (Krashen, 1983).

Ghorbani & Alavi(2014) suggest that the teaching through EMI in tertiary level can be easier if the families encourage their children, enhancing students' self-esteem, motivation and interest, decreasing students' expenses of translating English text to Persian in order to comprehend them, facilitating the use of internet and computer software, and providing the means of investigating other cultures(p.10). "The parents are the child's most interested and most constant counselor" (report of a workshop held at the university of Western Australia. 1963:8).

According to Kantanis (2000), the freshers not only face the problems on their transition period but also the academics who teach them face this critical period and secondary school teachers can play a vital role here because they can prepare tertiary bound students for the transition to university by encouraging them to increasingly utilize independent learning skills, develop social skills and improve their communicative skills.

2.1 Linguistic transition in Bangladeshi Universities:

Khan & Akter (2011) asserts that Education in Bangladesh has three main stages such as, primary, secondary and higher educations. Primary education is a 5-year program while secondary education is a 7- year with three sub-stages: 3 years of junior secondary, 2 years of secondary and 2 years of higher secondary. At tertiary level, Bangladesh has four different types of institutions that offer undergraduate and graduate programs. They are colleges under National University, autonomous public universities, private universities, and madrasahs(p.6).

Rauf (2012) says that at secondary and higher secondary level our medium of instruction was Bengali but at tertiary level the students discover that the medium of instruction was English in all the private universities in Bangladesh (p. 11).

“The polity of Bangladesh is a good example of this where EMI draws a line between the public and private higher education” (Islam, 2013). Pennycook(1994,1998) says that in Bangladesh medium of instruction (MOI) has matched up to different phases of modernity from colonial period to post-modern. The first period was called the early colonial period and in that time the colonial MOI can be introduced to the colonized area like Asia and Africa. According to Hamid (2009a), here the natives aimed at facilitating and lengthening colonial rule. The second phase of MOI followed the official end of colonial rule and introduced national languages as an expression of national identity. And finally Lin et al. (2005) say that the third period which currently exists can be called as “appropriated MOI” because of return of English, the colonial language now as a global language for its impact on global economy(as cited in Islam, 2013, p. 127).

According to Hamid (2009b), English was introduced to as a compulsory subject for first year students in tertiary level in our country and our government tried to maintain a balance between English and Bangla in national policies to ensure our national identity. Islam (2013) reports that English language highlighted in tertiary level for the demand of job market and most of the books in higher education are written in English and it also viewed as ‘commanding language’ (p. 131-133). He (2013) further says that the students experienced the value of Bangla in academic learning but the power of English denied the potential of Bangla in their higher education and produced them as ‘English- coated graduates’ for the local and international market.

“The majority of students in private universities come from Bangla medium schooling with inadequate competence in English” (Mahmud & Gazi, 2012). There for Rauf (2012) found in his research that most of the students are not happy for this linguistic transition because it affects their academic performance and they face problem in their academic writing because of poor vocabulary, grammatical problem, fear, wrong spelling etc (p. 11). Linguistic transition really creates problems for the learners in case of speaking so they cannot ask question to their teachers so it creates a communication gap between them (*ibid*). Interestingly, some students even avoid meeting or talking to their teachers as they have to communicate in English (Krashen, 1983).

Islam (2012) finds that tertiary level students sometimes prefer Bangla for make lessons more understandable because it helps to understand the content of the subject (p. 132).

Ellis 1991, Prabhu 1987 stated that “Comprehending has been considered of primary importance in the acquisition of a language”.

Rauf (2012) asserts that Linguistic transition makes the students life difficult for first two semesters at university and makes them frustrated and most of the students come from Bengali medium background, they are rather hesitant, puzzled, and sad at the initial stage; freshers feel shy/ afraid/ nervous to use English as well (p. 12).

According to Ahmed (2012), in tertiary level most of the students did plagiarism when they were writing response paper in English because of their lack of knowledge in English and they copied from the internet (p. 241). She (2012) says that Bangla is the medium of instruction of most of the students in their primary, secondary and higher secondary level and English is considered as second language (p. 228).

Islam (2013) reports that sometimes students wanted to choose the dual medium (Bangla and English) for their better understanding (p. 132). According to Rauf (2012), Linguistic transition at tertiary level can be smooth if the teachers taught English properly at primary, secondary and higher secondary levels (p. 13). There are also some social factors which effect directly to this Linguistic Transition so counseling can be a helpful procedure to integrate the freshers to the new environment (*ibid*).

Ahmed (2012) states that when the students enrolled in their universities they got some foundation courses in English if they scored low in English at their admission test because here the medium of instruction is English and these courses may make their transition smooth(p.228). Rauf (2012) reports that Linguistic shift is creating some barriers for the beginners but the concerted efforts from the students, faculty members and administrative staff can remove these barriers (p.13).

CHAPTER 3 – METHODOLOGY

3.0 Introduction

This chapter of dissertation discusses the methodology of the study to examine tertiary level students' experiences about linguistic transition. In the following section, research methods and techniques used for data collection is mentioned. The other parts of this chapter focus on the nature of the research, research question, participants and setting, data collection procedures, instruments of data collection, sources of data as questionnaire and document analysis, and finally methods of analysis.

3.1 Research Design

The research survey was done only on 5 private universities in Dhaka. There were open-ended and close-ended questions for 150 students and 12 teachers.

3.2 Theoretical Framework

The theoretical framework of the research study focuses on Affective Filter Hypothesis which is introduced by Stephen Krashen (1983). The affective filter is an impediment to learning or acquisition caused by negative emotional ("affective") responses to one's environment. It is a hypothesis of second-language acquisition theory, and a field of interest in educational psychology.

According to Krashen (1983), certain emotions, such as anxiety, self-doubt, and mere boredom interfere with the process of acquiring a second language. They function as a filter between the speaker and the listener that reduces the amount of language input the listener is able to understand. These negative emotions prevent efficient processing of the language input. The hypothesis further states that the blockage can be reduced by

sparkling interest, providing low-anxiety environments and bolstering the learner's self-esteem.

3.3 Sampling

There were qualitative and quantitative questions for 150 students and 12 teachers. According to Creswell (2005), the combination of qualitative and quantitative data will lead to a better understanding of the research problem (p.53). The students and the teachers were chosen from 5 private universities in Dhaka.

3.4 Setting

The researcher did students survey in 5 private universities. The survey was done on the classroom of the universities. The researcher also took interviews of the teachers. Most of the interviews were taken in the cubical of teachers in the English department of the universities. But for some limitations some interviews were taken via phone.

3.5 Instrumentation

A survey questionnaire was used as an instrument to collect data from the students. The teachers were interviewed while collecting the data. A semi structured interview questionnaire was formed for that purpose. Mobile phone was also used to record the interviews of the teachers with their permission.

3.6 Data Collection Procedure

A major portion of the data was collected from students' responses by distributing questionnaires to them. However, due to time constraints and schedule problem, some of the data were collected through email. The teachers' responses were collected by face to face interview, but due to their busyness, some of their interviews were taken over phone.

3.7 Data Analysis Procedure

Initially the raw data were counted using tally. Later, Microsoft Excel was used to calculate percentage and prepare the charts.

3.8 Obstacles Encountered

In some universities it was hard to get in the reach of the teachers. Some administrative were not cooperative and they were reluctant to give permissions to take the interviews. Due to political unrest it was not possible to collect data from some universities. And some students came from English medium and version so they were not participating during the data collection time because they did not face the linguistic transition period.

CHAPTER 4 – FINDINGS AND DISCUSSION

4.0 Introduction

The purpose of this chapter is to develop and analyze the research data that was collected from the survey of the students and form the response of the teachers' interviews to find out the causes and then the effects of this linguistic transition on the freshers and help formulate strategy to make this transition smooth.

4.1 Analysis of students' survey

To find out the causes, effects and solutions of linguistic transition on tertiary level students' survey were conducted among 150 students from 5 private universities in Dhaka.

Question1: Do you think English as the medium of Instruction (EMI) makes you more skilled to compete in the global job market? How?

Majority of the students (99%) said that EMI makes them more skilled to compete in the global job market because they think English is an international language and now most the interviews are taken by English language and it helps them to communicate with other regional people. EMI instruction makes them more confident when they deal with their foreign clients with English.

Question 2: Do you feel EMI makes it difficult to go through course materials and exams? How?

70% students said that EMI makes it difficult to go through course materials and exams because English is not their mother tongue and up to H.S.C they learn every subjects in Bangla so initially it is very hard to understand all the materials in English and sometimes

for EMI they cannot understand the exam scripts. 25% students responded that they did not face such a kind of problem because they think they learn good English in their schools and colleges and it is not a very difficult language. However, 5% students being neutral in this question because may be they are not sure or they cannot understand this question.

Question 3: Do you think EMI helps you improve your different skills (listening, reading, speaking, and writing)?

For answering this question, 65% students strongly agreed that EMI helps them to improve different skills, 30% agreed, 2% were not sure about that question, 3% disagreed and 0% strongly disagreed.

Figure 1 below shows the findings of the usefulness of EMI to improve different skills.

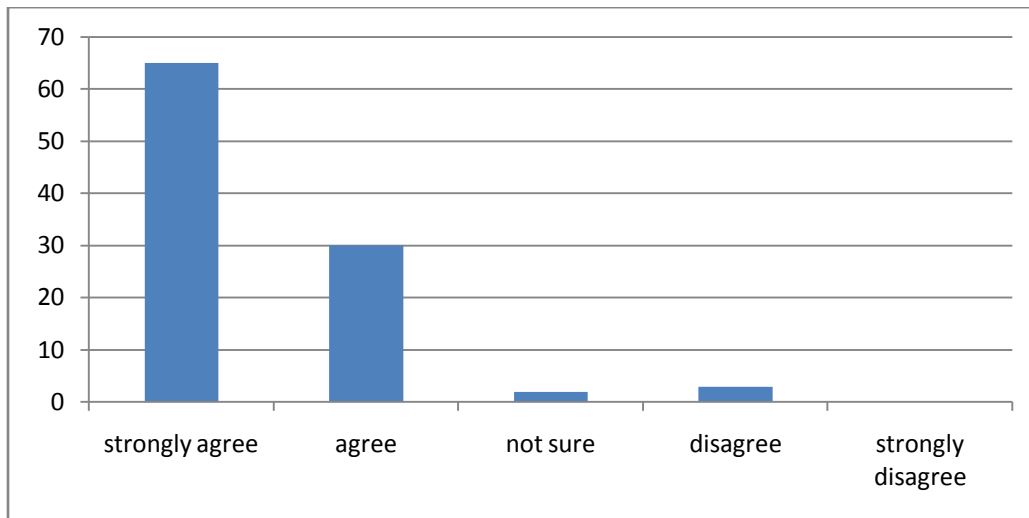


Figure 1: The usefulness of EMI to improve different skills

Question 4: Do you think EMI makes your student life complex in the first few semesters at university?

20% students strongly agreed, 60% agreed, 10% not sure, 7% disagree and 3% strongly disagreed that EMI makes their student life complex in the first few semester at university.

Figure 2 below shows the findings of the impact of EMI on the students' life in first few semesters.

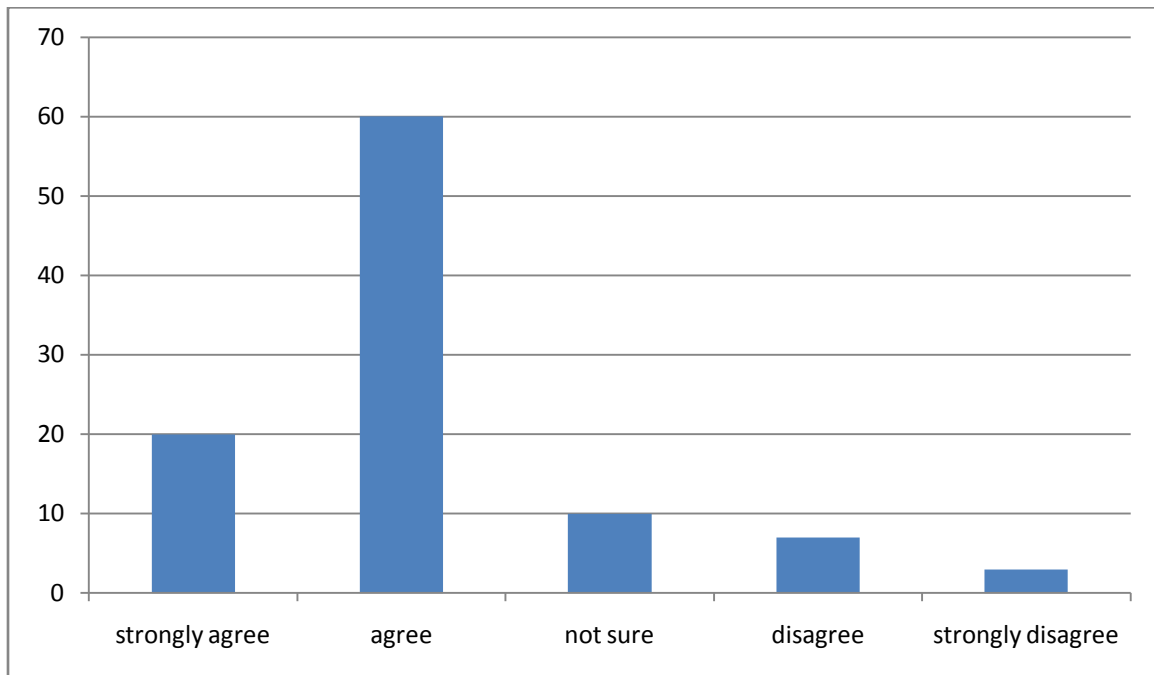


Figure 2: The impact of EMI on the students' life in first few semesters

Question 5: Does the linguistic transition (Bengali to English) make you psychologically weak (such as frustrated, discouraged, anxious, shy, nervous, afraid etc.)? How?

The findings show that linguistic transition make 80% students psychologically weak because English is not their mother tongue so the students can express their ideas in English properly so they became frustrated, nervous, anxious etc. but 20% students think they can generate their ideas in English and they take help from different sources so they did not face any kind of psychological weakness regarding this issue.

Question 6: Do you read translation (English text to Bangla) to understand your course materials?

70% students responded that they read translation (English to Bangla) to understand the course materials and 30% students said that they did not read any kind of translation.

Figure 3 below shows the percentage for reading translation.

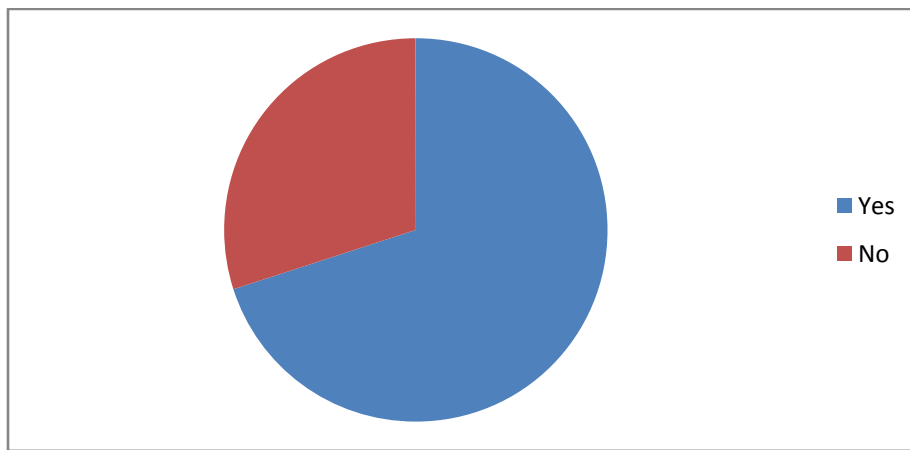


Figure 3: Percentage for reading translation

Question 7: Do you feel EMI creates a communication gap between the teachers and the students? How?

Most of the students 60% said that EMI creates a communication gap between the teachers and the students because they cannot express their ideas in English and sometimes hesitate to speak in English with their teachers. 30% students did not agree because they think all of their classes are held in English so it makes them closer to their teachers. And 10% students were neutral in this question.

Question 8: Does this linguistic transition (Bengali to English) affect your academic result (CGPA)? How?

The findings show that 65% students agreed that linguistic transition affects their academic result because they sometimes cannot understand the questions properly so they cannot answer them. Some of the students also said that they have lack in different skills (speaking, listening, reading and writing) in English which reduce their marks. But, 30% students were not bother in that question because they explained that they love English language and it is always not only the language which reduce their marks but also there are some other issues like lack of practice, inattentiveness in the classroom etc. and 5% students are not sure about the answer of this question.

Question 9: Can you organize your ideas properly when you write/ speak in English?

For regarding this question, 10% answered that they can organize their ideas properly when they write/speak in English, 70% said sometimes, 20% said very often and 0% said never.

Figure 4 below shows the percentage of organize the ideas in English when the students write and speak.

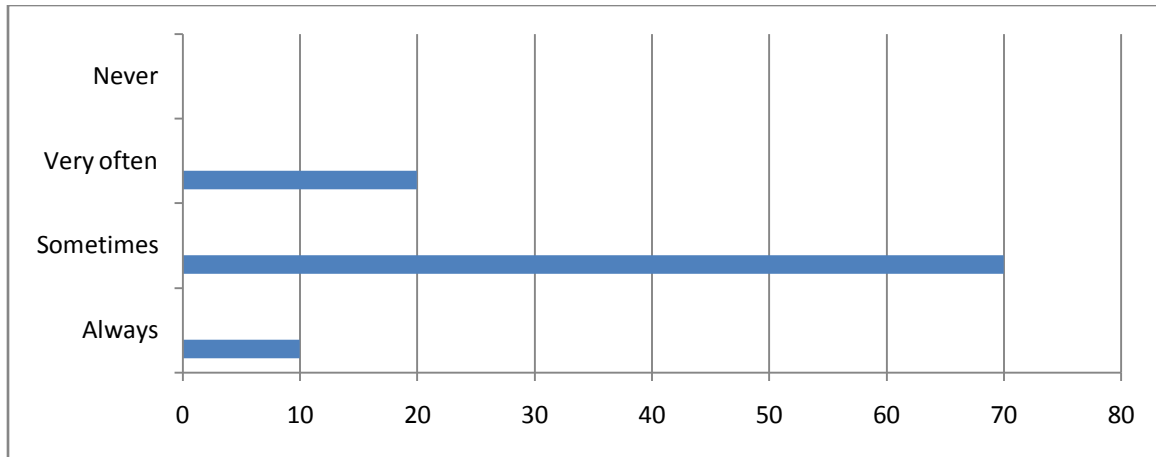


Figure 4: Percentage for organize ideas when write/speak in English

Question 10: Do you take help from different sources like (your friends, internet, books, articles etc.) while writing in English?

The findings showed that 17% students said very often, 60% sometimes, 20% always and 3% never take help from different sources like (internet, books, articles etc.) while they are writing in English.

Figure 5 below shows the percentage of take help from different sources while writing in English.

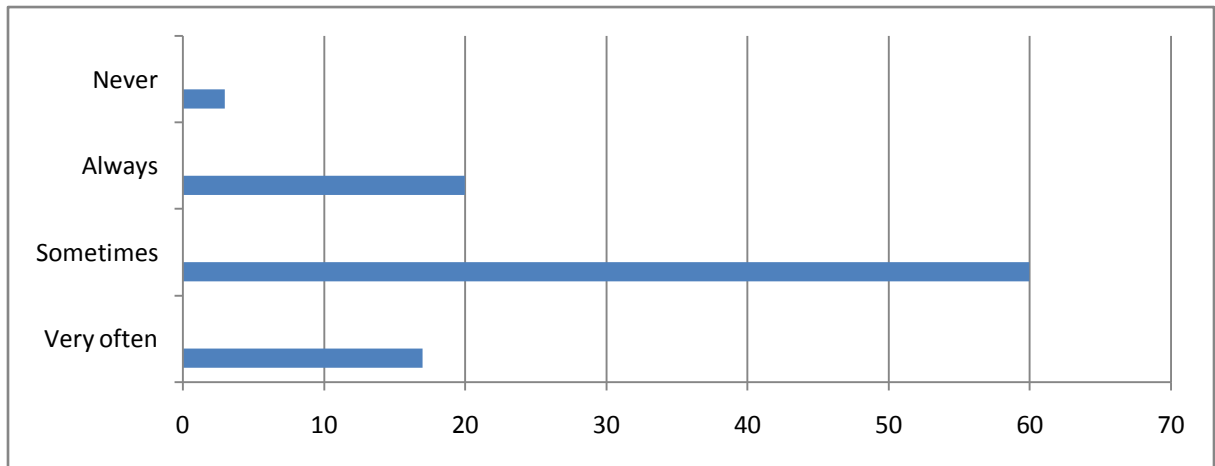


Figure 5: Percentage regarding take help from different sources

Question 11: Do you give the reference when you take help from some sources (such as articles, books, journals, website etc.)?

For answering this question, 70% students said yes, 24% said no and 6% said I don't understand to give the reference when take help from some sources (such as articles, books, journals, website etc.). But this result conflict with the teachers' response and it will elaborately discuss on the section 4.3.

Figure 6 below shows the percentage to give the reference when taking help from some sources.

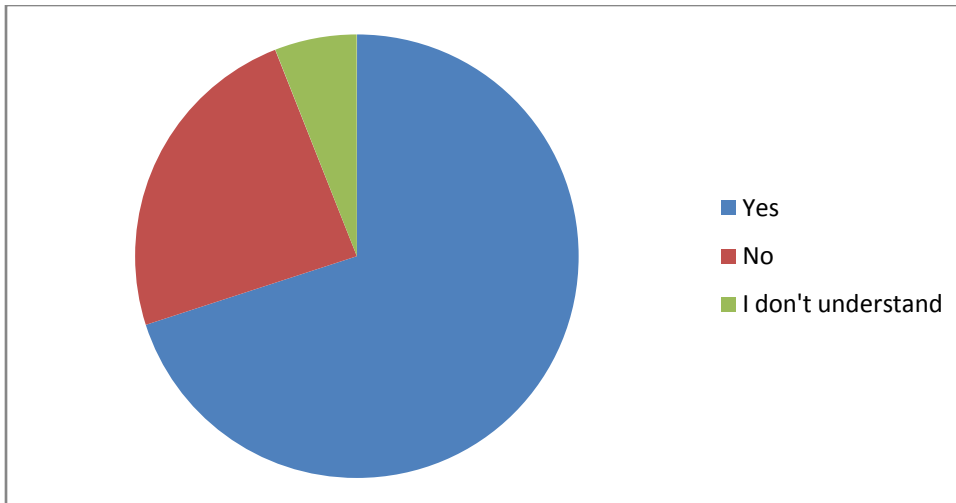


Figure 6: The percentage to give the reference when taking help from some sources

Question 12: Do you think teachers can make you confident when you feel demotivated to use English in your university campus? How?

Most of the students 90% answered that yes teachers can make them confident when they feel demotivated. They said when they are not able to understand anything the teachers help them to make it understand and sometimes the students deal with their personal problems to their teachers so in that time the teachers listen them and counsel them if they are needed. However, 10% students responded that sometimes the teachers did not do it and all the teachers are not same type and some teachers are not interested with the feelings of their students.

Question 13: Do you think non-credit/basic English courses can develop your English proficiency before you take your credit/major courses? How?

Majority of the students 80% responded that non-credit/basic English courses can develop their English proficiency before they take credit/major courses because they said

that these courses mainly focus on the English proficiency and improve their English skills. So these courses make them more confident and skilled before they take credit/major courses. Therefore, 10% students did not think these courses are really helpful and 10% students are remaining neutral in this question.

Question 14: Do you think dual medium (both English & Bangla) of instruction can be followed sometimes to make your lessons easy to understand?

About following dual medium instruction sometimes, 30% students strongly agree, 50% agree, 10% not sure, 9% disagree and 1 % strongly disagree.

Figure 7 below shows that the responses on using dual medium sometimes to make the lesson more comprehensible.

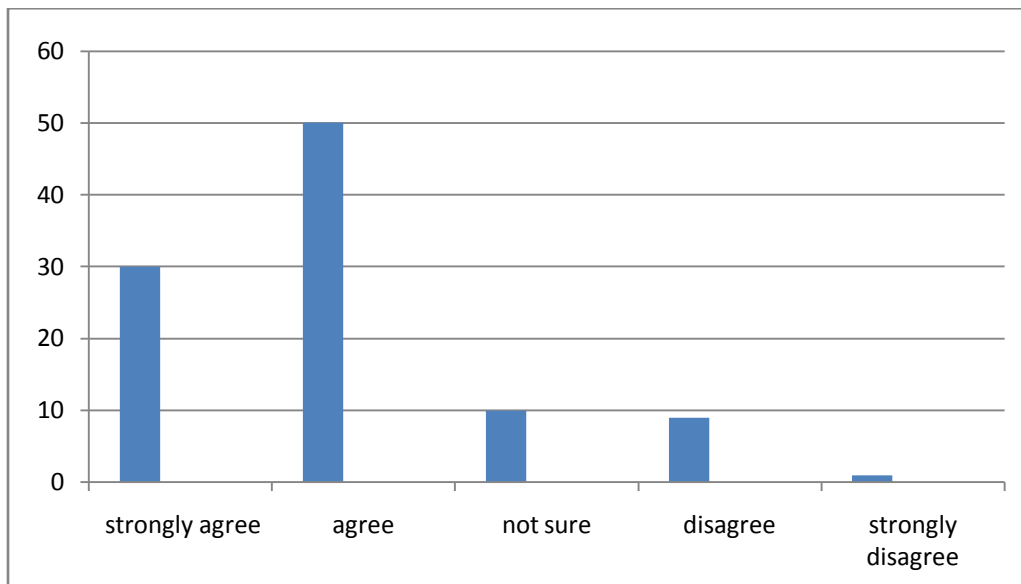


Figure 7: Responses on dual medium instruction

Question 15: Do you feel that you could not learn English properly in schools and colleges? If yes/no, why do you think so?

70% students responded 'yes' that they feel they could not learn English properly in their schools and colleges and they said that they only learn the grammatical rules in English

and memorization and they could not learn speak in English in their schools and colleges which make them nervous and shy in their university. However, 20% students responded that their schools and colleges were very good and also their teachers are very expert and 10 % students did not response in this question.

Table 1 shows overall response of the student regarding different issues of linguistic transition

Statement	Yes	No	Neutral
EMI makes more skilled to compete in global job market	99%	1%	0%
EMI makes it difficult to go through the course materials	75%	25%	5%
Linguistic transition makes psychologically weak	80%	20%	0%
EMI creates a communication gap between the teachers and the students	60%	30%	10%
Linguistic transition affects the academic result (CGPA)	65%	30%	5%
Teachers can make the students confident when they feel demotivated to use English	90%	10%	0%
Usefulness of non-credit/basic English course before taking credit/major courses	80%	10%	10%
Students could not learn English properly in schools and colleges	70%	20%	10%

Table 1: Responses regarding different issues on linguistic transition

This table represents the overall response of the student regarding different issues of linguistic transition which impacts on the overall performance of the students at their tertiary level.

4.2 Analysis of teachers' interview

For the enhanced finding of the linguistic transition of tertiary level student, the interviews of 12 teachers of 5 private universities were conducted. There were different responses of the teachers in different universities and within the universities.

Question 1: Do you think adaptation of English is the only way to internationalize the education system? Why?

50 % teachers stated that English is an international language so adaptation of English in tertiary level makes the education system international because it makes the students able to compete in the world. 40% teachers responded that along with the internationalize process we should need some extra exposure, students' self motivation and there should be a coordination between elementary, secondary and tertiary level. And 10% teachers said that more research should be done on this topic.

Question 2: Do you think graduate employability is one of the major causes for using EMI at tertiary level?

For answering this question, 70% teachers responded yes that using EMI at tertiary level is one of the major causes of graduate employability because English proficiency is needed for getting jobs and if the students don't know English they may lose their job market value at great sense. However, 20% teachers said that the standard of all the private universities are not the same so the question remain whether the students are proficient enough in English or not. And 10% teachers said that graduate employability is

may be one of the causes for using EMI but here the students need EMI for their survival and academic purposes at tertiary level.

Question 3: Do you feel getting international students is one of the major causes for adopting EMI at tertiary level?

For getting international students is one of the major causes for adopting EMI at tertiary level, 70% teachers thought that it cannot be a major cause because here the policy makers set EMI mainly for the local students. And 30% teachers asserted that it is a kind of major cause that's why the higher authority set it.

Question 4: Do you think plagiarism is one of the major results of linguistic transition (Bengali to English)? How?

For answering this question 90% teachers responded that plagiarism is not related to linguistic transition because it is not the language issue rather here it is the habit of the students to plagiarize and they do not know actually what is called plagiarism. So sometimes without knowing they copied from different sources and did not mention it. The teachers should make them aware of this issue.

Question 5: Do you think students can follow and understand all the instructions in English?

95% teachers affirmed that initially the students cannot follow and understand all the instructions in English and the teachers have to simplify, clarify their lectures to make the students understand. It is also related to the background and level of the students. But

after passing some time the students come up with the obstacles and understand the instructions in English.

Question 6: Do you think that sometimes students do bad in their exam only because they cannot express/ write their ideas properly in English?

The findings showed that 92% teachers agreed that sometimes students do bad in their exam only because they cannot express/write their ideas properly. In Bangladesh most of the students came from Bangla medium background and they did not get proper fluency in English in their schools and colleges so in tertiary level it is difficult for them to express all the things in English and this is the main cause why they get poor grade initially and here the teachers can help them a lot to overcome this situation.

Question 7: Do you think the students need more exposure to improve their different skills during the transition period?

All the teachers (99%) asserted that the students need more exposure to improve their different skills during the transition period and also throughout their study level. The students need to participate in different activities in the university like debate, song, drama etc. The students need more project work, group work, assignment to improve their English skills. Not only they have to practice English in their university campus but also they should use it when they are with their friends, relatives and in their home.

Question 8: Do you think if the students experience some psychological problems in their transition period the university should give them some counseling for coping up with that situation? Do you have such facilities in your university?

For answering this question, 99% teachers agreed that the students experience some psychological problems in their transition period and in that time they the teachers play the role as a counselor initially and they listen to the problems of the students and help them. Some of the teachers give them some extra time. But there are some students also who do not want to talk to their problems with their teachers so in that case they send to the counselor team by the teachers. But all the private universities did not have this facility of counselor team so the teachers play the role as a counselor. Some famous private universities have the expert counselor team for their students' wellbeing.

Question 9: Do you feel the administrative staffs and Teaching Assistants (TA) can play a helpful role during the transition period? How?

Majority of the teachers 98% said that administrative staffs and Teaching Assistant (TA) can play a helpful role during the transition period. If the administrative staffs are nicer to the students then the students feel comfortable in new place because they come from a different environment and it takes time to cope up. And definitely the teaching assistant help the students in different matters because sometimes the students are not easy to deal different issues with their teacher but as the teaching assistants are their seniors so they can friendly take help from them. But all the private universities do not have teaching assistant but the teachers said that if they have teaching assistant it might be helpful. Only some of the famous private universities have TA for their students.

Question 10: Do the teachers follow any strategy to make the transition smooth?

According to the level of the students, 99% teachers follow different strategy to make the transition smooth like they use simplified language, sometimes use Bangla, alternative English, modify the tasks etc. The teachers also help them beyond the classroom.

Question 11: Do you think English was taught properly at primary, secondary and higher secondary level or we should put more attention on those levels?

English was not taught properly at primary, secondary and higher secondary level said by 98% of the teachers. And they said that the schools and colleges should use more reference book, library, language club etc. and the teachers should take more training on CLT because most of them are trained on GTM and now the curriculum changed. And scenario of English teaching in rural area is alarming. But some of the famous schools and colleges are really good and they take proper attention on teaching English to their students.

4.3 Analysis of Central Research Questions

Question 1: What are the possible causes of linguistic transition among the students of tertiary level in Bangladesh?

Among the students of private universities, research showed that most prominent cause is graduate employability for using EMI in the university and 99% students and 50% teacher also agreed with it. Both the students and teachers thought that it makes them more compatible in global job market and more presentable. The second cause is the English text books and course materials which make the 70% students' life complicated but it is also the main reason for setting EMI by the higher authority. Another cause is Bangla instructions in schools and colleges could not make the students expert in

different skills in English (listening, speaking, reading and writing) but as the private universities in tertiary level set EMI as their medium of instruction it makes the students more skilled in different English skills which is strongly agreed by 65% students and along with that 40% the teacher thought they need extra exposure also to make it international.

Question 2: What are the effects of linguistic transition among the students of tertiary level in Bangladesh?

There are lots of effects of linguistic transition among the students of tertiary level in Bangladesh because research shows that 60% students agreed EMI makes their student life complex in the first few semester at university. And also 95% teachers said that for using EMI at university the students initially cannot follow and understand the instructions in English because most of them came from Bangla medium so the teachers here makes an effort to make their transition smooth like they follow different strategies. 92% teachers asserted that sometimes students do bad in exam only because they cannot express/ write properly in English and it makes 80% students psychologically weak. Sometimes they feel anxious, shy, nervous etc. because they come from totally different environment and it automatically affect their academic result which is agreed by 65% students. 70% students also stated that they sometimes organize their ideas properly when they write/speak in English. For that reason it also creates communication gap between the teachers and the students because the students cannot speak in English properly and the feel nervous when they speak in English with their teachers. Sometimes it also happens that 60% students do not want to share anything with their teachers because they think they cannot organize their ideas in English.

Question 3: What strategies can be followed to overcome the problems caused by linguistic transition?

Most of the teachers 99% said that the students need extra exposure like more creative works inside the classroom and also outside. And for that the teachers can help the students in this linguistic transition period. According to Chang (2010), although the students did not think that they had a high level of comprehension of their EMI lectures but most of them did not show negative attitudes towards the courses, probably due to their professors' various efforts in reducing their anxiety level in the classroom. 90% students said that their teachers can motivate them when they feel down because of English medium instruction so here their teachers play the role of a counselor also when the students tell any kinds of problems to them. But sometimes some students do not want to tell anything about themselves so in that case they send them to the expert counselor if the university has these facilities and 99% teachers agreed with it. But except one famous private university most of the private universities did not have these facilities. 80% students asserts that before taking the credit courses non-credit/basic English courses can develop their English proficiency because these courses help them to develop different skills separately and they can evaluate themselves. Sometimes 70% students read translation for understanding the context because they are not habituated with English and they learn the terms in Bangla so translation may help them to understand better. For making their linguistic transition easy, the teachers actually take the challenge because 99% of them use different strategies like sometimes they use Bangla and 50% students agreed that dual medium (both English and Bangla) of instruction make their lesson easy to understand. And sometimes administrative staffs and Teaching Assistants

(TA) also can play a vital role because sometimes the students are not comfortable with their teachers so they can easily take help from the teaching assistants and 98% teachers agreed with it. 70% students responded that they could not learn English properly in their schools and colleges and 98% teachers said that English was not taught properly at primary, secondary and higher secondary level and we should put more care on those levels. If the English is properly taught in primary, secondary and higher secondary level then the students do not face any kind of great difficulty in their universities but here in our country the problem is here the teachers on those levels are not trained properly so when medium of instruction suddenly change the students cannot cope up with it so they fall in great depression and they get very poor grade. So if our government and the teachers pay some attentions on those levels then may be the students face less problems.

Question 4: Is linguistic transition responsible for plagiarism among the students of tertiary level?

The findings showed that 90% teachers did not think plagiarism is one of the main effects of linguistic transition because they thought that it is their students' habit to copy. Most of the times the students do it unconsciously and they do not know that if they copied from somewhere they should put the references of them. 60% students said that they take help from different sources like internet books, articles etc. while writing in English but 70% of them agreed that they give references of them so the idea of plagiarism is conflicting here. From the teachers' perspective the students are copied from different sources and students are also agreed with it. When the teachers' said that the students did not mention about the sources here the students said they mentioned so the result was conflicting.

CHAPTER 5 – CONCLUSION

5.0 Introduction

Linguistic transition becomes a central issue for the higher education in Bangladesh. The students' future depends on it at great extent. The education planners set EMI at tertiary level because of some reasons and for that this linguistic transition happens. The teachers and also the students face different kinds of difficulties for the linguistic transition and the aim of this study was to investigate the possible causes and effects of this transition and solve out some criteria to overcome it and discuss the overall impact of linguistic transition.

5.1 Summary of the findings

The findings show that linguistic transition happens for some reasons and among them some major reasons are graduate employability, easy access of course materials, internationalize the education system etc. The higher authority sets this system because they want to make their graduates more proficient in English because anywhere in the world we need English for our survival and it opens a new broader path in front of us. Though it creates some problems for the students initially like it makes their life complex; they fall in different psychological problems; it creates gap between them and their teachers but in spite of all these problems their teachers are always beside them to make their transition comfortable. The teachers follow different strategies in their classroom and sometimes they also counsel the students if the students discuss some problems with them. Sometimes the students try very hard but because earlier they read in Bangla medium so here for the English instruction they cannot understand many things

so automatically their academic results fell down and they feel demotivated and also they come to a place which is totally new to them. So coping with new environment and new people are not easy for most of the students then the teachers, the academic staffs and teaching assistants can help them so it is not very difficult to overcome from that situation. The family also plays a big role here because if the parents encourage the students then they do not feel alone in this critical time. But students self motivation is also very important because without their help no one can make their transition smooth. So they should take some strategies also to make it easy like they should be more attentive and take help from different sources if they need. Our government and the teachers of primary secondary and higher secondary should take some responsibilities because if they teach them English properly on that level the students do not really face these kinds of problems. In Bangladesh, there are some famous schools also where English is taught so perfectly that when their students go to private universities for receiving higher education, they do not face these kinds of problems and they do really good in their exams.

5.2 Contribution to research

This paper contributes to the existing literature in linguistic transition. Moreover, the paper is unique in the sense that there are very few studies done on this topic in the context of Bangladesh. The paper also addresses the possible causes and effects of linguistic transition and tries to find some solution to make the transition smooth and easy for the students in tertiary level of private universities in Bangladesh.

5.3 Practical implication

The findings in this paper show that linguistic transition most of the times creates difficulties for the students but some unique strategies can reduce their problems and makes the transition smooth for them. So, the education planners and university authority can take some strategies from this paper as the result find out by the survey.

5.4 Recommendations

Linguistic transition is not very beneficial for the students but proper strategy and guideline can take out a good result. Most of the universities offer Basic English courses for the freshers so that they can deal with the primary rules of English and make proficient in different skills. “These courses provide students with more opportunities to learn English through receiving and producing authentic English language in real communicative context” (Brandl 2007, Swales 1990). So if the students take these courses seriously they may not face problems in their higher courses in next time. In this transition time as the students go through some psychological problems expert counseling unit can provide them a great support. A supportive attitude of teachers, parents and their seniors can help them to overcome the barriers. And also if the university authority, government and the teachers of primary, secondary and higher secondary level take some responsibilities it can make a big difference.

5.5 Further studies

This entire literature review is practically a schema for future research. This research is a pathway for further research. As it was a Dhaka based study but researching in more than

one place can help us to get more information. Above all, researchers in this field can do in depth research on the overall impact of linguistic transition in other context.

5.6 Conclusion

Linguistic transition at tertiary level has emerged as a big educational issue in Bangladesh as well as any parts of the world. According to Islam (2013), the present trend of Bangladeshi higher education has assessed some crucial reasons of the extended use of English as a medium of instruction (p.126). So, here the students face the affects of it but the proper guidelines can make the transition smooth.

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Appendix A

Linguistic Transition (LT):

Linguistic transition means a shift of medium of instruction from one language to another. Example: In Bangladesh most of us read in Bangla medium institutions up to higher secondary level (H.S.C). So, here the students learn every subjects in Bangla and their medium of instruction is Bangla. When the students are admitted in private universities their medium of instruction changes and here they learn every subjects in English. It is called linguistic transition.

English as a Medium of Instruction (EMI):

English as a medium of instruction means English language is used for all kinds of academic purposes. Example: In Bangladesh, all the private universities follow their curriculum in English and the students learn everything in English so here their medium of instruction is English as they instructed everything in English.

Survey questionnaire (students)

1. Do you think English as the medium of Instruction (EMI) makes you more skilled to compete in the global job market? How?

2. Do you feel EMI makes it difficult to go through course materials and exams?
How?

3. Do you think EMI helps you improve your different skills (listening, reading, speaking, and writing)?

- Strongly agree
- Agree
- Not sure
- Disagree
- Strongly disagree

4. Do you think EMI makes your student life complex in the first few semesters at university?

- Strongly agree
- Agree
- Not sure
- Disagree
- Strongly disagree

5. Does the linguistic transition (Bengali to English) make you psychologically weak (such as frustrated, discouraged, anxious, shy, nervous, afraid etc.)? How?

6. Do you read translation (English text to Bangla) to understand your course materials?

- Yes
- No

7. Do you feel EMI creates a communication gap between the teachers and the students? How?

8. Does this linguistic transition (Bengali to English) affect your academic result (CGPA)? How?

9. Can you organize your ideas properly when you write/ speak in English?

- a. Always b. Sometimes c. Very often d. Never

10. Do you take help from different sources like (your friends, internet, books, articles etc.) while writing in English?

- Very often
- Sometimes
- Always
- Never

11. Do you give the reference when you take help from some sources (such as articles, books, journals, website etc.)?

- Yes
- No
- I don't understand

12. Do you think teachers can make you confident when you feel demotivated to use English in your university campus? How?

13. Do you think non-credit/basic English courses can develop your English proficiency before you take your credit/major courses? How?

14. Do you think dual medium (both English & Bangla) of instruction can be followed sometimes to make your lessons easy to understand?

- Strongly agree
- Agree
- Not sure
- Disagree
- Strongly disagree

15. Do you feel that you could not learn English properly in schools and colleges? If yes/no, why do you think so?

Appendix B

Survey questionnaire (teachers)

1. Do you think adaptation of English is the only way to internationalize the education system? Why?
2. Do you think graduate employability is one of the major causes for using EMI at tertiary level?
3. Do you feel getting international students is one of the major causes for adopting EMI at tertiary level?
4. Do you think plagiarism is one of the major results of linguistic transition (Bengali to English)? How?
5. Do you think students can follow and understand all the instructions in English?
6. Do you think that sometimes students do bad in their exam only because they cannot express/ write their ideas properly in English?
7. Do you think the students need more exposure to improve their different skills during the transition period?
8. Do you think if the students experience some psychological problems in their transition period the university should give them some counseling for coping up with that situation? Do you have such facilities in your university?
9. Do you feel the administrative staffs and Teaching Assistants (TA) can play a helpful role during the transition period? How?
10. Do the teachers follow any strategy to make the transition smooth?
11. Do you think English was taught properly at primary, secondary and higher secondary level or we should put more attention on those levels?

