Impact of EMI Policy on the Academic Result of BRAC University Freshers: Students' and Teachers' Perception

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Abstract

This paper was an attempt to find out the impact of EMI policy on the academic resultof BRAC University freshers on the basis of the teachers and student's perception.According to Islam (2013), English Medium Instruction (EMI) has been established as a big educational issue at university tertiary level in Bangladesh as well as many parts of the world (p.127). After passing 12 years in Bengali medium schools and colleges, when the students get admitted into private universities, they are immerged into English language oriented contexts.This may lead the freshers towards gaining poor grades in their academic results. Hence, this paper is to find out whether there is an association between the poor examination results and EMI policy according to the teachers' and students' perspective.

However, the research findings show that, majority of the freshers from BRAC University are facing problem to upgrade their academic result because of using EMI policy strictly in the classroom as well as in the examination. In addition, some teachers believe, due to EMI policy students face some problems initially, but there is no other way than accepting English as a medium of instruction to make the students able to cope up with the globalized world. However, at the same time, majority of the teacher says, a bilingual medium of instruction (using native language and English hand in hand) actually helps the students to study with interest and to have a good grasp over the content.

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CHAPTER 1 - INTRODUCTION

1.0 Introduction

English has been used as a medium of instruction in various universities throughout the world. In Bangladesh, universities specially the private ones use English as their medium of instruction to conduct all of their academic purpose. According to Islam (2013), English Medium Instruction (EMI) has been established as a big educational issue at university tertiary level in Bangladesh as well as many parts of the world (p.127). This paper aims to find out the influence of EMI policy on students' academic results of a private university of Bangladesh on the basis of teachers and student's perception about this.

EMI policy has been adopted as a medium of instruction in education institutes in different countries around the world. However, according to Tsui (1996), English has remained a source of failure, frustration, and low self-esteem (as cited in Sultana, 2014, p.12). In addition, according to Tollefson (2000), for many students it is also a key cause of tension and social division between elite and 'English-less masses' in Philippines (as cited in Sultana, 2014, p.12). Sultana (2014) showed in her paper that, "EMI policy is affecting students' participation in classroom activities, power negotiation, identity, and in other words, their legitimate peripheral participation in the COP" (p. 38).

It is seen that, after passing the S.S.C and H.S.C examination from a Bengali medium background, when the students get admitted into private universities, they are immerged into English language oriented contexts. They have to read, write and speak in English in the university campus; especially inside the classroom. I think, it is not a very easy starting for the majority of the students. Due to the EMI policy, they might find it difficult to organize and express their ideas in a correct way. This may lead the tertiary level students towards gaining poor grades in their academic results. Therefore, this paper is to find out whether

there is an association between the poor examination results and EMI policy according to the teachers' and students' point of view. To conduct this research, I am going to take interviews and conduct a survey on some students from first three semesters and some experienced teachers from BRAC University, which is one of the leading private universities in Bangladesh.

1.1 Problem Statement:

According to Islam (2013), in Bangladesh, state-funded universities do not intensively use English as a medium of Instruction as the government wants tomaintain the post-independence nationalist and modernist policies. On the other hand, English has been entirely used as the medium if instruction in private universities since their inception in the early 1990s (p. 127).The students who get admitted in the private universities due to several reasons are mainly from Bengali medium school and college background. For this reason, they might face problems regarding the language issues in their tertiary level of university life. Due to the lacking in organizing and expressing ideas in English properly, some students may not get their desired grade in academic results. This study is to find out the teachers' and students' perception towards EMI policy and how far EMI policy is responsible to shape the academic results of freshers at BRAC University.

1.2 Purpose of the study

Sultana (2014) found in her research that, EMI led students to portray themselves as being deficient or underprivileged. They felt that they are gradually excluded from the classroom participation and activities. Thus English severely hampered their possibilities of learning and the improvementof identity (p. 11). It can be interpreted that, this may lead them towards poor academic results though their actual knowledge and ideas are way better than the result shows. So, the purpose of this paper is to examine whether English as a medium of

instruction has any influence on the academic results of the freshers from BRAC University. This will critically analyze the teachers' and students' opinions about the EMI policy with the help of survey responses and interviews as well.

1.3 Central Research questions/objective of the study

1. According to the students' perspective, does EMI policy influence the Fresher's academic results at BRAC University?
2. According to the teachers' perspective, does EMI policy have any impact on the academic results of BRAC University freshers?

1.4 Significance of the study:

All of the private universities in Bangladesh use only English as their medium of instruction. As most of the students of private universities are having a Bengali medium educational background, they are not habituated to use English in their academic life. So, when they enter into their university life in private universities, they discover that, only English is used as the medium of instruction inside and outside the class. Due to having lack of proficiency in English language, students may not make a good result even though they may have enough content knowledge. They may not shape their thoughts in English and that affects their academic result. This study would find out whether EMI policy has any impact on the freshers (first three semesters) of a private university of Bangladesh from the teachers' and students' point of view. This study would like to support them to discover any helpful approach to make their first year university life smoother.

1.5 Delimitation:

This study aims to focus only on the teachers' and students' perspective about the impact of EMI policy on the academic result of the freshers in a renowned private university of Bangladesh. So, the research is an in depth case study that narrows down the area only on the

freshers of BRAC university. Only the students' and the teachers' opinion from various departments of BRAC University were surveyed and interviewed respectively. To make the research precise, the research only focuses on how far EMI policy is responsible for the students' academic result of the first three semesters.

1.6 Limitations

This study was conducted in only a private university of Dhaka to get the in depth scenarioof the impact of EMI policy. In addition, it was quite difficult to manage a big number of freshers for conducting the survey as most of the second and third semester students were in the Residential Campus ofBRAC University as per the university policy. Another point is, as the university remained closed for 10 days due toEid-Ul-Fitr and the research was going to be conducted in the University premises, the time for finishing the research narrowed down. Moreover, due to some time constraints and busy schedules of some teachers, it was bit challenging to take the interviews from a large number of teachers from all the departments of BRAC University. Showing some personal reasons, few teachers did not want to be interviewed as well. These can be labeled as the limitations of this study and this may hinder the process while depicting the actual scenario of the impact of EMI policy on the academic results of the BRAC University freshers.

CHAPTER 2-LITERATURE REVIEW

2.0 Introduction

Dearden (2014) mentioned the working definition of EMI policy in her report of British Council. According to that, EMI policy is "the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English" (p.2).Madhavan and McDonald (2014) said, 'EMI essentially refers to the teaching of a subject using the medium of the English language, but where there are no explicit language learning aims and where English is not the national language'(p.1).

A number of researches have been done on English as a medium of instruction for academic purpose in different universities throughout the world. In Bangladesh, there are a few papers on this topic. Islam (2013) conducted a case study in a private university of Bangladesh involving the teachers' and students' perception towards the accomplishments of EMI policy, educational choice and usefulness of this policy by critically observing the language practice and implementation of EMI policy in the context of Bangladeshi higher education (p.126). Again, Sultana (2014) tried to find out whether EMI policy is empowering or disadvantaging students. She specifically focused on the academic discourse and socialization practices of 1st year students in universities of Bangladesh (p.11). Afroz (2014) tried to find out the effects of linguistic transition among the tertiary level students from Bangladeshi private universities and the ways to overcome those in her dissertation (p.7). But there is no in depth research on whether there is any impact of EMI policy on the academic results of tertiary level students in Bangladeshi private universities.

2.1 EMI Policy in different Universities all over the world:

According to Marsh (2006), in the period 1995-2000, educational systems worldwide have expressed their concern in the adoption of English as a medium of instruction. He also mentioned that, teaching through a second language has been marked as 'successful' in certain educational environments throughout the world and English has assumed its place as the linguistic medium within the new linguistic global order (p.29). Marsh (2006) again states, English as a medium of instruction may bring positive or negative educational consequences and it varies. In some continents, EMI policy has led students to be confused, hopeless and it also has increased the dropout rates. On the other hand, in some others, it was seemed appropriate and has brought successful and supportable outcomes (p.30). It is also said that, the problems EMI policy is creating are certainly not specific to developing countries or those which are experiencing prompt educational overhaul because of 'Globalization' (p.31). He also suggested that, if EMI policy creates a language problem, it is required to explore suitable solutions which are effective in the classroom situation. In contrary, if English as a medium of instruction improve overall the learning process, it is also essential to recognize the conditions that are bringing out successes (p.31).

Crystal (as mentioned in Al-Jarf, 2008, p.197) mentioned that, English is taught as a foreign or second language at schools and universities in almost every country. Al-Jarf (2008) said, English has become dominant in all spheres of lifemore than ever before because of the latest developments in information and communications technology. Her study conducted at King Saud University shows, English is used as a medium of instruction in classrooms and most of the textbooks are written in English. When the students graduate from high school, their knowledge of English is inadequate and as a result of that, they face many problems in college as graduate colleges in Saudi Arabia require students to write their thesis in English anddo not permit them to write them in Arabic (p.200).

Al-Jarf's study (2008) also revealed that, 96% of the students 'consider English a superior language to Arabic' because they believe, the world has become a small village and English is the prominent language and the language of communication in this global village (p.199). 82% of the students think that studying in English is better than studying in Arabic as it provides them a more intense knowledge base, and those who do not know English cannot improve their education (p.200). Finally, Al-Jarf concluded with the findings that, the deficiencyin language planning and linguistic policies that protect, improveand promote the Arabic language lead the Arabic language to be the inferior one as a medium of instruction in comparison to English in higher institutions in Saudi Arabia. Inadequate Arabicization efforts, and inadequacy translated books are also responsible for it (p.207).

However,Rogier (2012) conducted his study that aimed to discover what happens to the university students' English language skills during four years of study in classes where English was used as the medium of instruction in UAE universities from the teachers and students' point of view (p.2). His findings showed, , the students did better the speaking sector most, followed by reading, writing and then listening in the IELTS exam after passing four years of EMI. It is observed that, there were different opinions regarding obtaining language skills and problems related with the use of English as a medium of instruction. Students felt that, studying in English causes any problem and they rated their ability in listening, reading, writing and speaking as good to excellent. However, teachers did not think that students could meet the expectation level in terms of their language ability though they study in an English medium environment. They also felt that, students are basically weak in the areas of writing and listening (p. 120). But, by observing the overall responses of the teachers and students, it is found that, both the teachers and students strongly agreed in a point, that is, EMI at the university level in the UAE is necessary for students to compete in this globalized world (p.122).

On the other hand, according to Ebad (2014), EMI policy has brought many 'challenges and obstacles' in educational condition in Saudi Higher Education setting and in other parts of Arab world as well. He explained that, due to the EMI policy, there have been created communication, connection and cultural gaps between the teachers and students in classrooms. This also lead students towards poor classroom performance and grades, insufficient knowledge and learning and a little learning outcomes. He also added 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, threats, problems and possible solution of implementing EMI in Indonesian Universities. He found that, implementing EMI policy is a better way to solve learners' language problem than teaching English as a subject. Because it leads learners to explore the language itself (comprehensible input) and also enhance the usage of that language (comprehensible output) (p.121). Ibrahim (2001) mentioned four factors that are supporting implementing EMI in Indonesian Universities. These are: 1) Bilingualism provides intellectualadvantages,2) The significant role of English would inspire students and teachers to learn the language well, 3) EMI offersstudents and teachers more exposure to English language and more probabilities to acquire it, and4) Literacy skills and strategies acquired in a learner's native language, Indonesian, transfer to her/his second language, English (p.122-123).

However, he also sorted out some threats of EMI policy, which may discourage EMI implementation. Those can be: 1) The misperception between 'instruction' and 'English' language 2) the uncooperative atmosphere in acquiring English in Indonesia, 3) General lacking in English proficiency among students as well as teachers, 4) the 'context-reduced' nature of classroominteraction, and 5) the limited time for classroom discussion (p.123).

2.2 EMI Policyin the context of Bangladeshi Universities

Like Europe, many Asian countries have started adopting English as a medium of instruction (Naun, 2003; as cited in Islam, 2013, p.128). Pennycook (as cited in Afroz, 2014, p. 15) 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."

Islam (2013) noted, the number of private universities in Bangladesh is increasing so fast since the introduction of the University act 1992 (p.134).But there is no large scale research regarding the implementation of EMI in Asian countries as like as Europe (p.133). In his paper, Islam (2013) mainly examined the implementation of EMI policy, choice and preference of EMI policy, and howEMI policy is enhancing educational effectiveness in a private university in Bangladesh (p.133). His study founded that, though the students understood the value of Bangla in academic learning, they cannot ignore the power of English for their future. Because, many communities do not want to value the need of Bangla and they think that, Bangla is unfit for higher education as the globalized world wants graduates who can compete with the global job market. And, according to a teacher interviewed by the researcher predicts, implementing EMI policy in this specific context may end up producing "English-coated graduates" with a narrowfoundation of content knowledge as their focus is to make the students 'marketable', while the public universities' main focus is to make their students better in the subject area(p.133-134). In addition, the large majority of private university students may end up with "cosmetic" learning, if English is only forced to use on campus (Mohanty, Panda & Pal, 2010 ; as cited in Islam, 2013, p.134).

Sultana (2014) tried to identify to what extent using English as the only language policy in higher education advantage or disadvantage students. Her attention was particularly focused on the experiences of students who came from a Bangla medium educational background (p.12). In our higher education context, majority of students come from Bangla-medium education background. They study English only as a content-based subject in their school and college. Therefore, Sultana (2014) thought that, their experiences about English as a medium of instruction in higher education must be analyzed. Her data illustrates that, both the students of the private and government universities have to use English for participating in class, understanding class lectures, writing answers during exam etc. And, the students who come from Bangla medium background face problems in the university as the universities give intense importance in English (p.25).It also shows, EMI policy can be responsible to marginalize the students who do not have a better proficiency in English. Sometimes, weaker students are not noticed by the teachers, and that is why they get less chances to participate in the class-discussions. On the other hand, students from English medium background have a better participation in the classroom activities and they are easily noticed by the teachers (p.29).

In addition, Mahmud and Mirza (2012) conducted their research by investigating the reading habits of the private university students with Bengali medium educational background in their school and college life (p.100). At first, they argued that, though the private universities carry some special features to bring positive changes in terms of improving their reading habit, the actual scenario is not really reflect the expectations (p.101). The researchers also think that, the students sometimes prefer to read the translation as an alternative of their textbooks written in English (p.104). So, it can be predicted that, due to the lack of interest and good proficiency in English, the students from Bangla medium background do not feel to read course materials written in English very deeply.

Moreover, Rouf (2012) conducted his study that focuses on exploring the general effects of linguistic transition ((Bengali to English) on the beginner level students at private universities in Bangladesh (p. 11). Since there were no research on linguistic transition at Bangladesh before Rouf's study, he felt that, Freshers at tertiary level suddenly found English as the medium of instruction at private universities though at their secondary and higher secondary level it was Bengali (p.11). His study shows, this linguistic transition has some negative effects on the beginner level students. The freshers from Bengali medium institutes are very weak in reading, writing, listening and speaking because they did not experience using these skills explicitly in their previous institutions. They also have problem comprehending, though Ellis (as cited in Rauf, 2012, p. 13) said, "Comprehending has been considered of primary importance in the acquisition of a language". Moreover, Rouf (2012) also stated that, most of the teachers and students are not much interested in questioning and specially beginner level students do not want to ask any question inside/ outside the class as they have to speak in English. So, there creates a distance between teachers and students (p.13). These are the ways linguistic transition makes their life difficult in the first two semesters of their university life and creates a lot of pressure on them that sometimes leads them towards frustration.

In addition, Afroz's(2014) dissertation findings show that linguistic transition occurs for some motives and among them some major reasons are employability of the graduates, easy access of course resources, globalizing the education system etc. (p.33). She also says, most of the teachers try their best to be with beside them for making their transition comfortable though sometimes it makes their life complex, leads them towards psychological problems and creates barrier between students and teachers (p.34).

CHAPTER 3 – METHODOLOGY

3.0 Introduction

This chapter aims to describe the methodology of the research to examine the

teachers' and students' perspective on the impact of EMI policy on the academic results of

the tertiary level students of BRAC University. In the next section, research techniques and

methods that were used for data collection is mentioned. The next parts describe the nature of

the study, research questions, and participants of the study, instruments of collecting data,

theoretical framework, sources of data as interview and questionnaire and lastly the methods

of analysis.

3.1 Research Design

The research survey was done only on a private university of Dhaka named BRAC

University. It contained in total 17 close ended questions divided into two segments for the

students and 11 open ended questions for taking the interview from the teachers.

3.2 Theoretical Framework

The theoretical framework of the study concentrates on Affective Filter Hypothesis

which was introduced by a famous linguist Stephen Krashen (1982). It is a hypothesis

regarding second language acquisition theory. It is also counted as an area of educational

psychology. According to Krashen (1982), the 'Affective Filter Hypothesis' states how the

affective factors (for example, anxiety, inhibition, self-esteem willingness to communicate

etc.) , are related to the second language acquisition process (p.30). He thinks, these factors

interfere the acquisition process. It is said that, these negative factors act like a blockage that

prevents efficient learning. In Du's (2009) words, affective filter hypothesis was first

proposed by Dulay and Burt (1977), and is incorporated by Krashen as one of his five input

Hypotheses in 1985 (p.162). He says, "Affective factors act like a filter which filtrates the

amount of input in learners' brains" (p.162). People having high affective filter will lower

their acquisition whereas people with low affective filter permit more input into their

language acquisition device (LAD). n. Generally, the filter is up when the acquirer is not

motivated to learn the L2, lacking in confidence, or concerned only with failure. However,

the filter remains down when the acquirer do not become anxious and try to participate in a

group speaking (p.162).

3.3 Sampling

As the study aims to view the students' and teachers' perspective on the impact of

EMI policy on the academic result of BRAC University freshers, the research was designed

to take a survey from 176students from first three semester having Bengali medium

background and interview from the 16 teachers from different departments. Qualitative and

quantitative questions were prepared for the teachers and students respectively. Creswell

(2005) believes, the blending of qualitative and quantitative data leads to a better perception

of the research problem (p.53).   Moreover, the researcher also had to get permission from the

teachers earlier to conduct the interview, as some of the teachers were not agreed to be

interviewed.

3.4 Setting

The researcher conducted the survey in BRAC University. This was done mainly in

the university cafeteria and in the classes which had more probability of having freshers. To

conduct the survey in the classroom, the researcher had to take permission of the course

instructor earlier. In that case, most of the teachers were welcoming. The researcher had to

take interviews of the teachers with their prior permissions. All the interviews were taken in

the cubical of teachers in various departments of the university.

3.5 Instrumentation

A survey questionnaire was used as an instrument to collect data from the freshers of BRAC University. As the study aims to view the students' and teachers' perspective on the impact of EMI policy on their academic result, the research was designed to take a survey from the students with 17 close-ended questions. The first part was inclined to take of some general information of the students. And, the other one was designed by following the 'Likert scale'. To explain the pattern of the questionnaire, it can be said, the first 11 statements were regarding the students' opinion on using EMI inside the classroom. Next, the rest of 6 statements were regarding their opinion on using EMI in the question paper during examination. Each statement had five options and each option had a particular score. The options were strongly agree, agree, neutral, disagree, strongly disagree; ranking from 5 to 1 point according to "Likert Scale". The whole process of the survey was like a multiple-choice test containing some options that needed students to choose the suitable one. MCQ is a helpful test of all objective type questions. According to Heaton (1975), MCQ is helpful because it can be done without taking much time (p.14).

However, to make the students understand better, all the questions were translated into their native language, Bengali. So that, they may feel comfortable while finding the suitable answer. In addition, for getting the teachers' interpretation about the impact of Emi policy on the academic results of the freshers, 11 open ended questions were prepared for the interview session those were analyzed by using qualitative formula.

3.6 Data Collection Procedure

The major portion of the data was collected by providing the questionnaire to the students. The researcher aimed to take surveys from equal number of students from all the 9 departments. But, that was not possible due to some obstacles. However, though the numbers of the students were not same for all the departments, the researcher tried to make the number

close to each other. For example : 19 students from the Architecture department, 21 students

from B.B.S department, 21 students from C.S.E department, 20 students from E.E.E

department, 22 students from ENH department, 17 students from E.S.S department, 17

students from L.L.B department, 17 students from M.N.S department and 19 students from

Pharmacy department were participated to conduct this research.

The students were told to mark the option they think that suits to their situation most.

It took 5-8 mins per student. Once they were done, the questionnaire were taken back.

However, few data were collected via Facebook due to lack of time. The doc file was send to

those few students and they send those back by filling those up. . The researcher helped the

students whenever they felt any problem regarding understanding any question

However, the teachers' opinion were collected by face to face interview. It took

almost 15-18 mins per teacher. For taking their interview, the researcher had to contact them

before for their suitable time.

3.7 Data Analysis Procedure

For each of the department, the means scores of the 17 statements was calculated.

Then, the scores were compared with each other by following the interpretation scale (Seligar

& Shohamy, 1989, p.214). This is how the data from each department was analyzed.

After that, the researcher tried to see the individual department's overall response on the

individual statement. It was helpful to get an overall picture of the student's perception about

the induvial statement. The two central research question were tried to be answered there and

a graph was drawn to illustrate the scenarios better. This part of the study falls under

quantitative categoryas the outcomes of the survey was analyzed by using numerical data.

Moreover, Mackey &Gass (2005) mentioned that, quantitative research usually starts with an

experimental design where mathematical figures is carried out in order to analyze the

collected information (p.2).

On the other hand, to analyze the teachers' perception on EMI policy, the researcher followed two ways. First, the teachers' response to individual question was analyzed with percentages. Second, their overall interpretation was discussed and analyzed. In this case, their department and subject area was also taken into account to see whether the impact ofEMI policy acts differently in students' academic progress in department to department or not. This portion falls under the qualitative category as according to Wyse (2011), quantitative research discusses and interprets the underlying reasons, opinions, and motivations behind any case. It also provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem. (Wyse, 2011).

Lastly, the researcher compared the students and teachers responses to see, whether their responses have any similarity on the impact of EMI policy on the academic result of the BRAC university fresher or not.

3.8 Obstacles Encountered

In some cases, it seemed problematic to find freshers from Bengali medium background. Because there were students who were from English medium/version and they might not have any problem regarding EMI policy. In addition, sometimes, it was hard to get teachers' time suitable for the researcher. As EMI policy is supposed to be used strictly in this university, many of the teachers did not want to make any comments against this policy. However, some students were putting the tick marks on the questions without even reading those. The researcher had to cancel those paper for doing this study.

CHAPTER 4: FINDINGS and ANALYSIS

4.1 Findings from the Students' Survey

The tables below illustrate the findings from the survey. There are 9 tables to show each department students' responses on the questionnaire made of 17 statements divided into two parts. This attempts to find out student's perception on impact of using EMI in the classroom and during the examination and, how this is affecting their academic results.

There are 17 statements that have five choices in the questionnaire prepared for the students (See appendix A). Students were instructed to choose the option that suits their situation most, so that the utmost correct outcome may derive. After that, the obtained data are tabulated and analyzed in terms of frequency counts and meanscores.

In each box the number on the top indicates the number of the students that put a tick mark on that specific option and the number at the bottom points to the score after conversion into numerical figures. Moreover, the bottom ones are calculated to find out the mean scores for each statement. For example, in the first statement, 3 students from the Architecture department chose 'strongly agree' (so 3*5), 0 students 'agree' (0*4), 3 students were 'neutral'(3*3), 7 rarely (7*2) and 6 students chose 'strongly disagree'(0*1). So, in the first statement (I have experienced a class/classes in my school/college where ONLY English was used as a medium of instruction.), the mean score of the statement is 2.31 (total number divided by total number of students). The mean scores of the two segments (question no. 1-11, and question no. 12-17) are also averaged to have a more precise and a single result. For example, mean scores of the first segment, impact of using EMI in the classroom are: 2.31, 2.73, 3, 3.15, 3.36, 3.47, 3.73, 2.78, 2.68, 3.73, 2.68 ; so the final mean score for the first segment is 3.05 (the sum of the mean scores divided by the number of mean score).

However, the data will be interpreted with the interpretation scale of Seligar andShohamy

(1989).

        a)   1.00 – 2.25: Strongly disagree/ Never

        b)   2.26 – 3.00: Disagree/ Rarely

        c)   3.01 – 3.75: Agree/Sometimes

        d)   3.76 – 5.00: Strongly agree/ Always   (p.214)

While analyzing the data, it will be predicted that, the higher the mean score is, the

problem regarding EMI policy is also higher. And, the lower the mean score is, the

complaints against the EMI policy is also lower.

4.1.1 Students' Response from Department of Architecture, BRAC University

19 students from Department of Architecture were surveyed. The table shows the data

in detail.

Table 4.1.1.1: Mean Scores of Students' Response from Department of Architecture

Statement no	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean score	Average mean score	According to interpretation scale :
1.	3 15	0 0	3 9	7 14	6 6	2.31		
2.	3 15	5 20	0 0	6 12	5 5	2.73		
3.	5 25	4 16	2 6	5 10	3 3	3		
4.	3 15	6 24	3 9	5 10	2 2	3.15	2.98	Rarely
5.	6 30	4 16	3 9	3 6	3 3	3.36		
6.	4 20	5 20	6 18	4 8	0 0	3.47		
7.	7	5	3	3	1	3.73		

	35	20	9	6	1			
8.	2	4	7	0	6	2.78		
	10	16	21	0	6			
9.	4	2	2	6	5	2.68		
	20	8	6	12	5			
10.	6	6	5	0	2	3.73		
	30	24	15	0	2			
11.	0	5	7	3	4	2.68		
	0	20	21	6	4			
12.	4	1	5	4	5	2.73		
	20	4	15	8	5			
13.	6	4	2	6	1	3.42		
	30	16	6	12	1			
14.	1	3	6	5	4	1.68		
	5	12	18	10	4			
15.	7	6	3	3	0	3.89		
	35	24	9	6	0			
16.	1	2	7	5	4	2.52		
	5	8	21	10	4			
17.	3	3	5	5	3	2.89		
	15	12	15	10	3			

The average mean score of the responses of the students from Department of Architecture is 2.98. That means, the students from this department thinks that, using EMI policy has rarely a negative impact on their academic result.

4.1.2 Students' Response from BRAC Business School (B.B.S)

21 students from Department of Architecture were surveyed. The table shows the data in detail.

Table 4.1.2.1: Mean Scores of Students' Response from BRAC Business School

Statement no	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean score	Average mean score	According to interpretation scale :
1.	3	0	3	7	8	2.19		

	15	0	9	14	8		
2.	6	5	3	5	2	3.38	
	30	20	9	10	2		
3.	7	5	5	3	1	3.6	
	35	20	15	6	1		
4.	6	7	2	4	2	3.52	
	30	28	6	8	2		3.331	Agree
5.	7	8	2	4	0	3.85	
	35	32	6	8	0		
6.	5	9	5	2	0	3.80	
	25	36	15	4	0		
7.	6	8	3	2	2	3.66	
	30	32	9	4	2		
8.	4	4	7	3	3	3.14	
	20	16	21	6	3		
9.	4	7	2	4	4	3.14	
	20	28	6	8	4		
10.	8	6	4	0	3	3.76	
	40	24	12	0	3		
11.	5	3	5	3	5	3	
	25	12	15	6	5		
12.	3	4	5	4	5	2.80	
	15	16	15	8	5		
13.	2	5	6	5	3	2.90	
	10	20	18	10	3		
14.	5	7	0	4	5	3.14	
	25	28	0	8	5		
15.	9	7	2	2	1	4.00	
	45	28	6	4	1		
16.	4	4	6	2	5	3	
	20	16	18	4	5		
17.	3	5	5	6	2	3.04	
	15	20	15	12	2		

The average mean score of the responses of the students is: 3.33. Relating this score with the interpretation scale, it can be said that, the freshers from this department believes, using EMI policy in the classroom has a harmful impact on their academic result. They sometimes may face problems in understanding all the instructions of the question papers.

4.1.3 Students' Response from Department of Computer Science and Engineering:

21 students from Department of CSE. The table shows the data in detail.

Table 4.1.3.1: Mean Scores of Students' Response from Department of CSE

Statement no	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean score	Average mean score	According to interpretation scale
1.	2 10	2 8	3 9	6 12	8 8	2.23		
2.	1 5	3 12	6 18	7 14	4 4	2.52		
3.	0 0	4 16	6 18	5 10	6 6	2.38		
4.	4 20	5 20	5 15	4 8	3 3	3.14	2.72	Rarely
5.	5 25	4 16	5 15	3 6	4 4	3.14		
6.	3 15	4 16	7 21	3 6	4 4	2.95		
7.	2 10	6 24	4 12	5 10	4 4	2.85		
8.	0 0	0 0	6 18	7 14	8 8	1.90		
9.	5 25	7 28	3 9	3 6	3 3	3.38		

10.	11 55	4 16	4 12	2 4	0 0	4.14		
11.	0 0	5 20	8 24	5 10	3 3	2.71		
12.	2 10	4 16	5 15	6 12	4 4	2.71		
13.	1 5	3 12	7 21	7 14	3 3	2.61		
14.	6 30	6 24	6 18	3 6	0 0	3.71		
15.	7 35	4 16	6 18	4 8	0 0	3.66		
16.	2 10	4 16	9 27	3 6	3 3	2.95		
17.	3 15	3 12	4 12	5 10	6 6	2.47		

The average mean score of the responses of the students on using EMI in Classroom

is: 2.72. Relating this score with the interpretation scale, it can be said that, the freshers from

this department think there is rarely any impact of using EMI policy on their academic result.

4.1.4 Students' Response from Department of Electrical and Electronics Engineering

(EEE):

In total, 20 students from this department participated in this survey. The table below

shows the data in detail:

Table 4.1.4.1: Mean Scores of Students' Response from Department of E.E.E

Statement no	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean score	Average mean score	According to interpretation scale
1.	1 5	2 8	4 12	6 12	7 7	2.2		
2.	2 10	7 28	3 9	5 10	3 3	3		
3.	6 30	5 20	4 12	2 4	3 3	3.45		
4.	5 25	5 20	2 6	4 8	4 4	3.15		

5.	3 15	4 16	3 9	6 12	4 4	2.8	
6.	5 25	4 16	4 12	3 6	4 4	3.15	
7.	6 30	7 28	2 6	3 6	2 2	3.6	2.85 Rarely
8.	1 5	2 8	5 15	9 18	3 3	2.45	
9.	6 30	5 20	2 6	3 6	4 4	3.3	
10.	1 5	8 32	1 3	1 2	9 9	2.55	
11.	2 10	2 8	6 18	7 14	3 3	2.7	
12.	0 0	3 12	4 12	7 14	6 6	2.2	
13.	5 25	6 24	3 9	3 6	3 3	3.35	
14.	2 10	3 12	2 6	7 14	6 6	2.4	
15.	10 50	7 28	0 0	0 0	3 3	4.05	
16.	1 5	0 0	3 9	9 18	7 7	1.95	
17.	3 15	2 8	6 18	5 10	4 4	2.75	

The average mean score of the responses of the students is 2.85. Relating this score with the interpretation scale, it can be said that, students from this department disagree to say that, EMI policy has any influence on their academic result.

4.1.5 Students' Response from Department of English and Humanities (ENH):

22 freshers from this department took part in the survey. The details are listed in the following table:

Table 4.1.5.1: Mean Scores of Students' Response from Department English and Humanities

Statement no	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean score	Average mean score	According to interpretation scale
1.	2 10	2 8	6 18	7 14	5 5	2.5		
2.	6 30	5 20	3 9	5 10	3 3	3.27		
3.	5 25	4 16	6 18	4 8	3 3	3.18		
4.	4 20	6 24	5 25	4 8	3 3	3.63		
5.	7 35	5 20	5 15	4 8	1 1	3.59		
6.	4 20	6 24	6 18	4 8	2 2	3.27	3.16	Agree
7.	9 45	5 20	5 15	3 6	0 0	3.90		
8.	3 15	3 12	7 21	6 12	3 3	2.86		
9.	2 10	7 28	5 15	4 8	4 4	2.95		
10.	7 35	8 32	4 12	2 4	1 1	3.81		
11.	4 20	3 12	7 21	4 8	4 4	2.95		
12.	4 20	4 16	9 27	2 4	3 3	3.18		
13.	2 10	3 12	5 15	8 16	3 3	2.31		
14.	5 25	3 12	6 18	3 6	5 5	3.00		
15.	10 50	6 24	2 6	2 4	2 2	3.90		
16.	2 10	1 4	9 37	4 8	6 6	2.95		
17.	1 5	4 16	5 15	5 10	7 7	2.40		

The average mean score of the responses of the students on using EMI in Classroom is: 3.16. That indicates, the students from this department think that, using EMI policy has a negative impact on their result

4.1.6 Students' Response from Department of Economics and Social Sciences (ESS)

17 students from this department were surveyed. The table below shows the detail picture of it:

Table 4.1.6.1: Mean Scores of Students' Response from Department of ESS

Statement no	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean score	Average mean score	According to interpretation scale
1.	2 10	1 4	2 6	5 10	7 7	2.17		
2.	3 15	6 24	1 3	5 10	2 2	3.17		
3.	5 25	4 16	3 9	3 6	2 2	3.41		
4.	3 15	5 20	6 18	0 0	3 3	3.29		
5.	3 15	4 16	7 21	3 6	0 0	3.41	3.13	Agree
6.	2 10	5 20	4 12	2 2	4 4	2.82		
7.	5 25	6 24	4 12	1 2	1 1	3.76		
8.	0 0	3 12	5 15	6 12	3 3	2.47		
9.	2 10	4 16	7 21	1 2	3 3	3.05		
10.	7 35	5 20	3 9	2 4	0 0	4		
11.	3 15	4 16	3 9	3 6	4 4	2.94		
12.	2 10	5 20	5 15	3 6	2 2	3.11		
13.	4 20	4 16	3 9	2 4	4 4	3.11		
14.	4	3	4	4	2	3.17		

	20	12	12	8	2			
15.	6	4	4	1	2	3.64		
	30	16	12	2	2			
16.	0	4	5	2	6	2.41		
	0	16	15	4	6			
17.	3	3	8	1	2	3.23		
	15	12	24	2	2			

The average mean score of the responses of the students on using EMI in Classroom

is: 3.13. That means, the students from this department thinks, using EMI policy in the

classroom has sometimes a negative impact on their academic result

4.1.7 Students' Response from School of Law (L.L.B)

17 students from this department were surveyed. The details are enlisted in the

following chart:

Table 4.1.7.1: Mean Scores of Students' Response from L.L.B

Statement no	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean score	Average mean score	According to interpretation scale
1.	0	2	2	7	6	2		
	0	8	6	14	6			
2.	4	5	4	3	1	3.47		
	20	20	12	6	1			
3.	5	7	3	2	0	3.88		
	25	28	9	4	0			
4.	3	6	4	1	3	3.29		
	15	24	12	2	3			
5.	8	4	3	0	2	3.94	3.39	Agree
	40	16	9	0	2			
6.	5	7	2	3	0	3.82		
	25	28	6	6	0			
7.	9	4	2	0	2	4.05		
	45	16	6	0	2			
8.	3	6	1	5	2	3.17		
	15	24	3	10	2			
9.	2	3	6	5	1	3		
	10	12	18	10	1			

10.	7	7	0	3	0	4.05		
	35	28	0	6	0			
11.	4	2	7	3	1	3.29		
	20	8	21	6	1			
12.	3	5	4	1	4	3.11		
	15	20	12	2	4			
13.	5	4	2	5	1	3.41		
	25	16	6	10	1			
14.	0	6	3	5	3	2.70		
	0	24	9	10	3			
15.	9	4	3	1	0	4.23		
	45	16	9	2	0			
16.	2	4	3	3	5	2.70		
	10	16	9	6	5			
17.	4	5	5	3	0	3.58		
	20	20	15	6	0			

The average mean score of the responses of the students on using EMI in Classroom
is: 3.39. That means, the students from this department that, using EMI policy in the
classroom has a negative impact on their academic result.

4.1.8 Students' Response from the Department of Mathematics and Natural Sciences

20 students from this department were surveyed. The details are enlisted in the
following chart:

Table 4.1.8.1: Mean Scores of Students' Response from Department of MNS

Statement no	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean score	Average mean score	According to interpretation scale
1.	0	2	4	6	8	2		
	0	8	12	12	8			
2.	5	7	2	3	3	3.4		
	25	28	6	6	3			
3.	7	6	5	1	1	3.9		
	35	24	15	2	1			
4.	4	4	7	4	1	3.3		
	20	16	21	8	1			

5.	3 15	9 36	3 9	3 6	2 2	3.4		
6.	7 35	6 32	0 0	3 6	4 4	3.85		
7.	7 35	7 28	3 9	3 6	0 0	3.9		
8.	1 5	7 28	3 9	3 6	6 6	2.7		
9.	5 25	8 32	2 6	4 8	1 1	3.6	3.29	Agree
10.	8 40	8 32	4 12	0 0	0 0	4.2		
11.	0 0	3 12	8 24	5 10	4 4	2.5		
12.	4 20	6 24	8 24	1 2	1 1	3.55		
13.	3 15	6 24	3 9	6 12	2 2	3.1		
14.	4 20	6 24	4 12	2 4	4 4	3.2		
15.	6 30	5 20	5 15	2 4	2 2	3.55		
16.	2 10	3 12	7 21	4 8	4 4	2.75		
17.	4 20	3 12	6 18	5 10	2 2	3.1		

The average mean score of the responses of the students on Using EMI in Classroom is: 3.29. That indicates, the students from this department agree on the point that, using EMI policy has a damaging influence on their result

4.1.9: Analyzing Mean scores of Students' Responses from the Department of Pharmacy

19 students from this department were surveyed. The details are tabularized in the following chart:

Table 4.1.9.1: Mean Scores of Students' Response from Department of Pharmacy

Statement no	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean score	Average mean score	According to interpretation scale
1.	0 0	3 12	4 12	5 10	7 7	2.15		
2.	6 30	7 28	3 9	2 4	1 1	3.78		
3.	7 35	4 16	3 9	2 4	3 3	3.52		
4.	3 15	4 16	5 15	2 4	5 5	2.89		
5.	6 30	6 24	2 6	4 8	1 1	3.63	3.19	Agree
6.	3 15	5 20	1 3	6 12	4 4	2.84		
7.	8 40	6 24	3 9	2 4	0 0	4.05		
8.	1 5	2 8	4 12	8 16	4 4	2.36		
9.	5 25	4 16	2 6	5 10	3 3	3.15		
10.	9 45	5 20	3 9	2 4	0 0	4.10		
11.	5 25	3 12	5 15	4 8	2 2	3.26		
12.	4 20	5 20	3 9	5 10	2 2	3.21		
13.	3 15	7 28	4 12	3 6	2 2	3.31		
14.	1 5	6 24	5 15	6 12	1 1	3		
15.	7 35	4 16	4 12	2 4	2 2	3.63		
16.	0 0	3 12	6 18	6 12	4 4	2.42		
17.	3 15	5 20	3 9	5 10	3 3	3		

The average mean score of the responses of the students on using EMI in Classroom is: 3.19. That shows, the students from this department agree on the point that, using EMI policy in the classroom has a negative effect on their academic result.

4.2 Analyzing Students' Response to Each Statement According to Their Department:

As the aim of the research is to find out the students' perspective on the impact of EMI policy on their academic result, the researcher is going to analyze all the students' overall response about EMI policy. To do so, students' response on 17 statements will be discussed here individually. .

Statement 1: I have experienced a class/ in my school/ college where only English was used as a medium of instruction.

The mean scores and the average mean score of the statement is:

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpretation scale
1.	2.31	2.19	2.23,	2.2,	2.5	2.17	22.	2.2	2.15	2.23	Strongly Disagree

Relating this average mean score (2.23) of the statement1 with the interpretation scale, it can be said, rarely the students had any class in their school/college in which there was used English as the only medium of instruction. It proves, students from Bengali medium background rarely have a concrete exposure to English language in their classroom. Because, the teachers did not use only English in their classes. Native language was used to teach the foreign language as well.

Statement 2: I have problem in understanding the course materials written in English.

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpretation scale
2.	2.73	3.38	2.52	3	3.27	3.17	3.47	2.34	3.78	3.07	Agree

This statement is basically focusing on their reading skill. Here we can see that, though some students think they rarely have any problem in understanding the course materials, few think the opposite. If we analyze it closely, we will find that, those subject area is related to mathematics and science, they have lesser problem in understanding the course material just because they are written in English (For instance, see the mean score of students from Architecture, EEE, CSE, MNS). However, the average mean score of this statement is 3.07. It depicts that, freshers somehow face problems in understanding the course materials as they are written in English.

Statement 3: I face problem in understanding class lectures given in English.

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpretation scale
3.	3	3.6	2.38	3.45	3.18	3.41	3.80	3.9	3.52	3.36	Agree

The average mean score of this statement is 3.36. That means, students face problem in understanding the class lectures very often. This statement was to find out their level in listening skill. It may predict that, as the students from Bengali medium background do not have sufficient listening input in their school/college, they feel low when they enter in a university where all the class lectures are conducted in English. In comparison to statement 2,

it is seen that, their reading skill is better than their listening skill. It happens because of the

less exposure to the listening aids as they were in a Bengali medium background in their

school and college life.

Statement 4: I think, 'English as a medium of instruction' is creating a barrier in my

learning.

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpretation scale
4.	3.15	3.52	3.14	3.15	3.63	3.29	3.29	3.3	2.89	3.26	Agree

The average mean score for this statement is 3.26. This statement is to find out

whether their learning of their subject matters is hampered due to the strict concern about the

EMI policy. The result predicts that, the students from this departments feel that EMI policy

is a creating a barrier in their learning. This can be interpreted that, while concentrating on

the language and the medium of instruction, the learners may find it challenging to obtain the

ultimate knowledge from the content.

Statement 5: Many a time I felt inferior as a student from Bangla medium background while

sharing my ideas in front of the other students.

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpretation scale
5.	3.36	3.85	3.14	2.8	3.59	3.41	3.94	3.4	3.63	3.45	Agree

The mean score for this statement is 3.45. That shows they agree with this statement that, being a student of Bengali medium they feel inferior while speaking in the class to share their ideas. This question was to measure their speaking skill. The result proves, their affective filter gets higher due to the strict EMI policy followed in the class. That is why they start to think themselves inferior to share their ideas in front of the students who have a better proficiency in English and participate in class discussion very frequently. This also shows they had a very low practice in speaking English when they were in their school/college.

Statement 6: Using ONLY English as a medium of instruction in the classroom leads me to have poor grade in classroom participation.

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpretation scale
6.	3.17	3.80	2.95	3.15	3.27	2.82	3.8	3.85	2.84	3.29	Agree

The mean score for this statement is 3.29. That depicts, most of the students agree with this statement. As per BRAC university policy, generally 5 marks are allocated for classroom participation. As they have to communicate in only English in the classroom and the students may hesitate to express their thoughts that may affect them in actively participating in the class that leads them to obtain poor grade in classroom participation.

Statement 7: I feel that my ideas are sometimes better than others, but I don't feel like speaking in classroom just because I do not have a good proficiency in English.

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpretation scale
7.	3.73	3.66	2.85	3.6	3.90	3.76	4.05	3.9	4.05	3.72	Agree

The average mean score for this statement is 3.72. According to the interpretation scale, though this score says that the students sometimes think this statement as true one, the score is actually very close to the 'strongly agree' part. Due to not having the efficient speaking proficiency in English, the freshers may feel shy and hesitant to share their ideas, even though they know that their ideas are better than others. It shows their lack of confidence and it creates because of the strict EMI policy maintained in the classrooms.

Statement 8: I feel like using a dictionary always in the classroom to understand the course materials better.

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpretation scale
8.	2.78	3.14	1.90	2.45	2.86	2.47	3.17	2.7	2.36	2.64	Rarely

The mean score for this statement is 2.64. It seems, they rarely feel to carry dictionary all time in the class. As this statement was to find out their concern about vocabulary, it shows that, students do not feel much problem in vocabulary skill. Their knowledge of vocabulary can be predicted as sufficient to study their course materials.

Statement 9: I think some teachers are inclined towards students who are very fluent in speaking English than the students who cannot speak well in English.

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpretation scale
9.	2.68	3.14	3.38	3.3	2.95	3.05	3	3.6	3.15	3.13	Agree

The average mean score for this statement is 3.13. This question was to find out whether the teachers are only connected with the students' having a good proficiency over English and majority of the students agree with this statement. That indicates, this may made them less motivated to study as the motivation plays an important part in language acquisition. So, there is an influence of teachers' biasedness towards the students who are very fluent in speaking English rather than the students who are not very comfortable with the whole EMI policy.

Statement 10: I think that I will understand the class lectures better if Bangla is used as well with English in class lectures.

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpretation scale
10.	3.73	3.76	4.14	2.55	3.81	4	3	4.2	4.10	3.7	Agree

The average mean score for this statement is 3.7 and it demonstrates that fresher almost strongly agree with this statement. They want Bangla to be used as a medium of

instruction as well as English. This helps them in understanding the content better and they

can do well in the exams if the content becomes clearer to them. If Bangla is used, their

affective filter becomes lower and the learning process gets easier for them.

Statement 11: Sometimes I feel frustrated and hopeless that I cannot study well just because

I do not understand a topic written in English.

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	inter preta tion scale
11.	2.68	3	2.71	2.7	2.95	2.94	4.05	2.5	3.26	2.97	Rarel y

Here, the average mean score is 2.97 and it can be said that students rarely feel frustrated and

hopeless about their study just because of the language problem. It can be predicted that, they

feel unconfident and hesitant due to the EMI policy but it does not make them hopeless or

frustrated while studying.

Statement 12: I face problem in understanding the question paper during exams as they are

written in English.

No.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	inter preta tion scale
12.	2.73	2.80	2.71	2.2	3.18	3.11	3.29	3.55	3.21	2.97	Rarel y

The average mean score of this statement is 2.97 and comparing this with the interpretation scale it can be said that, the students do not face that much problem in getting the questions written in English properly.

Statement 13: I face difficulty in preparing my answers in the exam scripts because I have to writeONLY in English.

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpreta tion scale
13	3.42	2.96	2.61	3.35	2.31	3.11	3.11	3.1	3.31	3.03	Agree

The average mean score of this statement is 3.03. This indicates, the students sometimes feel difficulty while preparing their answers in the exam script. This question is to see their level of proficiency in writing skill. It seems, even if they have adequate content knowledge, they may find it problematic to prepare their answer with correct English.

Statement 14: I get poor marks in exams because I cannot organize my answers perfectly in English.

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpreta tion scale
14.	1.68	3.14	3.71	2.4	3	3.17	3.41	3.2	3	2.96	Agree

The average mean score (2.96) shows majority of the students believes that, they get poor marks in exams not only because of their less organization skill. But if we see the mean scores of the departments, it is seen that students from Architecture, EEE and CSE

department are not facing problem with this phenomenon. It may happen because their

subject matters emphasize on their knowledge about scientific or mathematical terms. For

others, it seems problematic because in terms of writing, organization is a very important

part. Even if the content is right, it becomes tough to get a desired grade with poor

organization of the answer. As in the Bengali medium schools and colleges, the organizing of

an answer is less emphasized rather than the content, it is quite predicted that, they deals with

organizational problems in the very first semesters in a English medium university where this

skill is much concerned .

Statement 15: I make grammatical mistakes frequently while writing my answers

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpretation scale
15.	3.89	4	3.66	4.05	3.90	3.64	2.7	3.55	3.63	3.66	Agree

The Mean score of this statement is 3.66 that clearly shows, students do grammatical

mistakes very frequently during examination. Almost all the students are dealing with this

even if they deal with grammar the most in their previous educational background. At a first

glance it may seem surprising. But the actual scenario is they are taught grammar in most of

the time in their school/ college life through the memorizing process. Grammaer- Translation

method is followed in the Bengali medium schools and this method requires students to

memorize grammatical rules and grammatical paradigms (Larsen & Freeman, 2000, p.20). As

this method does not require students to practice the learnt items in their real life, so it is very

possible to forget those memorized rules and that's why students do mistake frequently in

their examination.

Statement 16: I feel like using a dictionary in the exam hall to understand the meaning of the questions properly.

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpretation scale
16.	2.89	3.04	2.95	2.47	2.75	2.40	3.23	2.70	3	2.79	Agree

The average mean score is 2.84 and it proves students disagree about taking dictionary in the exam hall to get the meaning of the questions. They may feel it time consuming to search the word meanings during exam as the time is very limited during the exams take place.

Statement 17: I think some teachers are only concerned with the students who can write well in English rather than the students who cannot shape their thoughts properly in the exam scripts due to their lacking in English.

no.	Archi.	B.B.S	CSE	EEE	ENH	ESS	L.L.B	MNS	PHR	Average mean score:	interpretation scale
16.	2.52	3	2.95	1.95	2.95	2.41	4.23	2.75	2.42	2.79	Agree

Here, it seen that, the mean score of the statement is 2.79 and it indicates, rarely the students think that, teachers are biased only to the students who are very good in writing in English. Rarely the students agree with the statement.

Overall, it seems, students from different departments agree with the 10 statements and rarely support the 6 statements and they strongly disagree with only one statement. So, a conclusion can be drawn by saying that, majority of the freshers from BRAC University are facing problem to upgrade their academic result due because of using EMI policy in the classroom as well as in the examination

4.3 Teachers Response to Individual Questions:

A questionnaire of 11 questions were prepared and 16 teachers from different department were interviewed to get their perspective on this policy. 4 teachers from Department of CSE, 5 teachers from Department of ENH, 2 teachers from department of ESS, 2 teachers from department of MNS and 3 teachers from department of E.E.E were interviewed., The names of the teachers are not going to be mentioned in this paper. To illustrate any specific opinion from a particular teacher, the researcher is going to use T1, T2, and T3… up to T16 to mention them. To observe whether there is any impact of EMI policy in their subject matters, the researcher divided the teachers into following groups:

Group A (T1, T2, T3, T4, T5) = Department of ENH

Group B (T6, T7, T8, T9) = Department of CSE

Group C (T10, T11) = Department of EEE

Group D (T12, T13) = Department of MNS

Group (T14, T15) = Department of ESS.

Though the researcher wanted to take some more interviews, few teachers did not allow the researcher to take their interview.

Question 1: Do you think that all the students can understand all the instructions given in English b in classrooms?

To answer this questions, 31.25% teachers thinks that, students can understand all the instructions properly. But on the other hand, 68 % teachers think that, all the students do not understand all the instruction given in English.

Question 2: Do you think that all the students can understand all the instructions of the questions paper?

To answer this question, 50% teachers said, all of the students cannot understand the instruction of the questions, whereas 25 % of them thinks, they can understand. Others have a mixed answer of this question.

Question 3: In maximus cases, do the English medium students do well in the exams or not? Explain.

Here, 43.75% teachers said directly 'No' to this questions and 18.75% said 'Yes'. On the other hand, 31.25% of the teachers thinks, English medium students have a better speaking skill. But that does not mean that they do well always in examination. The content get more priority while checking their scripts. In this case, the medium of instruction is less important than the content.

Question 4: Do you think that the students cannot do well enough in the classroom activities because of their lower proficiency in English?

Here, 37.5% of the teachers think, sometimes students cannot participate in classroom activities due to the lower language proficiency, 31. 31 % of them agrees with this fact. However, 25% of them think, there is no relationship between classroom participation and language proficiency. Students cannot do well just because they do not know the answers.

Question 5: Do you think that, native language should be used sometimes in the classroom to make students understand the instructions better?

81.25 % of the teachers believes that, native language should be used in classroom to make them fell more attached in the classroom. That will enhance interest in their learning. On the other hand, 18.75% of them is against using the native language in the classroom. Because, they think that using native language will lead them to be unserious about improving their proficiency.

Question 6. Do you feel that some students' ideas are sometimes better than others, but they don't feel to share those in classroom just because they do not have a good proficiency over English?

To answer this question, 18.75% of the teachers think, may be it is a factor for not sharing their ideas in front of the class. And, 56.25 % of them believes this is definitely a cause for not participating willingly in the class. However, 25% of them without any hesitation believes, not participating in the classroom discussions is not a result of not having a good proficiency. Students do not participate just because they do not want to or because of their lack of knowledge.

Question 7: Do you think that some students' ideas are sometimes better than others, but they cannot organize those properly in the scripts because of their low proficiency over English?

18.75% of teachers do not believe in such statement. They believes, organization in writing is not much related with the proficiency level. 31. 25% of them believes this is a fact that students can't organize their answer as they have a lack of good grasp over the language. However, 31.25 think that this may be a reason but it is not applicable for the majority. It varies from department to department.

Question 8: Do you think that the teachers should be more considerate to the students who do not have a good proficiency over English?

While answering this question, 81.25% of the teachers said, indeed the teachers should help the students who are not fluent in this language. But, 18.75% of them believes, students should try their best to be proficient in English by their own. A teacher may help them to a certain level but after that, it will not be considerable to help the weaker ones always.

Question 9: Do you think that using ONLY English as a medium of instruction in the classroom lead the students to get a poor grade in classroom participation?

25% of the teachers agree with the point that strictly following the EMI policy lead them to get poor marks in class participation. 37.5% of them labeled it as 'sometimes' and 31.25% Believes, there are other point for not getting the desired marks in classroom participation. Language is not the only barrier to obtain good marks in the classroom activates.

Question 10: Do you think that 'English as a medium of instruction' is creating a barrier in their learning the course materials with interest?

12.5 % of the teachers believes, there are no other way other than using English as a medium of instruction. 25% of them thinks, while focusing on the language more, the students get distracted from the actual content of their text. So, it is creating a pressure on them and that is why they find lack of interest in studying. However, the majority, 62.5 % thinks, it EMI policy never creates barrier in their learning. Rather, the students who do not study well, do not get interest in learning.

Question 11: Do you think that EMI policy is responsible to make students frustrated about studying? Can it be responsible for their poor grades?

To answer this question, 43.75% of the teachers said, EMI is not that much devastating to make them frustrated. 31.25% said, though it seems problematic for the first

year students, but they can overcome it over time. But 25% of them believes, frustration may

come to them for feeling avoided in the class due to not having a good communication skill

in English. That of course cause them being not so much attached to the study and as a result,

the y get poor grade in their academic results.

Overall, it is seen that, there are variety of answers by the teachers regarding the EMI

policy. However, it is pointed out while analyzing the teachers' perspective that, the teachers

from group B, C, and E (i.e. CSE, EEE and MNS department) do not much agree with the

claim that EMI policy is widely responsible for the students' academic result. For example, to

answer the question no. 3, T7 from CSE department said:

> "Creativity and technical ability does not depend on who is from Bangla medium and
>
> who is from English medium.". (T7)

To answer question no 7, T11 from EEE department claimed,

> "Understanding the subject matter is more important than language in EEE or any
>
> other engineering based courses". (T11)

In addition, to answer question no. 7, T12 from MNS department claimed,

> "As long as math/physics are considered, I don't think organization of questions is an
>
> issue. Because the students do not explain with 'words and sentences' here. Rather,
>
> they have to be careful with the mathematical formula and equations". (T7)

However, the teacher from ENH and ESS department seems a bit different from them. For

example, to answer the same question 7, T3 says:

> "Students who come from outside Dhaka and who are weak in language proficiency,
>
> tends to have a poor grade in their first semester. Because they cannot write in proper

way. So, we cannot even understand whether they are understanding the content or

nor.

In addition, a remarkable trend is seen from the teachers' point of view. To answer

qus no. 5, teachers from all the department except ENH agree on the point that native

language can be used in the classroom for make the students understand the contents better.

But in ENH, 3 teachers among of 5 think, only English should be the medium of instruction.

For example, T5 says:

"Native language should not be used in classrooms. Because, students will then

frequently speak in Bengali and that won't be beneficial for them. Yes, I admit that

sometimes it is too strict for the first year students, but over the time, they will be

habituated with it. So, for their betterment they should not practice Bengali other than

Englih in the classroom" (T5).

T4 added,

"While learning a foreign language like German or French, we do not expect to use

Bengali in the classroom. So why do we need to use Bengali while learning English?

Students should be drowned in a situation where only English can be used from the

very first semester. Only then they will be able to cope up with the situation within

few months" (T4)

Teachers from other department do not follow any of the above trends solely. They

had mixed opinion about the questions. Majority of them admits that there is some influence

of EMI policy in the academic results. That is why many of them are in the support of

applying mixed method in the classroom. T14 from ESS department said in answer to

question no 5,

"I prefer a mixture of native and English language lecture. Mostly English but 30-

20% of native language is fine to use in a classroom".

But, after analyzing their answer closely, it seemed that they are well aware of the

impact of EMI policy in the academic results of BRAC University Fresher.

4.4Answer of the Central Research Questions:

As the study seeks to find out the students' and teachers' perception on the impact of

EMI policy on the academic results of BRAC University freshers, this portion aims to find

out the research questions in the following segments:

4.4.1 Answer of the Central Research Question 1

In this part, the researcher is going to find out, what is the ultimate response of the

students' about EMI policy, whether there any particular trend is being followed in the

departments according to students' perception or not. The result of all 9 departments is

tabulated in the following:

Table 4.3.2 Students' Response According to Their Departments:

Name of the Department	Average Mean score For individual department	Average of all Mean scores of the departments	According to the Interpretation scale
Architecture	2.98		
B.B.S	3.31		
CSE	2.72	3.11	Agree
EEE	2.85		
ENH	3.16		

ESS	3.13		
LAW	3.39		
MNS	3.29		
PHR	3.19		

In a graphical figure, it can be shown in the following graph:
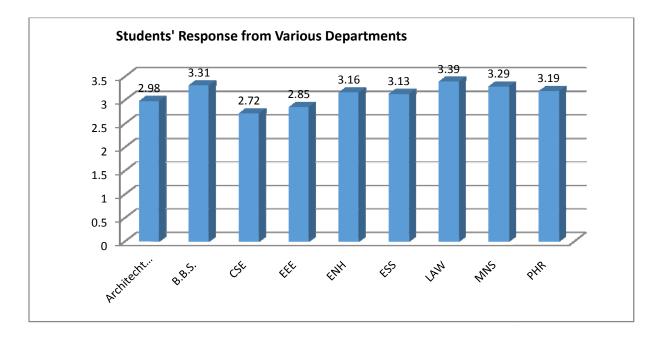
Figure: 4.3.3 Students' Overall response on EMI policy

It can be seen from the graph that, there is no remarkable trend among the individual department. Using EMI policy almost equally affectsthe academic result of all the departments except Architecture, CSE and EEE department. It happens because, these departments are concerned about the scientific and mathematical terms rather than the language. They have to concentrate more on the scientific terms, theories, and their application rather than working hard to improve their language proficiency. On the other hand, others, the students from B.B.S, ESS, L.L.B, ENH, MNS, and Pharmacy department are affected by the EMI policy as their subjects require more explanatory answers and they

have to be well proficient in English to learn and discuss their subject materials in the classroom.

In addition, table 4.3.2 shows, the overall mean score from the students' perception on EMI in 3.11. Relating this to the interpretation scale, it can be said that, freshers from BRAC University are facing troubles to reach their academic goal due to the strict EMI policy maintained in classroom as well as during examination. Majority of them agree with the point that, EMI policy plays a vital role as a barrier to obtain their desired grade.

Moreover, while talking about EMI policy, Tollefson (2000) showed in his paper that, in Philippines, for many students it is also a key cause of tension and social division between elite and 'English-less masses' (as cited in Sultana, 2014, p.12). Sultana (2014) also found, English severely hampered their possibilities of learning and the improvementof identity (p.11). Here, in BRAC University we also can see that EMI is causing tension and social divisions. That's why the students are taking EMI as a barrier sometimes in their learning. Moreover, Sultana (2014) found in her research that, the students who come from Bangla medium background face problems in the university as the universities give intense importance in English (p.25). It also shows, EMI policy can be responsible to marginalize the students who do not have a better proficiency in English (p.25). In this research we also found the similar type of responses for the students. To answer statement 5, majority of students expresses that they feel inferior to express their thoughts properly in the classroom. They feel them substandard in comparison to others.

However, while answering question 9, students seemed agree with the statement thatteachers are only connected with the students' having a good proficiency over English. That indicates, this may made them less motivated to study as the motivation plays an important part in language acquisition. In Sultana's words, sometimes weaker students are

not noticed by the teachers, and that is why they get less chances to participate in the class-discussions. On the other hand, students from English medium background have a better participation in the classroom activities and they are easily noticed by the teachers (p.29).

Rouf (2012) once mentioned that, linguistic transition has some negative effects on the beginner level students. The freshers from Bengali medium institutes are very weak in reading, writing, listening and speaking because they did not experience using these skills explicitly in their previous institutions (p13). Sultana (2014) also showed in her paper, "EMI policy is affecting students' participation in classroom activities, power negotiation, and identity" (p. 38). So, the finding from the research question 1 correlates Sultana's research. The overall finding of this research reflects these words solely as it is seen that, majority of the students have labeled 'using EMI policy' as a problematic factor in their academic life.

4.4.2 Answer to the Central Research Question 2

This portion aims to analyze some teachers' perception on using only English as a medium of instruction. Overall, it is seen that, there are variety of answers by the teachers regarding the EMI policy. However, it is pointed out while analyzing the teachers' perspective that, the teachers from   group B, C, and E (i.e. CSE, EEE and MNS department) do not much agree with the claim that EMI policy is widely responsible for the students' academic result. They think that, creativity and technical ability does not depend on the medium of language. They feel that, understanding the subject matter is more important than the language in EEE or any other engineering based courses. They also think that, EMI does not affect the student's organization skill as long as math/physics are considered. Because the students do not explain their answers with much 'words and sentences'. However, the teacher from ENH, BBS and ESS department seems a bit different from them. They think, students who come from outside Dhaka and who are weak in language proficiency, tends to have a

poor grade in their first semester. Because they cannot write in proper way.Ebad (2014) states, due to the EMI policy, there have been created communication, connection and cultural gaps between the teachers and students in classrooms (p.142). This study also found such proof. Teachers mentioned that, if a teacher does not have a concern to help the weaker student's solely, there will be created a communication gap between the teachers and students. Because of that, students may feel lonely and they will not be able to share their academic problems with their teachers. That will ultimately hamper their academic grade. However, to get rid of this problem, few teachers think that, native language can be used as a tool of 'Scaffolding' in the class. One of the main benefits of scaffolding is, it provides a supportive learning environment. In a scaffolded learning environment, students feel free to ask questions, provide feedback and support their peers in learningnew material. ("Instructional Scaffolding", p1).

In addition, Islam (2013) thought, the students understood the value of Bangla in academic learning, they cannot ignore the power of English for their future (p.133). That's why majority of the teachers think, though EMI policy is creating some problems in their academic life, there is no other way to deny this or change it. Students have to try to get rid of these phenomena and teachers have to be a little more considerate and should not blindly follow EMI policy much strictly. However, according to Marsh (2006), if EMI policy creates a language problem, it is required to explore suitable solutions which are effective in the classroom situation. In contrary, if English as a medium of instruction improve overall the learning process, it is also essential to recognize the conditions that are bringing out successes (p.31).

CHAPTER 5- CONCLUSION

5.0 Introduction:

English has been used as a medium of instruction (EMI) in higher education throughout the world. In Bangladesh, universities specially the private ones are using English as their medium of instruction to conduct all of their academic purpose. That is why, when a student from a Bengali medium school and college background gets admitted in a private university where EMI policy is followed, this transition becomes a significant case for the higher education. The feel problems while studying as the course materials and lectures are totally in English. This paper aims to find out the influence of EMI policy on the fresher's academic results of a private university of Bangladesh on the basis of teachers and student's perception about this.

5.1 Summary of the Findings

The findings showed that, both the majority of students' and teachers agree that, EMI policy is creating some problems in terms of the fresher's academic result. A questionnaire with 17 statements was prepared for the students and each of the statement had 5 choices. The students had to put a tick mark on the option which was mostly applicable for their situation most. After calculating those data with the help of Likert scale, it is found that, overall, students from different departments agree with the 11 statements and rarely support the 5 statements and they strongly disagree with only one statement. So, a conclusion can be drawn by saying that, majority of the freshers from BRAC University are facing problem to upgrade their academic result due because of using EMI policy in the classroom as well as in the examination.

It is also observed that, there is no remarkable trend is being followed by the individual departments. Using EMI policy almost equally affects the academic result of students' from all the departments except Architecture, CSE and EEE department. It may

happen because, these departments are concerned about the scientific and mathematical terms rather than the language. They have to concentrate more on the scientific terms, theories, and their application rather than working hard to improve their language proficiency. However, others, the students from B.B.S, ESS, L.L.B, ENH, MNS, and Pharmacy department are affected by the EMI policy as their subjects require more explanatory answers and they have to be well proficient in English to learn and discuss their subject materials in the classroom.

However, it is observed that, there are variety of answers by the teachers regarding the EMI policy. However, it is pointed out while analyzing the teachers' perspective that, the teachers from   group B, C, and E (i.e. CSE, EEE and MNS department) do not much agree with the claim that EMI policy is widely responsible for the students' academic result. Another point is, teachers from all the department except ENH agree on the point that native language can be used in the classroom for make the students understand the contents better. But in ENH, 3 teachers among of 5 think, only English should be the medium of instruction. They think, students may have some problems initially, but there is no other way than accepting that as a truth. Moreover, as some questions were similar in both of the questionnaires to see whether the students' and teachers' perception on EMI correlates with each other or not, it is found that in most of the cases they agree on some issues and in some cases they differ. For example, both of them believe, some students' ideas are sometimes better but they do not share that for the lack of their proficiency in front of the class.

5.2 Contribution to Research

This paper contributes to the existing literature about the impact of EMI policy in higher education. Moreover, the paper is unique in the sense that, in Bangladesh, there are very few researches done on this topic. The paper also reports the negative facts behind the academic results of the freshers of BRAC University. In future, this study would like to support them to discover any helpful approach to make their first year university life smoother.

5.3 Practical Implication

The findings in this paper show that, due to the EMI policy, the freshers of BRAC University are facing problem in their academic life. But implying some distinctive strategies can decrease their problems and makes them able to overcome this phase. So, after reading the survey, the teachers and the university authority can apply some necessary strategies to diminish this fact by analyzing the problems the freshers go through in their academic life.

5.4 Recommendations

EMI policy in higher education is not that much beneficial for the students' academic result, but a proper guideline can bring some positive outcomes. Most of the private universities as well as BRAC University offer some fundamental English courses for the freshers so that they can be proficient in different skills of English Language. Brandl (2007) says, "These courses provide students with more opportunities to learn English through receiving and producing authentic English language in real communicative context" (as cited in Afroz, p.43). So, it can be said that, if the students do these courses seriously and the teachers understand their problem and support them, they may not face the same problems in rest of their advanced courses. Another point is, if the university authority want to make the freshers more attached to the class, they can introduce bilingual medium of instruction where there can be used the native language as well when necessary.

5.5 Further studies

This entire study is practically a background study for future researches. This research is a pathway for future studies. As this was an in depth case study in a renowned private university of Bangladesh, other researches could be done in a more wide range. So, academics in this field can do in depth research on the overall impact of EMI policy on other contexts.

5.6 Conclusion

Like other countries around the world, using EMI policy in higher education has emerged as a significant issue. 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, the students from Bengali medium background face the most of the effects of it but the proper strategies can make their university life smooth.

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Appendix A

<u>Questionnaire for Students</u>

Explanation of EMI policy:

The term EMI stands for **'English as a medium of Instruction'**. EMI policy refers to the policy of using only English in all official and academic activities. For example, BRAC University follows EMI policy where the teachers and the students are supposed to use **ONLY English** in all academic purposes. All the course materials are also supposed to be written in English.

<u>General Questions</u>

Name:

Department:

Semester: 1st /2nd /3rd

School and College Background: Bangla/ Engish

Gender: Male/ Female

Students' Opinion Regarding Using EMI Policy in Classroom

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1. I have experienced a class/ in my school/ college where only English was used as a medium of instruction. (আমিআমারস্কুল / কলেজেএকটি/

একাধিকক্লাসকরেছি,যেখানেশিক্ষাদানেরমাধ্যমহিসেবেশুধুমাত্রইংরেজিব্যবহতহয়েছিলো)

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

2. I have problem in understanding the course materials written in English.

(কোর্সেরসমস্তবইপত্রইংরেজিতেহওয়ায়তাবুঝতেআমারকিছুটাসমস্যাহয়)

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

3. I face problem in understanding class lecturesgiven in English.

(ক্লাসলেকচারইংরেজিতেহওয়ায়আমারপ্রায়ইবুঝতেসমস্যাহয়)

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

4. I think, 'English as a medium of instruction' is creating a barrier in my learning.(আমিমনেকরি,

শিক্ষাদানেরমাধ্যমহিসেবেএকমাত্রইংরেজিথাকায়সেটিআমারশিক্ষার্জনেকিছুটাব্যাঘাতকরছে)

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

5. Many a time I felt inferior as a student from Bangla medium background while sharing my

ideas in front of the other students. (বাংলামাধ্যমেরশিক্ষার্থীহওয়ায়মাঝেমাঝেনিজেরচিন্তা-

ভাবনাক্লাসেরসবারসামনেতুলেধরতেমাঝেমাঝেনিজেকেহীনমনেহয়)

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

6. Using**ONLY** English as a medium of instruction in the classroom leads me to have poor

grade in classroom participation.

((শিক্ষাদানেরমাধ্যমহিসেবেশুধুমাত্রইংরেজিরব্যবহারআমারক্লাসেরআলোচনায়অংশগ্রহনেকমনাম্বারপাবারক্ষেত্রেকিছুটাদায়ী)

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

7. I feel that my ideas are sometimes better than others, but I don't feel like speaking in

classroom just because I do not have a good proficiency in English. (মাঝেমাঝেমনেহয়

,আমারকিছুআইডিয়াঅন্যান্যঅনেকেরতুলনায়বেশভাল,

কিন্তুইংরেজিতেখুবভালোভাবেকথানাবলতেপারারকারণেআমিসেগুলোবলতেদ্বিধাবোধকরি)

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

8**.** I feel like using a dictionary always in the classroom to understand the course materials

better. (আমিমনেকরি, ক্লাসেসবসময়একটিডিকশনারিসাথেরাখলেসেটিইংরেজিতেলেখাবইপত্রআরোভালোভাবেবুঝতেসাহায্যকরবে)

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

9. I think some teachers are inclined towards students who are very fluent in speaking English

than the students who cannot speak well in English. (আমারমনেহয়,

কিছুশিক্ষকশুধুমাত্রতাঁদেরপছন্দকরেযারাইংরেজিতেকথাবলায়অন্যদেরতুলনায়বেশস্বচ্ছন্দ্য)

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

10. I think that I will understand the class lectures better ifBangla is used as well with English

in class lectures. (আমারমতে, যদিইংরেজিরপাশাপাশিবাংলাওক্লাসেব্যবহারকরাহয়,

তবেক্লাসলেকচারআমিআরেকটুভালোভাবেবুঝতেপারবো)

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

11. Sometimes I feel frustrated and hopeless that I cannot study well just because I do not

understand a topic written in English.

(ইংরেজিতেসবটপিকভালোভাবেনাবোঝারকারণেআমিমাঝেমাঝেহতাশায়ভুগিযাআমারপড়াশোনায়বিঘ্নঘটায়)

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

12. I face problem in understanding the question paper during exams as they are written in

English. (পরীক্ষারপ্রশ্নপত্রসম্পূর্ণইংরেজিতেকরাহয়বলেমাঝেমাঝেআমারকিছুপ্রশ্নবুঝতেসমস্যাহয়)

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

13. I face difficulty in preparing my answers in the exam scripts because I have to write **ONLY**

in English. (শুধুমাত্রইংরেজিতেলিখতেহয়বলেপরীক্ষারখাতায়উত্তরসাজানোটাআমারকাছেবেশকঠিনবলেমনেহয়)

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

14. I get poor marks in exams because I cannot organize my answers perfectly in English.

(আমারমতে, পরীক্ষায়কমনম্বরপাবারপেছনেইংরেজিতেউত্তরগুছিয়েলিখতেনাপারাএকটিকারণ।)

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

15. I make grammatical mistakes frequently while writing my answers. (

ইংরেজিতেউত্তরলিখবারক্ষেত্রেআমিপ্রায়শইগ্রামারেভুলকরেথাকি।)

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

16. .I feel like using a dictionary in the exam hall to understand the meaning of the questions

properly. (আমিমনেকরি, পরীক্ষারসময়সাথেএকটিডিকশনারিথাকলেতাপ্রশ্নপত্রআরোভালোভাবেবুঝতেসাহায্যকরবে।)

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

17**.** I think some teachers are concerned only with the students who can write well in English

rather than the students who cannot shape their thoughts properly in the exam scripts due to

their lacking in English. (আমিমনেকরি,

কিছুশিক্ষকতাঁদেরপ্রতিকমযত্নশীলযারাআইডিয়াভালোথাকাসত্ত্বেওইংরেজিতেদুর্বলতাথাকারকারণেউত্তরগুছিয়েলিখতেপারেনা)

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

Appendix B

<u>Questions Prepared for the Teachers</u>

1. Do you think that all the students can understand all the instructions given in English in classrooms?

2. Do you think that all the students can understand all the instructions of the questions paper?

3. Do the English medium students do well in the exams? Explain.

4. Do you think that the students cannot do well enough in the classroom activities because of their lower proficiency in English?

5. Do you think that, native language should be used sometimes in the classroom to make students understand the instructions better?

6. Do you feel that some students' ideas are sometimes better than others, but they don't want to speak up in classroom just because they do not have a good proficiency in English?

7. Do you think that some students' ideas are sometimes better than others, but they cannot organize those properly in the scripts because of their low proficiency over English?

8. Do you think that the teachers should be more considerate to the students who do not have a good proficiency over English?

9. Do you think that using ONLY English as a medium of instruction in the classroom lead the students to get a poor grade in classroom participation?

10. Do you think that 'English as a medium of instruction' is creating a barrier in their learning the course materials with interest?

11. Do you think that EMI policy is responsible to make students frustrated about studying? Can it be responsible for their poor grades?