

Challenges Faced by Bangla-Medium Background Students in Adapting to
English-Medium Instruction at the University Level in Bangladesh: An
Exploration of Linguistic and Academic Difficulties

By

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20203022

A thesis submitted to the Department of English and Humanities in partial
fulfillment of the requirements for the degree of
Bachelor of Arts in English

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Declaration

It is hereby declared that Challenges Faced by Bangla-Medium Background Students in Adapting to English-Medium Instruction at the University Level in Bangladesh: An Exploration of Linguistic and Academic Difficulties.

1. The thesis submitted is my/our own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

The thesis titled “Challenges Faced by Bangla-Medium Background Students in Adapting to English-Medium Instruction at the University Level in Bangladesh: A Case Study of Linguistic and Academic Difficulties,” submitted by Pronita Kundu, ID: 20203022 of Spring, 2025, has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on November 2, 2025.

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Ethics Statement

This research paper follows the ethical standards to ensure the fair treatment of all participants involved in this research. Before collecting data, consent was taken from each participant to ensure that they voluntarily wanted to participate in this research and also had knowledge about the purpose of this research. The participants are aware of the fact that they can withdraw their participation at any stage without any consequences.

Moreover, for protecting participants' privacy, their personal identification will not be used in the part of transcription, for the analysis of discussion and findings, or for narrating the results of this paper. Additionally, their data has been secured and stored for research purposes, and any of their sensitive information shall be confidential. The data was collected only for use regarding academic purposes, which is important for this research. Their data will be deleted after a certain period of time following the completion of this study.

Special attention will be given to the fact that the information of the participants of this paper represents a diverse range of students across different educational institutions, from different backgrounds, departments, and their origins from a certain age group. Furthermore, certain factors will be considered, such as the age and gender of the participants. Additionally, it would be ensured that there are no instances of bias or discrimination and it will be ensured that all participants were treated equally and with due respect.

Additionally, certain factors such as cultural sensitivity, personal perspectives will be given a scope for consideration throughout the research, particularly for data analysis and providing respect to the views and opinions of the participants.

Abstract

This research paper examines the language and academic issues of students studying in Bangla medium who have now transitioned to English-Medium Instruction (EMI) in higher education institutions in Bangladesh. With the changes in the world brought about by globalization, where the use of English as the major mode of higher education, the students whose background language is Bengali find it difficult to cope with the requirements of studying in a second language that they do not speak fluently. Qualitative methods were used for this study to examine what Bangla-medium students experience linguistically, academically, and in their communication skills when they move to English-medium instruction at university. There were 10 undergraduate students who were chosen as interviewed in this research and their age was 18-22 who came from Private Universities in Dhaka, Bangladesh, and these participants represented many academic subjects or departments and had diverse gender, economic, and school backgrounds. The Data was analysed thematically. Analysis of the data was conducted by using thematic analysis after the transcription has been completed. Semi-structured interview is used in this research paper. Because courses at the university are taught in English, students gain experience handling the issues linked to EMI. The findings suggest that these students face serious problems with vocabulary acquisition, grammar, understanding of elaborate academic study materials, and academic writing. Along with the barriers of language, there are the emotional difficulties with anxiety, lack of self-confidence, and the fear of committing mistakes in their involvement in class activities, speaking in English, and academic success. As the study results indicate, the main challenges of linguistics that the students encounter are to learn academic vocabulary, comprehending various varieties of English accents, and learn English grammar, particularly when it comes to writing. The results lead to

the need to change the policy to be more supportive of such students, which means inclusiveness and leveled access to education.

Keywords:

Bangla-medium students, English-Medium Instruction (EMI), linguistic challenges, academic challenges, language proficiency, university education, Bangladesh, vocabulary acquisition, academic writing, student participation, emotional barriers, institutional support, higher education, and physiological effects.

Dedication

I want to dedicate my thesis work to my father and my mother. Again, I want to dedicate it to my creator for bestowing me the strength to complete this work.

Table of Contents

Declaration	i
Approval	ii
Ethics Statement	3
Abstract	4
Dedication	v
Table of Contents	vi
List of Acronyms	1
Chapter 1 Introduction	1
1.1 Background	3
1.2 Research Problem	5
1.3 Research Objective	7
1.4 Research Question	7
Chapter 2 Literature Review	8
2.1 Learning Vocabulary, Grammar, and Communication Problems in English	8
2.1.1 Theories: The Sociocultural Theory of Vygotsky, Krashen's Affective Filter Hypothesis, Monitor Hypothesis by Krashen	11
2.2 Research Gap	13
Chapter 3 Methodology	14
3.1 Nature of Research: Qualitative Research	14
3.2 Research Design	15
3.3 Sampling	15

3.4 Research Instruments	16
3.5 Method of Data Analysis	17
3.6 Ethical Consideration	17
Chapter 4 Findings and Discussion	18
4.1 Linguistic Difficulties: Academic Vocabulary - A Barrier to Understanding of English Language Learning	18
4.1.1 Challenges with Pronunciation and Understanding Different Accents	19
4.1.2 Discussion of Linguistic Difficulties	19
4.2 Academic Difficulties: Conquering Grammar Problems in Writing English	21
4.2.1 Academic Communication Problems in the EMI.....	22
4.2.2 Academic writing: A battle against formal academic writing and Coherence..	23
4.2.3 Discussion of Academic Difficulties.....	23
4.3 Difficulties of Academic Confidence and Performance: Emotional Barriers- Emotional and Psychological Effects of language learning.....	25
4.3.1 Anxiety and Fear of Mistakes.....	26
4.3.2 The Affective influence of Learning a language.....	26
4.3.3 Discussion of the difficulties of Academic Confidence and Performance.....	27
4.4 Overcoming the Linguistic and Academic Difficulties: Institutional Support....	28
4.4.1 English Language Support Programs.....	28
4.4.2 University Network of Peers.....	29
4.4.3 Discussion of overcoming the Linguistic and Academic difficulties	30

Chapter 5 Conclusion	31
5.1 Summary.....	31
5.2 Limitations of the Research and Implications for Further Research.....	32
5.3 Research Overview	35
 References	 39
 Appendix A.	 48

List of Acronyms

EMI	English-Medium Instruction
ELT	English Language Teaching
ESL	English as a Second Language
L1	First Language
L2	Second Language
NCTB	National Curriculum and Textbook Board

Chapter 1

Introduction

In the fast-changing intellectual world of Bangladesh, the implementation of English as the medium of instruction in universities has become a widespread phenomenon. This change, in essence, is an attempt to bring the national academic setup on par with the global standards and to facilitate greater competitiveness for the students in an international market. This transition, however, has raised an enormous student divide, especially setting back those coming from Bangla medium schooling. Such students have, during their primary and secondary education, mostly been taught in Bangla and thus often stand ill-prepared to meet the challenges of being taught fully in English at higher education. Some of the linguistic difficulties they face include limited vocabulary, weak grammar, and poor comprehension of complex academic texts. According to Ahmed (2024), “Students felt that Bangladeshi English curricula should include components of close reading, academic writing, and basic computer skills for writing assignments so that all the students are prepared for writing assignments in academia in the future” (p. 104). The inability to get the lecture, put forth ideas, or prepare assignments coherently only worsens their predicament. Such linguistic barriers greatly hamper students' ability to comprehend lessons, to engage in classroom discussions, and to do well in examinations. Also, academic challenges arise because of these language inadequacies. According to Islam, Hasan, and Akhand (2024), students encountered multiple problems in English-medium instruction classes, such as the inability to comprehend lectures, complete assignments, express their knowledge in exam scripts, and make presentations. Such an academic disconnection discourages motivation, decreases self-confidence, and prevents classroom engagement. In case the teaching process is done in a language where the learners have poor proficiency, the resultant classroom setting becomes exclusionary instead of empowering. The majority of students in the Bengali-media are left alone because there are

hardly any institutional support programs such as language bridging program or remedial instructions to their advantage. According to Banu, Ullah, and Tabassum (2024), only a sustained exposure to English-medium instruction does not necessarily contribute to the increase in readiness unless the institution provides institutional language support and resources (p. 12). This harsh truth demonstrates the fact that the changes in the policy on the level of language-of-instruction must be supported by a set of complete-fledged pedagogical mechanisms that will guarantee inclusivity and equal access to learning opportunities.

The practice of English-Medium Instruction has now been put in the limelight worldwide. A similar kind of route was chartered in Bangladesh. Hence, it can be viewed as an effect of globalization and a national aspiration to have graduates who can compete internationally in their careers and academia. On the contrary, the new mode of instruction will bring students much closer to academic edifices of the world and allow them to be absorbed into the job market, but this does indeed present a somewhat pressing problem for the Bangla-medium students entering these schools. Students from Bangla-medium institutions, who have only been taught in Bangla throughout their elementary and secondary education, find themselves in the very embarrassing position of being linguistically unready and in fact academically unprepared for an English-only educational setup. To ensure that the policy, which was aimed at maximizing the educational and employment prospects of the students, does not end up in marginalizing a larger section of the students.

In this study, the purpose is to look into the linguistic and academic challenges that Bangla-medium students face in the university settings of English-medium instruction. It addresses the consideration of vocabulary lack, grammatical weakness, and comprehension of lecture content upon these students' academic performance and participation. This shift in EMI in the field of higher education in Bangladesh is an indication of the global trends, conversely, it presents

enormous challenges to those students who have been taught in the Bangla medium. The issues are linguistic and academic in nature and have extended impacts as far as the performance, confidence, and participation of students are concerned. By looking at these issues in a case-study manner, this paper hopes to take a look at the plight of Bangla-medium students-the neglected issues-examined and begin charting a course for more inclusive and supportive educational practices. While shedding light on the experiences of Bangla-medium students, the study hopes to impart in educators and policy-makers the need for interventions that support students as they transition to an English instructional context.

1.1 Background

The academic system of Bangladesh can be categorically described into four major streams, thereby giving an academic and linguistic character to a child's experiences from a very early age. These four major streams are Bangla Medium, English Medium, English Version, and the Madrasah Educational System. Each system has a different curriculum and a medium of instruction, which largely determines the preparation students undergo toward higher studies-mostly when they move into university instruction basing his/her teaching mostly in English.

The Bangla Medium system of education is the most prevalent in Bangladesh. It is mostly offered in government and nongovernment schools of urban and rural areas. The system follows the national curriculum prepared by the National Curriculum and Textbook Board (NCTB). It is a typical medium where all subjects are taught in Bengali except English, which is taught separately.

The English Medium system follows internationally accepted curricula like Cambridge International Examinations (O-Level and A-Level) or Edexcel. Instruction in this stream is conducted solely in English except for Bangla studies. English Version is a comparatively new

stream and it is run after the NCTB curriculum just like the Bangla Medium but varies in that the language of instruction is English.

The Madrasah Education System includes government-recognized institutions that have religious education along with the general education curriculum, and the language of instruction is mostly Bangla and Arabic.

Providing varied backgrounds notwithstanding, public and private universities of Bangladesh conduct all academic activities in the English Language. Teaching, research, study by means of course works, presentations, and examination-all are done mostly in English. This system called EMI tries to streamline higher education of Bangladesh with international standards and makes the student globally competitive. But while this arrangement kind of favors the students coming through English Medium and English Version who are already familiar with the English academic environment, it creates an uphill task for the students coming through Bangla Medium and Madrasah streams.

The problems faced by Bangla medium Students when learning English are issues concerning language as well as education. Not having a knowledgeable vocabulary, trouble with grammar and difficulty with academic texts and lectures is a linguistic obstacle. Academic challenges indicate that a student cannot comprehend class lectures, create well-structured work, talk about their ideas during class or achieve a satisfactory result on quizzes or exams. Struggles with schoolwork and a foreign language can make learning less engaging, lead to lower grades and make students feel less confident, interested and excited about university life. This paper discusses these issues through an example of Bangla-medium students at a private university in Bangladesh, showing how well they face English-taught instruction barriers.

1.2 Research Problem

English Medium Instructions (EM) is being used more and more in Bangladeshi higher education. Since globalization, job demand for people with good English and the high status of English-medium universities, more institutions in Bangladesh have decided to make English their main language of teaching (Hamid, 2011). While this reform seems positive, it has brought new challenges to a substantial group of students who went to schools in Bangla as their first language. These students often find it challenging at university, as switching from Bangla to English often affects both their education and their performance in an English speaking academic environment.

In primary and secondary school, the main language of instruction for Bangla-medium students is Bengali. All areas of the curriculum and most classroom talks are in Bangla, and children are taught English mainly as a subject, not as the sole medium of instruction because of this, students usually graduate without being proficient in academic English (Rahman, 2019). At English-medium universities, they must understand classes, read books, prepare assignments and sit for tests, all using English vocabulary, syntax, and knowledge of academic speech that many of them do not possess.

Having to use English as an academic language is the fastest and most persistent challenge for Bangla-medium students. Difficulties in vocabulary, grammar and listening often make it tough for some people to follow course lessons and take part in class activities. For these students, it can be hard to understand difficult school terms, understand detailed meanings and form sentences correctly. Faiza (2024) points out the issues that Bangla-medium students have because their English is weak. According to the study, students are dissatisfied with their school and prefer to have their classes taught in English. Participants said their poor English skills made them feel bad about themselves and held them back from success. Many parents thought that teachers did not put in enough effort to improve students' English speaking skills. Because

they are not always exposed to spoken academic English, many students have difficulties listening, taking part in group discussions, and asking for explanations. As well as issues with different languages, students taught in Bangla have academic problems due to their modest knowledge of English. Because everything in the course, such as lectures, writing assignments, and tests, is in English, those without strong English language skills often struggle. Dealing with these obstacles might affect a person's school performance. Many students spend extra time reading and thinking about sentences, rather than actually focusing on the ideas. This makes it harder for them to process and store information (Chowdhury & Ha, 2014). Completing assignments in English means knowing the correct form of academic writing, how to connect ideas, how to argue, and how to give credit to sources, areas where many Bangla-medium students lack experience.

In addition, problems with language and academics lower how much students feel comfortable at school and how involved they are. Often, Bangla-medium students do not say anything in class or ask questions for fear of being incorrect or misunderstood (Islam, 2021). Their lack of involvement influences how much they learn and can reduce their involvement in the classroom and on the school's campus. Eventually, these students may start to feel not good enough, stressed, and like their grades are low, which even lowers their motivation and performance. For this reason, they are more likely than their English-only-speaking peers to lag academically.

In spite of how common these difficulties are for Bangla-medium students at English-medium universities in Bangladesh, there is not much detailed research that looks at them. Much of the existing research explores general topics in language policy and using English for instruction, sometimes overlooking what it's really like for students at a local level. Because of this, it is clear that there should be a focused study that includes discovering what barriers they face in

language and academics, and how these challenges influence how confident they feel about their studies and how involved they become in schoolwork.

1.3 Research Objectives

The objects of this research are to:

- Examine the linguistic difficulties Bangla-medium students face in English-medium university classrooms
- Identify the academic challenges that arise from studying in a second language
- Explore how these challenges impact students' academic confidence and performance.
- Analyze how students overcome their linguistic and academic challenges

1.4 Research Questions:

- What linguistic difficulties do Bangla-medium students face in English-medium university classrooms?
- What academic challenges arise from studying in a second language?
- How do these challenges impact students' academic confidence and performance?
- How can the students overcome their linguistic and academic challenges?

Chapter 2

Literature Review

2.1 Learning Vocabulary, Grammar, and Communication Problems in English

Students who switch from learning in Bangla to learning in English at the university face big challenges in mastering the language. Examples of such problems include having only a few words, incorrect grammar use and difficulty in talking and understanding others. As a result, they have trouble joining academic conversations and doing well in tests. Ahmed (2024) observes that students usually find academic writing challenging due to gaps in the knowledge they learned previously. Islam et al. (2024) discovered that language is a major challenge for engineering students when they are taking in information from lectures and trying to present it during exams.

Bangla-medium students working in multilingual classrooms still have a hard time due to language problems. According to Hamid, Jahan, and Islam (2013), although pupils are taught English over many school years, their lessons are mostly formulaic and do not offer access to real-world usage of English. As a consequence, students struggle with understanding audio, expanding their vocabulary, and composing essays in university classes.

Khan (2016) discovered that students have difficulties with learning the vocabulary and sentence organization important for their academic progress. According to Farooqui (2014), difficulties with speaking and writing English also stop a significant number of students from taking a full part in classroom talks or completing schoolwork on their own. Students transitioning from Bangla-medium schools to English-Medium Instruction (EMI) classrooms in universities often encounter significant linguistic and academic challenges. All these

challenges, according to various studies, are mainly due to the challenges in mastering the English language, especially English vocabulary, pronunciation, and grammatical structures. Such obstacles do not assist students in participating in and succeeding in academic success. Studies conducted by Ahmed (2024) show that students who have received their education in the Bangla language tend to have problems with academic writing because their previous language education has some gaps. In the same way, Islam, Hasan, and Akhand (2024) establish that engineering students experience substantial difficulties in understanding lecture material and reciting the knowledge in tests because of lower proficiency in the English language.

The unavailability of academic vocabulary is one of the most widespread challenges that Bangla-medium students face. According to Khan (2016), students are unable to absorb the specialized terms that they need to master to succeed in tertiary education, especially in technical courses like engineering and medicine. This is not an isolated problem, but rather it is correlated to the Krashen Input Hypothesis of 1985, which states that second language learners require language that not only extends their already existing linguistic capacity, but also is understandable. According to Krashen, students should get input at a little higher level than where they are in their present level of proficiency, which would help them learn and acquire language. Yet, academic English is usually so complicated that the students speaking Bengali struggle to process and comprehend information even when their understanding of academic English is not as advanced as it should be (Mazumdar, 2004).

Sultana (2014) found through a study that students from Bangla-medium schools have lower scores in writing, mainly when they do not get structured help writing in English. Likewise, Al Amin and Greenwood (2018) claim that limited English language skills stop students from

meeting the required level of performance in EMI universities, mostly related to writing, understanding texts, and public speaking.

Effectively delivering English as communication matters a lot in EMI settings, though Bangla-medium students find it challenging. Because of anxiety, many new immigrants choose not to join discussions or deliver speeches in class. According to Saha (2024), students with less than fluent English often feel less confident and struggle to take part fully in their academic activities. In addition, lessons dominated by the teacher and limited chances for speaking limit students' growth in their communication abilities.

Not being able to speak English well enough can stop students from engaging in EMI classrooms. Mannan has also shown that some students fail to engage in activities or attend classes as they are terrified of criticisms and fear of being judged due to their poor English. This strategy is apt to reduce interaction, and as such, the students will not be able to learn collectively.

Sultana and Afsana (2020) also add that these challenges to communication deter the opportunities of students to be socially accepted in college. The use of native language is Bangla which means that students who use this language may feel isolated thus they are not able to participate in group activities or even participate in interest groups.

Uddin (2020) argues that the imposition of Bangla among students has the potential to create secluded spaces among students and compel them to remain with their native language over a prolonged period.

The synergistic nature of the language and academic challenges affect the confidence and performance of the Bangla-medium students on the test. Being ashamed to get things wrong and feeling mighty leads students to not take part in discussions or ask questions. Because of this, they find it hard to learn and reach lower academic standards. According to the studies

done by Ahmed (2024) and Islam et al. (2024), students need special support to help them feel more confident and skilled in using language.

High linguistic and educational barriers are typically linked to low confidence in a person's academic abilities. Al Amin and Seraj explain that the difficulties students experience with English make them feel less capable and can bring on anxiety, self-doubt and less motivation. It can have outcomes just as harmful as problems with language.

According to Chowdhury and Kamal (2014), Bangla-medium students usually feel they are less capable than their English-medium equivalents. As a result of such feelings, learners are less likely to continue their education and might not succeed in professions in which good English is necessary.

Yasmin, Sohail, and Rahman (2020) find that in Bangladesh, EMI institutions and their students benefit personally and academically because English is considered the main form of instruction at higher institutions. As a result of this difference in treatment, Bangla-medium students may feel less a part of their learning community, and their confidence in school may fall.

2.1.1 Theories: The Sociocultural Theory of Vygotsky, Krashen's Affective Filter Hypothesis, Monitor Hypothesis by Krashen

In addition to learning vocabulary, comprehension of various accents of English presents a major problem to these students. The Sociocultural Theory of Vygotsky (1978) is emphatic that language learning is best acquired in a social environment, and interaction and collaboration are important factors here. Nevertheless, the adoption of different English accents, especially British English, in EMI classrooms, makes students understand and follow

the course materials harder. Students also end up having a hard time in understanding the accents of lecturers and according to Vygotsky, it can make them not be able to interact and contribute in class discussions. This is especially a challenge when teaching a technical subject in which accuracy in understanding is the key.

Besides the linguistic barriers, emotional barriers exist that include anxiety and lack of self-confidence which are big hindrances to the Bangla-medium students. Krashen Affective Filter Hypothesis (1982) suggests that anxiety and fear of errors are some of the emotional variables that can elevate the affective filter and consequently students may find it hard to learn the language efficiently. This emotional suppressive force will cause a tendency to withdraw in the classroom conversations and will further impair language development and academic interaction. According to Sultana (2014), most of the students who study in Bangali feel low self-esteem particularly when they are compared to those who learn English. This emotional stress may be counterproductive to their performance in school, so they are not able to engage and perform well in EMI settings.

Moreover, the Monitor Hypothesis by Krashen (1985) can be mentioned as well when speaking about academic writing problems in English. According to Krashen, learners can hamper their capacity to speak language fluently because they pay excessive attention to grammatical correctness. A high proportion of students in the study by Sultana (2014) were found to express that the pressure to spell out grammar correctly tends to slow down their writing ability, which affects their academic achievement. Although this concern of grammar is important, it distracts their minds in more important areas of writing which includes; building up of arguments and critical analysis of academic texts.

Also, the lack of critical thinking among students and their inability to engage in academic discourse are worsened by the lack of knowledge about the English academic norms. The

Sociocultural Theory (1978) by Vygotsky addressed that the process of language learning is a social one and is dependent on the surrounding and interaction in a community. The students of Bangla-medium backgrounds in EMI classrooms, where the academic discourse is more critical and based on coherent argumentation, struggle because of the insufficient exposure to English academic norms.

Due to EMI, Bangla students now need to work more on English. These students, in most cases, memorize rather than understand what the subject is all about. They struggle with English, making it hard for them to work through tough ideas and think critically. According to this study, students do poorly academically since they struggle to express their ideas in their tasks and exams. In addition, since there are not many proper support systems, students must deal with the change by themselves. In addition to difficulties with communication, students using Bangla struggle with educational tasks that require their minds and teaching methods to change. They see that the main method of learning in Bangla-medium schools is different to what is needed for analysis and independent thinking in EMI universities. Many students struggle to fulfill what is required for effective critical engagement and writing assignments.

2.2 Research Gap

While many studies have been conducted on problems faced by students with English-medium instruction in the context of Bangladesh, most of the papers have focused upon general higher-level education, not specifically just private university level students or learners, and on language policies in general. The studies have been conducted on the Bangla medium background students at the only private university level, observing their engagement with classroom learning, assignment writing, and communication verbal competence in English. Existing studies also fall short of explaining how such problems affect the students' self-

confidence, their performance, their communication confidence or their level of participation in class. This research aims to fill the gap by concentrating on the university students who belong from Bangla-medium background and the challenges and obstacles they are facing to adapt to the English-medium setup and medium of instruction at the university.

Chapter 3

Methodology

3.1 Nature of Research: Qualitative Method

Qualitative methods will be used for this study to examine what Bangla-medium students experience linguistically, academically and in their communication skills when they move to English-medium instructions at university. Since personal experiences and feelings are important here, a qualitative study allows the researcher to investigate them in a natural and adaptable way. Flick (2018) says that understanding individuals' views and experiences happens more effectively through qualitative studies that look at particular social situations. By looking at this structure, the study will focus on how complicated the stories of students are and their role in explaining the many effects of EMI on school and self-esteem. Since qualitative research is not set, it lets us better understand how EMI influences students in the country.

3.2 Research Design

This Research design was covered with several steps from collecting data to analyzing it. This was explained in the subsequent sections.

3.3 Sampling

Those who have direct experience with the topic chosen are included through purposive sampling. There were 10 undergraduate students age 18-24 involved in this study, who came from private universities in Dhaka, Bangladesh. Those universities are Brac University, North South University, and Ahsanullah Engineering and Technology University. At present, these students are in 1st years to fourth years in university, having finished their pre-university level studies in Bangla-medium institutions. The participants chosen for the study represent many academic subjects and have diverse genders, economic and school backgrounds. Because courses at the university are taught in English, students gain experience handling the issues linked to EMI. The sample was selected to provide thorough information and could be easily analyzed in depth.

Participant Name	Participant ID	Age	Department	University	Year	Gender
Muskan	P1	24	Pharmacy	Brac University	4 th	Female
Tamzid	P2	21	LAW	Brac University	1st	Male
Jerin	P3	23	ENH	Brac University	4th	Female
Imtiaz	P4	22	BBA	North South University	2nd	Male
Tahsinur	P5	22	BBA	North South University	2nd	Male
Rimjhim	P6	21	BBA	North South University	2nd	Female
Tasfiya	P7	18	LAW	Brac University	1st	Female
Nawshin	P8	23	CSE	AUST	3rd	Female

Mysha	P9	25	CSE	Brac University	4th	Female
Sumaiya	P10	24	ENH	Brac University	4th	Female

Table 01 – Table of Participants Information

3.4 Research Instruments

The primary instruments for data collection include Audio recordings through and Audio call. The interview was conducted with both Bangla and English because of their comfort and by using Bangla, the students may answer my question and easily deliver their thoughts perfectly. Semi-structured interviews with participants to understand their perceptions and attitudes towards their thoughts.

3.5 Method of Data Analysis

The Data was analyzed thematically. Analysis of the data was conducted by using thematic analysis after the transcription had been completed. The Data was analyzed thematically. Then I covered all the transcripts several times to notice what topics and experiences kept coming up in relation to the research focus. First, the raw data were turned into codes, and those were organized into wider themes that mirror both the difficulties and strategies noticed among Bangla-medium students.

The data were interpreted in the light of students' contexts, aiming to provide practical and meaningful insights into how English medium instructions affect their education. The findings highlighted the need for institutional support of structures, such as language development programs and inclusive different teaching strategies, to ease the transition for the Bangla-medium Students.

3.6 Ethical Consideration

This research paper follows the ethical standards to ensure the fair treatment of all participants involved in this research. Before collecting data, consent was taken from each participant to ensure that they voluntarily wanted to participate in this research and also had knowledge about the purpose of this research. The participants are aware of the fact that they can withdraw their participation at any stage without any consequences.

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Special attention will be given to the fact that the information of the participants of this paper represents a diverse range of students across different educational institutions, from different backgrounds, departments, and their origins from a certain age group. Furthermore, certain factors will be considered, such as the age and gender of the participants. Additionally, it would be ensured that there are no instances of bias or discrimination and it will be ensured that all participants were treated equally and with due respect.

Additionally, certain factors such as cultural sensitivity, personal perspectives will be given a scope for consideration throughout the research, particularly for data analysis and providing respect to the views and opinions of the participants.

Chapter 4

Findings and Discussion

The shift to English-medium instruction (EMI) in higher education exposes the Bangla-medium students to a number of kinds of considerable linguistic difficulties. Such challenges primarily pose a challenge to their capacity to comprehend and engage in academic material. As the study results indicate, the main challenges of linguistics that the students encounter are to learn academic vocabulary, comprehending various varieties of English accents, and to learn English grammar, particularly when it comes to writing.

4.1 Linguistic Difficulties: Academic Vocabulary - A Barrier to Understanding of English Language Learning.

Another theme and problem that were found to persist amongst students was their inability to comprehend and use academic and technical vocabulary, especially in areas like medicine, engineering, and certain technical courses. The participants, such as Muskan, a pharmacy student, said that the medical terminology taught in English in lectures was new and hard to understand, despite the fact that they were not worried about the concepts taught in Bangla. Such an issue can be directly connected to the Input Hypothesis of Krashen (1985), which made it clear that language learners need previous exposure to a language that is slightly higher than their current proficiency rate ($i+1$). Nevertheless, the academic English used by these students tended to defeat their language competence and was the source of confusion and boredom.

Muskan's and Mysha's experience emphasizes the challenges of translating hard or unknown technical vocabulary into English, which mainly creates a significant barrier to understanding course material and also the exams and all academic issues. This finding resonates with Hamid, Jahan, and Islam (2013), who addressed that technical subjects are particularly very challenging and difficult for students transitioning to EMI, as they are not often engaging with the necessary vocabulary in English.

4.1.1 Challenges with Pronunciation and Understanding Different Accents

Another prominent linguistic barrier addressed by the students was the difficulties of understanding different English accents, particularly the British English accent used by some faculty members or lecturers in the university. For example, Participant 4 struggled to follow lectures delivered in British English, which resulted in reduced comprehension and also slowed down their class participation. This issue is related to Vygotsky's Sociocultural Theory (1978), which emphasizes the importance of social interaction for language learning proficiency. When students struggle to understand spoken language in English, their ability to engage with classmates and instructors in meaningful ways is reduced, thereby limiting their learning opportunities. Exposure to different accents in EMI classrooms can exacerbate the challenge of language learning. It is a challenge to the students, mostly those who were initially familiar with only a few types of English, and it makes their second language experience even more problematic.

4.1.2 Discussion of Linguistic Difficulties

Linguistic challenges emerged as the most prominent barrier in the transition of Bangla-medium students to EMI classrooms. With the change in the medium of instruction to English,

the students with a Bangla-medium background have instantaneous barriers associated with language understanding, academic vocabulary, pronunciation, and grammar. Specifically, the vocabulary used in this research was quite challenging among the students: it ranged within academic vocabulary, and more imprecisely, in technical areas like engineering, medical science, and business studies.

The challenge of learning and applying expert academic vocabulary in the English language was one of the primary issues of the participants. Indicatively, Muskan (pharmacy student) said that the technical medical terms were especially difficult to understand in English, but they were conversant with their counterparts in Bangla. This difficulty is echoed in the Input Hypothesis (1985) by Krashen, which states that second-language learners need comprehensible input that challenges their existing linguistic competencies. Nonetheless, in the current study, among most students, particularly in technical and academic fields, the intricacy of academic vocabulary tended to exceed their proficiency level, and therefore, the language input became unreachable or unclear. Such a discrepancy between the amount of language input and the abilities of the learners usually creates a sense of confusion and frustration, which leads to the inability of the learners to engage with the course content.

The other major language barrier came out as the inability to comprehend various English accents that lecturers had. The second language learners found the British English accents, which are commonly used in EMI classrooms, very difficult to understand. For example, Participant 4 shared that she struggled to understand lectures delivered in British English, which made it harder as well as very difficult for her to engage with the study content. This challenge is explained by **Vygotsky's Sociocultural Theory** (1978), which emphasizes the importance of social interaction in second language learning. According to Vygotsky, language learning is most effective and important as well when learners can interact in using their second

language meaningfully in their social context. However, the use of English accents in EMI classrooms created a barrier for students who were accustomed to one type of pronunciation. This lack of familiarity with different accents and words makes students confused and lose the ability to interact with lecturers, ask questions, and fully comprehend academic materials.

In addition, the emotional responses to understanding these accents and language barriers often worsened the situation, especially for students like Participant 7, who admitted to feeling embarrassed when they could not understand what their instructors were saying. Most of the participants here, and I would say that all the participants 1-10, all admitted that they feel less confident, as well as feel anxiety and nervousness when they have to speak in English. And also this embarrassment often led the students to disengage with their further classroom discussions, reinforcing the emotional and cognitive barrier to learning language. **Krashen's Affective Filter Hypothesis** (1982) must be applied here, where the emotional filter caused by anxiety and fear of judgment created significant obstacles to language acquisition. The emergence of a good filter amongst the students contributed to a lack of engagement and participation among the students, which also negatively affected the development of their language

4.2 Academic Difficulties

The other significant language barrier for many participants was the struggle to encounter problems with grammar, especially when academic assignments or papers were to be written. To a student such as Jerin, it was very cumbersome to write essays, reports, and papers in English because it was emphasized on the complexity of the structure of the sentences and the accuracy of grammar. This is the problem in connection with the Monitor Hypothesis of Krashen (1985), who argues that when learners focus too much on grammatical correctness, they suppress their capacity to write their language fluently and coherently in their language

learning. The experience of Jerin demonstrates that too much stress on grammar may cause hesitation and time loss when it comes to accomplishing the academic work as the quality of the writing as well as the deadlines.

4.2.1 Academic Communication Problems in EMI.

In addition to language obstacles, the Bangla medium students are also experiencing significant academic challenges in EMI classes. Difficulties in Reading Complicated Texts: Reading Academic English.

One of the most widespread academic problems that participants reported was the problem of understanding academic texts in English. The English-language textbooks and research articles were found to be complex in sentence structure, high in vocabulary, and specialized in nature, which made them difficult and challenging for most students. This should be in line with the Sociocultural Theory of Vygotsky (1978), which indicates that learning is best achieved when there is exposure of learners to new ideas in a language that they can comprehend. But in the case of Bangali-medium students, academic texts taught at the University level are usually written in a language that they cannot comprehend at their present level of proficiency, and thus, they fail to pick out the main points.

Students, particularly technical ones such as engineering and medicine, have indicated that they wasted a lot of time trying to figure out the academic content, and they used dictionaries and artificial intelligence devices to find out the meaning of new words. This cognitive burden can be suffered because of their inability to concentrate on the material at hand in a way which negatively affects their performance in general. The language proficiency gap that the recommended students of the Bangla-medium have is usually the source of hindrance in the students effectively engaging in the contents of their respective areas.

4.2.2 Academic writing: A battle against formal academic writing and Coherence.

Also, the comprehension of reading, academic writing was also a big issue among the students in the transition to English Medium Instruction classes. The majority of the respondents indicated that they had problems organizing essays and assignments in English using the academic standard. To write on the university level is not merely a matter of grammatical correctness, and it involves, first of all, presenting ideas in a logical and coherent way; it also involves critical thinking. In the case of students such as Part 7, this was observed to be a challenge since they had to write complicated reports and essays, besides giving attention to the usage of academic language.

This academic writing obstacle can also be allied to the Sociolinguistic Theory (1972) by Hymes, who underlines that communicative competence is not only the question of linguistic competence, but also the possibility to use language properly in a social situation. In academic writing, not only are the students expected to know how to employ only the proper grammar, but they should also learn the conventions of academic discourse, which may be hard when students are relocated to a Bangla-medium background.

4.2.3 Discussion of Academic Difficulties

Besides the vocabulary and pronunciation, a lot of students had problems in academic writing, which refers to the organization and systematization of their ideas in the English language. To individuals such as Jerin, writing academic papers and other academic tests was a slow process as they were required to concentrate on sentence structure, grammar, and vocabulary at the

same time. This is complicated in the Monitor Hypothesis (1985) by Krashen, whose points to Krashen indicate that learners can also over-monitor their grammatical corrections and, as such, be hesitant and slow in delivering language. In Jerin's case, the constant focus on grammar slowed her ability to write with fluency, which, in turn, affected her academic performance directly. This type of struggle with academic writing was not an exceptional issue, but was also consistently reported across participants. They are all concerned about making grammatical errors and having their writing misunderstood, leading to a lack of confidence in their ability to express ideas in their second language learning effectively.

This situation is consistent with the findings of **Sultana (2014)**, who identifies that Bangla-medium students are more likely to struggle with writing tasks in English because they are not used to practicing in English on their academic writing conventions. This gap in English writing skills is compounded by the transition to university-level academic writing, where higher levels of critical thinking and complex language use are mostly required. In addition to linguistic difficulties, participants may face substantial academic challenges in English-medium instruction classrooms at the University. These challenges were mainly related to reading comprehension, academic writing style, and participation in class discussions and group projects, all of which were negatively impacted by the students' limited English proficiency and limited knowledge of English.

One of the most common academic challenges found by participants was the difficulty in comprehending academic study materials. Many students found it difficult to understand complex academic articles, textbooks, and lecture notes, particularly when the material contained unfamiliar academic required advanced level of reading strategies. This is similar to **Krashen's Input Hypothesis** (1985), where learners are expected to receive input that slightly improves their current proficiency level. However, the academic reading materials in English

medium instruction university classrooms often exceeded the students' reading abilities, making it tough for them to fully understand the content properly. The students' struggles with reading comprehension were dependent on the lack of prior exposure to academic English, which made it harder for them to grasp the variation of academic texts.

Writing academic papers in English and engaging in critical thinking were additional challenges for students in English-medium instruction. As **Vygotsky's Sociocultural Theory** (1978) suggests, learning is a social process that can be shaped by interactions within a cultural context. Nevertheless, Bangali-media students, who did not write in English at an academic level of proficiency, had a hard time adapting to the academic writing requirements and conventions in EMI classrooms. In particular, writing tasks demanding critical analysis and argumentation were of serious challenge to the participants, because they did not possess the necessary English knowledge in terms of organizing the argument logically in the English language.

4.3 Difficulties of Academic Confidence and Performance: Emotional Barriers- Emotional and Psychological Effects of language learning.

Along with the academic and linguistic barriers, emotional and psychological ones, like anxiety and self-doubt, were also the major factors contributing to the discouragement of student success in the EMI settings. A large proportion of those who participated in this study claimed that they feel nervous and fear being judged, especially when addressing English in class or being involved in a group discussion. For this reason, they feel less confident, and that affects their academic learning of a second language.

4.3.1 Anxiety and Fear of Mistakes

Frequently appearing in the interviews was the anxiety and fear of mistakes that the students have when speaking English or writing their assignments in class. This psychological and emotional barrier is in line with the Affective Filter Hypothesis of Krashen (1982), which argues that anxiety, fear, and lack of confidence may increase this affective filter and therefore it becomes hard to learn and comprehend the language as a second learner. Most students, such as Nawshin and Tahsinur, stated that they were afraid of making errors in front of their instructors, which is why they did not engage in class discussions and group activities. This fear of judgment imposes on their performances, not being able to engage in the contents of their study in totality, limiting the chances of practicing English and enhancing their proficiency. The failure to engage in academic interactions also influences their academic development, since active interaction and participation in discussions and group work are essential in language development as well as academic achievement.

4.3.2 The Affective influence of Learning a language.

The other emotive inhibitor that hindered academic achievement was self-confidence. Most of the students who participated in the study said that they felt inferior to their classmates who spoke better English, and this was what led to their non-participation in the classroom and their unwillingness to participate in academic discussions. This loss of self-confidence is explainable by referring to the Sociocultural Theory (1978) of Vygotsky, which emphasizes the significance of social interaction in language acquisition. Students who feel less competent or unworthy of contribution will tend not to participate in the academic material meaningfully, which inhibits their language growth and performance.

4.3.3 Discussion of the difficulties of Academic Confidence and Performance

The psychological, emotional, and mental impediments to which Bangla-medium students are exposed in EMI classrooms are also of utmost importance, as to the linguistic and academic ones. All participants found anxiety, fear of mistakes, and loss of self-confidence, and many students admitted that they had problems with their emotions and mind that were hindering their academic performance of students. Most participants cited anxiety and fear of errors when speaking in English, which they stated were major hindrances, as evidenced in this research. The Affective Filter Hypothesis by Krashen (1982) is primarily the cause of how anxiety will elevate the affective filter and prevent language learning acquisition.

Participants such as Rimjhim, Tasfiya, Sumaiya, Mysha, Imtiaz, mostly participants reported avoiding participation in class discussions and asking questions in class and group activities due to the fear, less confidence, and anxiety of being judged for their language mistakes. Participants like Tasfiya and Rimjhim shared that the fear of making mistakes in English, especially in front of classmates and instructors, was a major emotional barrier and problem to their academic success. **Krashen's Affective Filter Hypothesis** (1982) explains how these emotional factors raise the "affective filter" and prevent students from absorbing language effectively. This emotional and mental withdrawal from class activities and performance negatively impacted their ability to engage with the course content, class performance, and affected their academic development and competence.

And also these emotional barrier impacts of being judged were compounded by a lack of self-confidence, with many participants feeling inferior to their English-medium classmates in their university classes. This lack of confidence in English in academic cases is consistent with Yasmin, Sohail, and Rahman (2020), who suggested that emotional and psychological barriers significantly affect the academic success of second language learners in EMI environments. (Yasmin, Sohail, & Rahman, 2020).

The impact of this anxiety was particularly evident in group presentations, where students like Participant 4 shared their feelings of stress and anxiety about speaking in English. Most of the participants, not only participant 4, also told me that they are stressed whenever they are required to speak English. This not only impacted their performance but also impacted them in their group work, as well as reducing their overall participation in academics, since students would not speak out because they would fear being embarrassed or judged.

4.4 Overcoming the Linguistic and Academic Difficulties: Institutional Support

The institutional support was found to be a significant problem for the students who were to move to the EMI out of a Bangla Medium Background. Much more institutional and academic support was also noted by the participants, who were of the view that the institution offered language workshops and seminars, academic writing and speaking classes, and a peer interaction opportunity that could enhance all forms of proficiency of the students in English. There were a lot of students who believed that the university could have done more to facilitate their transition by giving them resources that would guide them to the academic requirements of EMI classrooms flawlessly.

4.4.1 English Language Support Programs

Among the most notable suggestions by the students was the necessity to support English language programs, especially in the first semesters of the university. It was mentioned by a great number of participants that universities need to have a course that specializes in academic writing, English grammar, speaking practice, and listening skills. Such programs would ensure

that the students have the necessary resources, and they require such a course program, which would completely satisfy their need to enhance their language abilities as well as to become more interested in the academic material. The type of initiative being made by the university or instructors would also assist in alleviating anxiety and instilling confidence in the students, as they would be able to practice English in a non-judgmental atmosphere and not be judged. This suggestion aligns with the recommendations of Yasmin, Sohail, and Rahman (2020), who stressed the need to provide second language support to the students studying in the EMI environment with a non-English-as-the-medium background.

4.4.2 University Network of Peers.

Besides the second language programs, students also stressed the importance of peer support in breaking the language barriers. A lot of students said that they worked with their friends or classmates who were more accomplished in English, and with their help of, they gained mastery of the English language, and their self-confidence level increased. Peer support is largely useful to students with their self-confidence about talking English, as they can feel freer in an environment where they can practice without criticism. This result resembles that of Vygotsky, the Sociocultural Theory (1978), which highlights the importance of social interactions in second language acquisition. The results of this research provide a detailed image of what problems are experienced by the students in the process of learning English in English-medium instruction classrooms at the University. These problems are of multifarious character, comprising language difficulties, academic challenges, emotional limitations, and insufficiency of institutional assistance. Nevertheless, even in the face of these challenges, self-study, peer support, and practice can help students to address the problem of their lack of resiliency.

The universities should provide more organized and detailed courses and support systems so as to enhance the Bangla-medium students. This involves language seminars, workshops, and academic writing courses, as well as a peer support network where the students are encouraged to attend and participate in their classes. By addressing both the linguistic and emotional barriers that Bangla Medium students face, universities can freely create an environment where they can succeed academically and develop the language proficiency necessary for their future success. Moreover, the findings of this research highlight the need for more inclusive, supportive, and practical interventions that ensure that all Bangla medium students in universities at their university level, regardless of their linguistic background, are provided with the skills and confidence to develop in an English-medium academic environment.

4.4.3 Discussion of overcoming the Linguistic and Academic difficulties

The theme of institutional support was largely raised in managing these challenges that were being experienced by the second language learners. A lot of the respondents of this study revealed that they require more organized language assistance, such as workshops and seminars on academic writing, speaking, and grammar, and language practice. The participants stated that they require better language support, which is more structured to ensure that they overcome the challenge of language barrier that they encountered. Indicatively, Participant 6 indicated that the university needed to introduce language courses that would specifically target English writing and speaking, especially to students who have a Bangla-medium background. Such a kind of institutional support applies to the suggestions of Yasmin, Sohail, and Rahman (2020), who stated that universities can implement specific language support interventions, including academic writing classes and peer tutoring, to facilitate the transition of students across the language barrier.

Moreover, the peer support has also been mentioned as an effective tactic in overcoming these barriers. A significant number of the study students said that collaborating with students who were more skilled and competent in English provided them with better language skills and confidence. This is in line with the Sociocultural Theory that Vygotsky (1978) has offered, which has offered the more significant and superior role of social interaction in language acquisition to learning, as in a community with no pressure students get a better chance to practice speaking English and this helps them more in mastering the language and also makes them more interested in the course content.

Chapter 5

Conclusion

5.1 Summary

The research shows the reflection of the linguistic, academic, and emotional issues of the transition of the Bengali medium learners to English-mediated instruction (EMI) students in the Private Universities of Bangladesh. The findings indicate that the Bengali medium students are experiencing problems that are not just concerned with the problem of a linguistic nature, but also the problem of an emotional and academic nature. These problems do not allow the students studying in the language of Bengali to view the academic content of the study holistically. There are many obstacles, like working with the academic vocabulary, problems with pronunciation, and grammar errors. The academic English taught the students in language proficiency, and to overcome the barrier in academic performance

5.2 Limitations of the Study and Implications for Further Research

During the implementation of the interviews and the data collection in this research, I expect a number of limitations that could affect its results. Also, the sample size was small, and they may not be diverse since most of the participants are likely to have a similar academic and social background, which may not be representative of the larger population of the Bangla-medium students studying in the English medium universities. The size of the sample for this research is quite small, as only 10 participants are involved in a private university. This limited number of people might not give a complete representation of the various experiences of all the Bangla medium students in Bangladesh. The research is conducted in a specific urban locality (Dhaka), which might not completely encompass the experiences of rural or countryside students or those changing schools from one to another. As a result, the results may not be completely applicable to the wider population of Bangla medium students in English medium universities throughout the country.

There can be language barriers because some learners will not be able to describe their situations using fluent English or might lack the confidence to talk openly about their problems out of fear of reproach. Considering the fact that a few of the interviewees might not be very good at the English language, the language problem could limit their full self-expression during the interviews. Nevertheless, the paper intends to carry out interviews in both Bangla and English to make sure that the participants can communicate without any problem, but there might be cases in which the participants would still feel uneasy and insecure, and shy while giving their interviews, especially in English. This would have a negative effect on the clarity of their given answers, as the students would not be able to express their ideas as sharply as they would in their mother tongue. But I conducted the interview in both Bangla and English which will help the students to express their thoughts clearly. Interviewing may be time-bound as well given that some respondents may have other academic commitments.

Another backlash is the limitation of the participants' academic and socio-economic backgrounds. The research is limited to students from private universities in Dhaka, which means that it might not include the cases of the public university students or others in different educational systems (e.g., National University or college). This situation can present a limited view of the difficulties that Bangla-medium students encounter and can also eliminate the differences in experience depending on the kind of university or the economic status of the student. It's my first time writing a thesis paper, so I think being a first-time researcher can be a limitation when conducting qualitative interviews because I lack experience using follow-up questions or asking clarifying questions about the responses. Moreover, I will apply a methodology in my research, but still, the possibility of bias, misinterpretation, or gaps in the analysis is there. Besides, the fine points of the students' experiences might be harder to catch without the right qualitative research techniques, and that might become a factor.

Given that the participants are university students, they might not be as accessible for interviews due to academic schedules, exams, or other personal matters. This could lead to late data collection and may influence the total response rate, which might reduce the size of the sample to less than was initially anticipated. Additionally, in case some participants are unable to provide an exact time for in-depth interviews, the data quality might be compromised. Since the study is based on self-report data through interviews, it is susceptible to errors of such methods. The interviewees may not be comfortable disclosing all they are experiencing or exaggerating some of the problems due to social desirability, fear of criticism, or to be viewed in a specific way. This is a limitation typically linked with qualitative research and could affect the validity of the data collected. The research is going to depend a lot on the semi-structured interviews, which, if not correctly managed, could lead to bias because of the different interpretations of the questions by the interviewer and interviewee. Since this is my first experience with qualitative interviews, I might not be able to ask perfect, follow up or clarifying

questions as well, which may lead to missing some important information. Moreover, the interviews will take place online in certain instances, and there may be internet problems that will disrupt the communication.

The limitations of this paper dictate to several directions for future research on this particular issue. Firstly, to enhance the diversity of the sample size, future studies on this issue could be done on a larger and more diverse group of participants from both public and private universities in Bangladesh. Moreover, the research could focus on students from rural areas or different backgrounds. This shall create a ground for expanding the research to be done from the background of a wider geographical region which includes both urban and rural region students. This could be an initiative for providing a comprehensive understanding of the experiences of Bangla-medium students of Bangladesh. Moreover, future research on this issue can focus on highlighting the impact of language proficiency of the students extensively. The exploration on how students face and mitigate academic challenges in English and the role of their native language in shaping their experience for education purposes. Additionally, incorporating resources such as academic performance or institutional records can be an effort for providing a detailed understanding of the issues that the students are facing a more comprehensive overview.

5.3 Research Overview

Finally, the paper shows the problems that students face in Bengali medium institutions, and they are mainly faced in the course of transitioning to English-based teaching at the university level. Such linguistic challenges were complicated by a great number of emotional barriers, such as anxiety, fear of error, and lack of self-confidence, that are also aligned with the

Affective Filter Hypothesis suggested by Krashen (1982). Emotional issues of the language learning process are usually disregarded, and this research has indicated that they are significant factors that should be taken into consideration when defining the capability of students to interact and assimilate the academic content. Fear of being evaluated as having language mistakes and anxiety triggered the withdrawal of many students into the classroom, where they missed out on possible chances of practicing their languages and socializing with their peers. This emotional withdrawal, in its turn, suppressed their academic progress since active participation and interaction are the key to language learning as well as academic achievement.

Besides, those academic problems the students face, like having a problem with following or understanding lectures, writing academic papers and assignments, and group discussions and group presentations, are also indicated as the complex nature of the EMI transition. These were not only language difficulties but also a larger problem of not being oriented to the academic customs and demands of an English-language environment. All the issues, which students experience concerning reading comprehension, writing in the formal academic style, and critical thinking, are all reflective of what Vygotsky's Sociocultural Theory (1978) and Hymes' Sociolinguistic Theory (1972) mention: language learning is a social and cultural phenomenon. It is not only about acquiring linguistic abilities, but it is also about becoming accustomed to the academic culture and communicational standards of this world, in which the EMI is placed, requires.

The manner in which the students manage to break such obstacles despite the odds is very resilient. These barriers were overcome by numerous means, including watching English movies, reading English literature, and speaking with peers, among other methods used by many learners to learn English. The peer support networks were also important in assisting

students to enhance their language and confidence. The learning that had been achieved through the collaboration process in the informal settings allowed the students to exercise the language in a less intimidating setting, and this allowed the students to alleviate some of the anxiety that was felt when speaking in an academic setting in English. However, these peer support systems and self-managed plans were helpful but not always able to assist students in huge obstacles that they had to overcome on a substantive scale.

Following these results, it is evident that more institutional support should be given by universities to enable the transition of Bangla-median students to EMI classrooms to be smoother. Today, the absence of formal support programs, including language development programs, academic writing programs, and peer tutoring programs, only heightens the challenges facing students. Even though there are students who have gone to the extent of improving their language by themselves, it is more complicated when the institution does not provide them with support, and the student cannot have access to resources or even peer networks. Therefore, there is a need that universities to provide special language support programs, which tackle the needs of students whose medium of speaking is Bangla. Such programs could include special classes on academic writing, speech, and listening, and the opportunities for students to speak and practice English in non non-judgmental and low-stress atmosphere.

Again, Universities must consider orienting towards the provision of more intensive support systems (peer mentoring or tutoring) in which the students who have already mastered academic English can assist the rest of the students who are yet to learn. Not only is this peer support group provide the students my with an opportunity to use English in a less stressful environment, but it also provides, a sense of community that is critical in reducing anxiety and building confidence.

The other point that the study throws into focus is the necessity to address the emotional impediments that the students possess. Most of the participants felt inferior to their counterparts who belonged to English-medium backgrounds. This is a lack of confidence that played a great role in their academic difficulties. Colleges should provide special counseling programs that will help students to be more confident and also conquer the fear of English language anxiety. These workshops include stress management, self-esteem building, and conquering the language anxiety barriers. So, these workshops would help students to become more confident in their academic life and also in the job sector.

In addition, the teachers and the faculty members also support the Bengali medium students to be more confident. They can provide more resources to learn English. Clarity of usage of language, the possibility to take time and process new words, and providing the student with the chance to speak and write in classes can also help faculty fill the central role in the process of making the academic environment more inclusive and supportive. Lastly, the needs of the students whose mother language is Bangla in terms of language and emotional needs should be considered so that they can succeed at the EMI classes. The universities should be more holistic in supporting these students, and this not only improves their language skills but also their confidence and academic capabilities to succeed in a learning environment that is in English medium. Universities can support the Bangla-mediated students to perform better by offering more focused support programs, encouraging a positive and inclusive academic environment, and addressing the emotional dimension to language learning, and help them address the challenges of EMI and succeed in their academic and professional lives.

To sum up, the paper emphasizes the complexity of the problems that students taught in Bengali medium institutions and they are forced to face in the course of transitioning to English-based teaching at the university level. Though the students have proved that they can overcome this

challenge by studying individually and by having others to support them, it is still evident that institutional support ought to be better organized and structured so as to see the students through. Universities can support Bangla-medium students to succeed in EMI by offering complete language support programs, working on emotional barriers, and creating an inclusive academic environment that will provide students with skills and confidence to succeed in their academic programs. These reforms will not just improve the academic work of the students who were in Bangla medium schools or colleges, but they will also help bridge the gap between the old system of education and the demands of the English medium higher education worldwide. This will mainly help in making the education system more accommodating and fair, in which all students will be in a position to perform well regardless of his / her language learning.

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Education in Bangladesh. *Asia Pacific Journal of Education*, 40(4), 527–540.
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Appendix

Interview Questionnaires

Interview Questions	Background information	RQ 1	RQ 2	RQ 3	RQ4
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Hello . .How are you doing?	X				
What is the name of your university?	X				
Which department are you from, and also which semester?	X				
Are you from a Bangla medium background school and college?	X				
Is your university conducting classes and other work using English?	X				
Can you please tell me about your experience of moving from Bangla medium to English medium classes at university?	X				
In your first semester, did you face any kind of problems in English in your university classes?		X			
Does your Bangla-medium background make it hard to follow English-medium classes?		X			
What kind of problems do you face in understanding lectures in English?		X			
Which part of English is most difficult for you when you are moving into your university life - Reading, Writing, Listening or Speaking?		X			
Do you find it hard to understand English words or vocabulary used in lectures, textbooks,articles ?		X			
How easy or difficult is it for you to speak in English during class or any linguistic work?		X			
Do you feel nervous when you have to speak English in class or during your presentation?		X			
How do you prepare your writing assignments or exams in English? And is it difficult for you to write assignments or reports in English?			X		

Do you face problems during exams because of English?			X		
Do you face difficulties during your quizzes and in class assessments?			X		
How does English affect your role in group projects, presentations, or class discussions?			X		
Do language problems affect your class performance during class time or your marks in your exams?				X	
Do you ever avoid speaking or asking questions because of English?				X	
Do you feel stress, pressure, or less confident because the classes are conducted in English?				X	
How can you improve your English proficiency for your university studies? And what types of techniques do you apply for your improvement?					X
Do your teachers or friends help you when you face English problems?					X

Do you think the university gives enough support to Bangla-medium students? If not, what kind of support is needed for Bangla medium students?					X
What advice would you give to new Bangla-medium students who are joining an English-medium university?					X

Transcription

For the transcription of this Appendix , I used a translator voice to text - Sonix AI , for the translation of Bangla to English because the participants are using Bangla language in the audio recording .

Participant 1 (Muskan)

Interviewer: So hello, Muskan, how are you doing? I am doing well.

Participant 1 : What about you?

Interviewer : I'm also doing well. And what is the name of your university?

Participant 1 : BRAC UNIVERSITY

Interviewer : Which department and which year or semester?

Participant1: I am from, pharmacy department and in my third year, first semester.

Interviewer : Okay, so are you from a Bangla medium background school and college?

Participant1 : Yes

Interviewer : Okay, then you are comfortable with Bangla, right?

Participant: Yes.

Interviewer : Okay. So is your university conducting classes and all work using English ?

Participant 1: Yes,

Interviewer : Can you tell me about your experience of moving from Bangla medium to English medium classes at university?

Participant1 : Actually at the first stage of University, mainly our university conducts English classes and also there are a lot of international students in our university so University must have to use English in their classes or any work at University. In my first semester I faced many problems because we are from a Bangla medium background and our all classes are conducted in Bangla and also we are used to in using Bangla language for our interaction and all things but at university level all classes are conducted in English so when I started talking to English for my presentation I faced many problem because for talking in English we have to maintain pronunciation and and a float but we are used to using Bangla language so the problem arise at the first semester of my University life.

Interviewer : What difficulties do you face using English in classes?

Participant 1: So in my first semester I actually first had many kinds of problems using English in class, mainly the vocabulary problem. Actually, I am from the pharmacy department and many kinds of medical terms are used in my classes. I actually used to use Bangla but this type of fancy vocabulary made me confused. So I actually know the word but for the use of hard

vocabulary I can't recognise the word but when I translate it into Bangla then I realise that I know that word but the using of heart vocabulary I can't recognise this word.

Interviewer : What do you think Bangla medium background key or to make it hard to follow English, medium instruction in university classes?

Participant 1: Actually it's tough but not that much hard . If we are trying our best, we can adopt it . Actually all our higher studies are conducted in English so it is better to adopt English at the very first stage. In our school college curriculum there are not that many uses of the English language. Bangla medium curriculum added more english practices program then it would be helpful for Bangla medium students to adopt English medium background classes. If the Bangla medium curriculum gives us free handwriting and speaking programs rather than bookish knowledge it would be very helpful for the students to improve their English language skill.

Interviewer: So what kind of problem do you face in understanding lectures in English?

Participant 1 : many of our faculties are using English in a different accent more like British accent or something so it's very difficult for us to catch this type of accent because we are from Bangla medium background and we are not used to listen this type of accents so is difficult for me to catching this type of accent in my University classes. Mainly the pronunciation problem makes it difficult for me to understand lectures at classes.

Interviewer: Then which part of English is most difficult for you?Reading, writing, listening or speaking?

Participant 1: I think speaking and writing. Speaking, I have many kinds of problems. Like continuously talking in English is very difficult for me because I am not used l to it ,vocabulary lacking and also grammatical mistakes in my speaking so I feel very embarrassed and shy when I pronounce words wrong. Talking about writing I am mainly concerned that I am using the right grammatical sentence or are other grammatical terms light nouns, pronouns and adjectives in the right position in a sentence . Also vocabulary problems and not an enriching vocabulary problem make it hard to write a good sentence and also spelling mistakes I faced in my writing.

Interviewer : Do you find it hard to understand English words or vocabularies used in your lecture, textbook or article?

Participant 1: Yes, obviously I find it hard. When I found a new unknown word I tried to fix it by searching the internet AI and dictionary to know the meaning of the word then I found that I already know this word in Bangla but in English it's difficult for me to find out this word .

Interviewer : How easy or difficult is it for you to speak in English during class or with university mates?

Participant 1: It's very difficult for me to speak in English during classes and also with my University maths because in my mind I thought that I made grammatical mistakes. I made a wrong sentence and wrong pronunciation in my speech so it made me confused as well as shy . Because I thought that the teachers and fellow University maths thought that I made a wrong sentence and what they were thinking about me and it made me confused and I felt less confident at that time and I think this fear or anxiety made it difficult to speak in English fluently.

Interviewer : So do you feel nervous this time when you speak in English?

Participant 1: Yes,

Interviewer : How do you prepare for your writing assignments or exams in English? And is it difficult for you to write assignments or reports in English?

Participant 1: Yes, actually, initially it was actually a big problem, because most of the assignments and reports are huge word limit that we have to write including that huge mentioned word so it's very difficult for me to write the type of academic writing and using a write sentences complex sentences and also with a correct spelling in my writing to moving from a Bangla medium background it's very difficult for me in an initial stage. I overcame this challenge by following YouTube videos that are made for improving writing English.

Interviewer : Do you face problems during your exam because of English?

Participant 1: Yes, yes.obviously. yes I face problem because of English during exam actually it find me hard to understand the question in English and also when I write the answer of some questions it would be very time consuming for me because I thought sentence in Bangla then in my mind I translate it into English so it's very difficult for me to write in exams. For these difficulties I also lose marks.

Interviewer : Do you think that using English in classes affects your role projects and presentation or class discussion?

Participant 1: Yes obviously. Because I am from a Bangla medium background student so I am not that much fluent in English so I thought that for my likings of English the whole group would lose marks and for that i feel pressure and that's why it affects my role in group presentation.

Interviewer : For using English, does it affect your exam mark?

Participant 1: Yes, initially I lost my marks for the English medium instruction at University. First semester or probably the first year I lost my use of English actually because of wrong grammatical sentence uses and also not being fluent in English using wrong pronunciation and this type of problem on difficulties are the reason of losing marks in my exam.

Interviewer : Do you ever avoid speaking or asking questions because of English?

Participant 1: Yes I did. I am not that much confident or not that much fluent in English. That's why the fare of using wrong sentences and wrong pronunciation of words made me avoid speaking or asking questions in class .

Interviewer : Okay, so do you feel stress, pressure or less confidence, because English ?

Participant1 : Yes, actually. Because not being fluent in English and also not being enriched with a good vocabulary make me feel stressed in my classroom. And also many students of our class from English medium background school and college are very slow in English and they are also confident to speak in English so it made me feel less confident because I am not that much or not that much comfortable with speaking English. And also I want to mention that in my first presentation of University life I messed it up and I also stop speaking during my presentation because my mind is blank and I am not moving forward to speak in English and less confident so it is a terrible situation for me and also this situation makes me feel very less confident and also very stressed.

Interviewer : So how can you improve your English proficiency for your university study, and what type of techniques do you apply for your improvement?

Participant 1: Actually, I think there is no alternative to practice. I practice a lot for my improvement and I also follow many YouTube videos for improving English proficiency. I thought that I have to improve my English skill so I practiced a lot and I watch many English movie series and dramas to improve my English proficiency. Also to boost my confidence I practice speaking at home and by talking with myself so in that way I increase my confidence and improve my English proficiency level.

Interviewer : Are your University teachers and friends helpful to you to improve your difficulties in English? And what do you think that your University gives Bangla medium students enough support to improve their English proficiency level? Isn't that what kind of support they need?

Participant 1: Yes, my University teachers and friends are very helpful. They never bullied me for my wrong uses of words or pronunciation . They always help me . I think the university gives us support but i think that 1st semester is a very crucial time for all students. Actually, if your University conducts the first semester by using English and Bangla mixed up classes then it would be very helpful for Bangla medium students to cope up with the class. And also if our university is offering some speaking and writing related courses for Bangla medium students that would be very helpful for them.

Interviewer : Would you like to give some suggestions for Bangla medium students who are now joining English medium instruction classes at University?

Participant 1 : The main thing is practice a lot and also goal how to improve your all skills in English like speaking, reading and writing and all so mainly focus and not feel less confident ,feel confident and go ahead.

Interviewer : Thank you so much for your time .

Participant 1: Most welcome

TRANSCRIPTION – Participant 02 (Tamzid)

Interviewer: Hello, can you tell me the name of your university?

Participant 2: It's BRAC University.

Interviewer: Which department and semester are you in?

Participant 2: I'm from the LLB department, and it's my third semester now.

Interviewer: Are you comfortable with both Bangla and English?

Participant 2: Yes, I'm comfortable with both.

Interviewer: Are you from a Bangla medium background?

Participant 2: Yes, I am from a Bangla medium background, both in school and college.

Interviewer: Does your university conduct most of its classes in English?

Participant 2: Yes, most of the classes are conducted in English, though some are in Bangla.

Interviewer: Can you tell me about your experience of transitioning from Bangla medium to English medium classes at the university?

Participant 2: It was a little difficult initially, but not as much as I expected. In the first semester, I didn't face many problems. However, in the second semester, when presentations and debates came in, I felt anxious and had trouble with vocabulary. But eventually, I was able to overcome those difficulties, and now I'm doing fine.

Interviewer: Did you face any difficulties in your first semester lectures?

Participant 2: In the first semester, I had trouble catching everything during lectures, but I eventually managed to keep up.

Interviewer: Do you think your Bangla medium background made it difficult for you to follow English medium classes?

Participant 2: No, not really. It was challenging, but with practice and focus, it became easier.

Interviewer: What problems do you face when trying to understand lectures in English?

Participant 2: I don't face many problems now, but initially, I had difficulty with listening.

Interviewer: Was vocabulary a problem when you were listening to lectures?

Participant 2: Yes, expanding my vocabulary was a challenge. Also, it was hard to catch certain English words, especially in different accents. But over time, I learned to handle it.

Interviewer: Which aspect of English do you find most difficult: reading, writing, listening, or speaking?

Participant 2: I would say listening is the most difficult for me.

Interviewer: Do you find it hard to understand English words or vocabulary in your articles or lectures?

Participant 2: No, I don't find it hard. I understand the words, but sometimes the accent makes it tricky. I may have to search for the meaning of a word, but it's manageable.

Interviewer: How easy or difficult is it for you to speak in English during class or university activities?

Participant 2: Initially, I had difficulty speaking and would sometimes get nervous, which led to stammering. But now I'm more comfortable and can speak better.

Interviewer: Do you feel nervous during presentations in English?

Participant 2: Yes, my first presentation was really nerve-wracking. I forgot almost everything I had prepared and avoided eye contact with the audience. But over time, I became more confident and improved.

Interviewer: How do you prepare for assignments and exams in English?

Participant 2: I don't face much difficulty now in preparing assignments, but writing exams in English is still challenging. I used to struggle with forming proper sentences and using the correct vocabulary, but with practice, I have improved.

Interviewer: Do you face problems during exams because of English?

Participant 2: Yes, sometimes it's hard to understand the questions, and it takes more time to translate my thoughts from Bangla into English.

Interviewer: Do you think using English in class affects your role in group projects or presentations?

Participant 2: Initially, it did. I was worried that my lack of fluency would affect my group's performance, but now I'm more confident.

Interviewer: Does your use of English affect your exam marks?

Participant 2: Yes, in the beginning, I lost marks due to poor grammar and mispronunciation.

Interviewer: Do you ever avoid speaking or asking questions because of English?

Participant 2: Yes, initially I avoided speaking, but now I no longer do that.

Interviewer: How can you improve your English proficiency for university studies?

Participant 2: I believe practice is the key. I watch English movies and read business books to improve my vocabulary. I also practice speaking on my own.

Interviewer: Do you think your university and friends help when you face difficulties with English?

Participant 2: Yes, my university friends and teachers have been really supportive. I think the university helps us, but additional speaking and writing courses would help Bangla medium students improve their skills.

Interviewer: What advice would you give to Bangla medium students joining English medium university classes?

Participant 2: Focus on practice, watch English movies, and try speaking as much as possible. Paraphrasing exercises, like using ChatGPT, can also be very helpful.

Interviewer: Thank you for your time!

Participant 2: You're welcome!

TRANSCRIPTION – Participant 3 (Jerin)

Interviewer: So hello, Jerin, how are you doing?

Participant 3: I'm doing well, thank you.

Interviewer: What is the name of your university?

Participant 3: The name of my university is BRAC University.

Interviewer: Which department and what semester are you in?

Participant 3: I'm in the Department of English and Humanities, and I'm currently in my fourth year, first semester.

Interviewer: Are you from a Bangla medium background?

Participant 3: Yes, I am from a Bangla medium background, both in school and college.

Interviewer: So, are you comfortable with both Bangla and English?
Participant 3: Yes, I am comfortable with both.

Interviewer: Is your university conducting most of the classes in English?
Participant 3: Yes, it is. The medium of instruction here is English, and all the lectures and coursework are conducted in English.

Interviewer: Can you tell me about your experience of moving from Bangla medium to English medium classes at university?
Participant 3: Well, first of all, I have a Bangla medium background in school and college. Then, when I switched to university, all my courses were in English, and I found it a bit challenging at first. In the beginning, it was tough because all the academic writing and speaking required a level of English proficiency that I wasn't accustomed to. But gradually, I improved my language skills through practice.

Interviewer: What difficulties did you face in the first semester?
Participant 3: The biggest problem in my first semester was vocabulary and understanding academic writing. In the Bangla medium, we were taught in a more simplistic manner, but university-level courses demand complex vocabulary, which was hard for me to understand initially. Pronunciation also became a barrier in my presentations and group discussions.

Interviewer: Did you face any specific problems with your English skills in understanding lectures?
Participant 3: Yes, I did. Since I wasn't used to academic English, there were a lot of new terms and vocabulary in the lectures that I struggled with. The accent of some of the faculty members was another issue. Some professors used a British accent, which was difficult to understand at first.

Interviewer: Which aspect of English was most difficult for you: reading, writing, speaking, or listening?
Participant 3: I think listening and writing were the most difficult for me. In the beginning, I struggled with keeping up during lectures because of the speed and accent. As for writing, it was difficult for me to structure academic essays and use the appropriate vocabulary and grammar.

Interviewer: Do you find it hard to understand English words or vocabulary used in your lectures or textbooks?
Participant 3: Yes, I did find it hard initially. I had to constantly refer to the dictionary or online resources to understand new words. It was hard for me to recall the meanings, but with time, I became familiar with the vocabulary.

Interviewer: How difficult was it for you to speak in English during class or with your university mates?
Participant 3: It was very difficult for me at first. I was afraid of making grammar mistakes or mispronouncing words, which made me hesitant to speak. I felt like my classmates and teachers would judge me, which decreased my confidence.

Interviewer: Do you feel nervous when speaking in English?
Participant 3: Yes, especially in presentations. I felt that my English wasn't fluent enough, so I became very nervous and unsure of myself.

Interviewer: How do you prepare for writing assignments or exams in English?

Participant 3: Initially, I struggled with writing assignments because I wasn't familiar with academic writing structures. But over time, I started watching YouTube videos and reading more academic papers to understand how to write in academic English. It's been a gradual improvement.

Interviewer: Do you face problems during exams because of English?

Participant 3: Yes, during exams, I had difficulty understanding the questions in English, especially when the questions were complex or had unfamiliar terms. Sometimes, I had to spend a lot of time translating the question into Bangla in my mind before answering, which slowed me down.

Interviewer: Do you think that using English in classes affects your role in group projects or presentations?

Participant 3: Yes, it did initially. I was afraid that my poor English would affect my group's performance in presentations or class discussions. I felt pressured and self-conscious, which affected my participation.

Interviewer: Does using English in class affect your exam marks?

Participant 3: Yes, at first, I lost marks because of my lack of fluency and grammar mistakes. I wasn't confident in speaking, and I made pronunciation mistakes, which ultimately affected my overall grade.

Interviewer: Do you avoid speaking or asking questions in English because of these issues?

Participant 3: Yes, in the beginning, I did avoid asking questions or speaking up in class because I was afraid of being judged for my English. But now, I try to push myself to speak more and improve my confidence.

Interviewer: How do you deal with stress or pressure because of your English skills?

Participant 3: The pressure comes from the fear of making mistakes. I often felt stressed during exams and presentations, especially when I wasn't prepared. However, practice and self-study have helped me feel more comfortable.

Interviewer: What do you think would help improve English proficiency for Bangla medium students like yourself?

Participant 3: Practice is key. Universities could offer more English-related workshops, especially focusing on academic writing and speaking. Also, mixing English and Bangla medium classes in the initial stages could help Bangla medium students transition more smoothly into English medium instruction.

Interviewer: Do your university teachers and friends help with your English difficulties?

Participant 3: Yes, my teachers and friends are very supportive. My friends help me practice speaking, and the teachers provide extra guidance when I have difficulty understanding certain topics in English.

Interviewer: What advice would you give to new Bangla medium students joining an English medium university?

Participant 3: I would say, don't be afraid to make mistakes. Focus on improving your vocabulary and grammar gradually. Watch English movies and listen to English podcasts to improve your listening skills. Keep practicing every day and try not to get discouraged.

Interviewer: Thank you so much for your time, Participant 3.
Participant 3: You're welcome.

Participant 04 (Imtiaz)

Interviewer: So hello, how are you?

Participant 4: I'm fine. How about you?

Interviewer: I'm also fine. What is the name of your university?

Participant 4: My university's name is North South University.

Interviewer: Which department are you from? And also, which semester?

Participant 4: I'm doing the BBA program right now. And this is my 2nd year 1st semester

Interviewer: Okay. So are you from a Bangla medium background, school and college?

Participant 4: Yes.

Interviewer: Okay. So is your university conducting classes and all other work in English?

Participant 4: Yes, I see almost every lecture slide in English.

Interviewer: Can you tell me your experience of moving from a Bangla medium to English medium classes at university?

Participant 4: Yeah, sure. And I would like to explain this in my language. (Switches to Bangla)
As a Bangla medium student, we face a lot of problems. The university lectures, everything is in English, and it's not like the normal Bangla-medium lectures we are used to. But at the same time, we also have to manage and adjust to daily life in a new environment. (Switches back to English) But, it's definitely challenging to adapt to the English medium.

Interviewer: Okay, so in your first semester, did you face any kind of problem in English in your university classes? Because most of the teachers are English medium faculty.

Participant 4: In the first semester, there were problems. The first time I had to think in English, especially when talking to teachers and course mates. I had to learn how to express myself in English, and at times I struggled with the vocabulary.

Interviewer: So, do you think that your Bangla medium background makes it hard to follow English medium instruction at university?

Participant 4: Yes, because the subjects were taught in English, and sometimes the Bangla word and English word are similar, but the context is different. It makes things a bit confusing.

Interviewer: So which part of English is most difficult for you when you're transitioning to university life – reading, writing, listening, or speaking? You can choose one or more.

Participant 4: I would say listening is the most difficult in class, but in terms of communication, speaking is also challenging.

Interviewer: Okay.

Participant 4: The major problem is that we don't have enough exposure to English. For example, in the first semester, I had to give a presentation, and I couldn't express my thoughts properly in English. I struggled a lot with pronunciation and speaking fluently.

Interviewer: Okay, so do you find it hard to understand English words or vocabularies that are used in lectures, textbooks, and articles?

Participant 4: Yes, it's difficult every day because the vocabulary used in English lectures is advanced. At times, it's hard for me to follow. I have to frequently check the meaning of new words in the dictionary.

Interviewer: So how easy or difficult is it for you to speak in English during class? Do you feel nervous when you have to speak in English or during your presentation?

Participant 4: In my first semester, I had a very difficult time during presentations. I lost my confidence because of nervousness. Even though I could speak for hours, my voice would shake because of the pressure.

Interviewer: How do you prepare your writing assignments or exams in English? Do you face difficulties with writing?

Participant 4: Writing is just like speaking. The main problem is the lack of vocabulary. Many students, including myself, know the grammar, but we struggle with vocabulary. Also, when I write, I translate from Bangla to English, which slows me down.

Interviewer: So how does English affect your role in group projects, presentations, or class discussions?

Participant 4: It affects a lot. In my first semester, I struggled with group projects because of my lack of confidence in English. We couldn't communicate clearly, which affected the outcome.

Interviewer: Do you ever avoid speaking or asking questions because of English?

Participant 4: Yes, I often avoid asking questions or speaking in class. I feel shy and nervous about making mistakes in front of others. I know I could do better, but my nervousness holds me back.

Interviewer: Do you think a language barrier can affect your performance in exams, assignments, and presentations?

Participant 4: Yes, absolutely. It affects my performance. I struggle with speaking and writing in exams, which directly impacts my grades.

Interviewer: How do you think you can improve your English proficiency for your university studies? What techniques do you apply for your improvement?

Participant 4: Personally, I like to watch movies and animes with subtitles. I also use Google Translate to understand and memorize new vocabulary. I listen to English news and try to practice speaking as much as I can.

Interviewer: Do you think the university provides enough support for Bangla medium students? If not, what kind of support do you think is needed?

Participant 4: As a Bangla medium student, I feel the university doesn't provide enough support. It would be helpful if the university offered English-speaking classes or more practical English sessions, especially in the first semester. Yes and also back University provide a Pre University course that helps the Bangla medium students to improve their English lackings and also help them to improve their speaking and writing and others problem of English.

Interviewer: So, what advice would you like to give to new Bangla medium students who are joining an English medium instruction university?

Participant 4: I would say that the first semester is the hardest, but don't lose hope. Language is something that can be improved with time and practice. There are many ways to improve, like watching movies, reading newspapers, and practicing speaking.

Interviewer: Okay, thank you so much for your time and for helping me with my thesis.

Participant 4: Thank you.

TRANSCRIPTION - Participant 5 (Tanshinur)

Interviewer: Hello, how are you doing?

Participant 5: Good, thank you.

Interviewer: What is the name of your university?

Participant 5: North South University.

Interviewer: Which department and which semester are you in?

Participant 5: I'm in the Department of , 6th semester.

Interviewer: Okay, are you from a Bangla medium background for school and college?

Participant 5: Yes, I am from a Bangla medium school and college.

Interviewer: So, is your university conducting classes and other activities using English?

Participant 5: Yes, the faculty prefers to use English.

Interviewer: Can you tell me about your experience moving from Bangla medium to English medium classes at university?

Participant 5: English lectures were difficult for me, especially in the beginning. In the first semester, I struggled because I was used to Bangla medium classes.

Interviewer: In your first semester, did you face any specific problems with English?

Participant 5: Yes, public speaking in English was a challenge. The faculty preferred presentations in English, which made it difficult for me to express myself clearly.

Interviewer: Does your Bangla medium background make it hard to follow English medium instruction?

Participant 5: Yes, it's difficult, but it's manageable if you put in the effort. It would be helpful if our Bangla medium curriculum had more English practice.

Interviewer: What specific difficulties do you face in understanding English lectures?

Participant 5: Some professors use different accents, like British English, which makes it difficult for me to understand. The pronunciation issue makes it harder to follow.

Interviewer: Which part of English is the most difficult for you: reading, writing, listening, or speaking?

Participant 5: Speaking is the most difficult. It's hard for me to translate from Bangla to English. I also struggle with vocabulary, especially with difficult words.

Interviewer: Do you have difficulty understanding English words or vocabulary used in lectures, textbooks, or articles?

Participant 5: Yes, sometimes I struggle to understand new vocabulary. When I look it up, I realize I know the meaning in Bangla, but it's difficult to recognize it in English.

Interviewer: How easy or difficult is it for you to speak in English during class? Do you feel nervous during class or presentations?

Participant 5: Yes, during my first solo presentation in the second semester, I felt very nervous and confused.

Interviewer: How do you prepare for writing assignments or exams in English? Is it difficult for you to write reports in English?

Participant 5: At first, it was difficult, especially with writing assignments that had word limits. I practiced by watching educational videos and using school-level English to improve.

Interviewer: Do you face problems during exams because of English?

Participant 5: Yes, it's hard to understand the questions in English, and it takes time to translate my thoughts from Bangla to English, which costs me marks.

Interviewer: Do you think using English in classes affects your role in group projects or presentations?

Participant 5: Yes, I feel the pressure of not being fluent in English, which affects my contribution to group presentations.

Interviewer: Does English usage affect your exam marks?

Participant 5: Yes, in the beginning, I lost marks due to grammatical mistakes and pronunciation issues.

Interviewer: Do you ever avoid speaking or asking questions because of English?

Participant 5: Yes, I avoid speaking or asking questions because I'm afraid of making mistakes in English.

Interviewer: Do you feel stressed, pressured, or less confident because the classes are conducted in English?

Participant 5: Yes, I feel nervous and less confident, especially since many of my classmates are more fluent in English.

Interviewer: How can you improve your English proficiency for university studies? What techniques do you use for improvement?

Participant 5: I practice a lot. Watching English movies, listening to English media, and speaking English with myself at home has helped boost my confidence and proficiency.

Interviewer: Do you think the university provides enough support for Bangla medium students to improve their English?

Participant 5: Yes, the university provides support, but it would be better if they offered more English-speaking programs or mixed English-Bangla classes during the first semester to help students adjust.

Interviewer: What advice would you give to new Bangla medium students joining an English medium instruction university?

Participant 5: My advice is to practice a lot and build confidence. Focus on improving all aspects of English—speaking, reading, and writing. Don't feel shy or less confident.

Interviewer: Thank you for your time.

Participant 5: Thank you.

Participant 06 (Rimjhim)

Interviewer: Hello, Rimjhim, how are you doing?

Participant 06: Hello, I'm doing well. Thank you for choosing me as your participant.

Interviewer: You're most welcome. So, what is the name of your university?

Participant 06: My university is North South University.

Interviewer: And what department and semester are you in?

Participant 06: I am in my 5th semester, and my department is [Department name].

Interviewer: Are you from a Bangla medium background in school and college?

Participant 06: Yes, I am from a Bangla medium school and college.

Interviewer: Is your university conducting classes and all work in English?

Participant 06: Yes, definitely. Since North South University is an English medium university, all classes and work are conducted in English.

Interviewer: Can you tell me about your experience of moving from a Bangla medium background to English medium classes at university?

Participant 06: At first, it was a bit difficult. The language barrier was the main issue. In Bangla

medium, we are more comfortable using our native language, so transitioning to English was a challenge. I had to adapt to listening to fluent English from professors and understanding textbooks written in English. However, as I gained more experience, I got better at handling these challenges.

Interviewer: So, in your first semester, did you face any challenges using English in your university classes?

Participant 06: Yes, definitely. My English wasn't strong enough initially. I couldn't communicate fluently with my professors and classmates. I lacked vocabulary, so it was hard for me to express myself clearly.

Interviewer: Do you think your Bangla medium background made it hard to follow English medium instruction at university?

Participant 06: Yes, I believe so. The difference in language use was significant. In Bangla medium, we are used to our native language, but in English medium, we had to constantly switch to English, which was not easy at all. It took some time to get used to it.

Interviewer: What kind of problems did you face in understanding lectures in English?

Participant 06: One of the biggest problems was the vocabulary. There were many words and terms that I didn't understand, and it was difficult to follow the lectures. Sometimes, the pace of the class was too fast, and I couldn't keep up with taking notes because I was focused on understanding the words being used.

Interviewer: Which part of English is most difficult for you – reading, writing, listening, or speaking?

Participant 06: I think reading is the most difficult for me. Understanding the meaning of complex words and phrases takes a lot of time. I sometimes have to look up words, which slows down my reading process.

Interviewer: So, is reading the only problem, or do you have difficulties with writing, listening, or speaking as well?

Participant 06: Speaking is another challenge for me. I get nervous when speaking in English, especially in front of a group or during presentations. I also worry about making grammatical mistakes, which affects my confidence.

Interviewer: How easy or difficult is it for you to speak in English during your classes or presentations? Can you share your first presentation experience?

Participant 06: My first presentation experience was not easy at all. I had to memorize everything, and I was too nervous to speak confidently. I just read out my script during the presentation, and it was very hard for me to engage in a natural conversation with my professors or classmates. But over time, I've become more comfortable with it.

Interviewer: Do you feel nervous when you have to speak in English in class or during presentations?

Participant 06: Yes, I do feel nervous. I'm more comfortable speaking in Bangla, so whenever I have to speak in English, I worry about making mistakes.

Interviewer: How do you prepare for your writing assignments or exams in English? Is it difficult for you?

Participant 06: Yes, writing assignments and exams are difficult for me. I often struggle with grammar and sentence structure. I try to use simple English and avoid complicated words to

reduce the chances of making mistakes. When I don't understand a word, I use tools like Google or other translation tools to find it.

Interviewer: Do you face difficulties during exams, quizzes, or in-class assignments because of English?

Participant 06: Yes, sometimes I don't fully understand the questions, and this leads to mistakes in my answers. The lack of a strong vocabulary and the pressure of writing in English sometimes affects my performance.

Interviewer: How does English affect your role in group projects, presentations, or class discussions?

Participant 06: In group projects and presentations, I sometimes feel that my lack of fluency in English holds me back. My groupmates, especially those from an English medium background, are more confident in English, and I often hesitate to speak up because of my concerns about grammar and pronunciation.

Interviewer: Does the language problem affect your marks?

Participant 06: Yes, sometimes. For example, in the last semester, I lost marks due to grammatical mistakes. Even though the content was clear, my professor marked me down for errors in grammar.

Interviewer: Do you ever avoid speaking or asking questions because of English?

Participant 06: Yes, I avoid speaking in class or asking questions because I'm afraid of making mistakes. I don't want to be judged for grammatical errors or mispronunciations.

Interviewer: Do you feel stressed, pressured, or less confident because classes are conducted in English?

Participant 06: I do feel stressed at times. I feel less confident when my classmates speak English fluently and confidently, and it makes me question my own ability to communicate in English.

Interviewer: How can you improve your English proficiency for university studies? What techniques are you applying for improvement?

Participant 06: I think the university's English courses could be more focused on speaking and public communication. I have started watching English movies, reading more English articles, and practicing my speaking skills at home. These methods are helping me improve my proficiency.

Interviewer: Do you think your teachers and friends are helpful when you face problems using English?

Participant 06: Yes, some of my teachers and friends are supportive. They help me with vocabulary and sometimes give me extra time to practice speaking. But sometimes I feel hesitant to ask for help because I don't want to be judged for my language mistakes.

Interviewer: Do you think the university gives enough support to Bangla medium students to improve their English? If not, what kind of support would be helpful?

Participant 06: I don't think the university provides enough support. After the basic English courses, there isn't much focus on speaking or practicing English regularly. I think there should be more focus on communication skills and providing extra opportunities for students to practice English.

Interviewer: What advice would you give to new Bangla medium students who are joining an English medium instruction university?

Participant 06: I would advise them to practice speaking English as much as possible, even at home. They should also try to read English articles regularly to improve their vocabulary.

Interviewer: Thank you so much for your time, Rimjhim, and for being a part of my research.

Participant 06: Thank you for choosing me as your participant. It was my pleasure.

Participant 7 (Tasfiya)

Interviewer: So hello, Tasfiya, how are you doing?

Participant 7: I'm doing well, thank you. How about you?

Interviewer: I'm also doing great. Can you tell me the name of your university and what department and semester you're in?

Participant 7: I am from Brac University, currently in my second semester of Computer Science and Engineering.

Interviewer: Okay, so are you from a Bangla medium background, school, and college?

Participant 7: Yes, I am from a Bangla medium background.

Interviewer: Great. Is your university conducting classes and all work in English?

Participant 7: Yes, all the classes and work are conducted in English at Brac University.

Interviewer: Can you tell me about your experience of moving from Bangla medium to English medium classes at university?

Participant 7: It was a bit challenging at first because I had to transition from a Bangla medium background where all my education was in Bangla to a fully English medium environment. Initially, I faced some difficulty understanding the lectures and participating in discussions. The main challenge was adjusting to English academic writing and presentations. Since we weren't used to expressing our thoughts in English, it was hard to communicate effectively in the beginning.

Interviewer: So, what kind of difficulties did you face while using English in classes?

Participant 7: One of the major difficulties I faced was with academic writing. In Bangla medium, we were not accustomed to writing essays or reports in English, so when it came to assignments or even exams, I found it hard to express my thoughts clearly. Vocabulary was also a problem. Sometimes, I knew the concept but struggled to use the correct English terms.

Interviewer: Do you think your Bangla medium background makes it harder to follow English medium instruction in university?

Participant 7: Yes, I would say it does make things harder, especially in the beginning. It's not impossible to adapt, but it definitely creates challenges. We weren't exposed to much English in our earlier education, so it takes time to adjust to the academic vocabulary and the pace at

which everything is taught in English.

Interviewer: So what kind of problems do you face in understanding lectures in English?

Participant 7: Sometimes, the instructors use complex vocabulary or an accent that is difficult for me to catch, especially when it's fast. Also, some of the technical terms in my field are difficult to understand at first. It takes a bit more time to grasp the full meaning, especially when the subject is unfamiliar.

Interviewer: Which part of English is most difficult for you – reading, writing, listening, or speaking?

Participant 7: I think writing and speaking are the most difficult for me. Writing requires good grammar and vocabulary, which is still something I'm working on. Speaking is also challenging because I often feel nervous, especially when I have to speak in front of the class. I worry about making mistakes, which affects my fluency.

Interviewer: Do you find it hard to understand English words or vocabularies used in your lecture, textbook, or articles?

Participant 7: Yes, it is challenging at times. When I come across new words, I usually try to look them up. However, it's sometimes hard to remember all the words and their meanings, and it takes me longer to read through textbooks.

Interviewer: How easy or difficult is it for you to speak in English during class or with university mates?

Participant 7: It's a bit difficult for me. I'm often worried about making grammatical errors or mispronouncing words, which makes me feel shy. I tend to avoid speaking in class because of this fear.

Interviewer: Do you feel nervous when you speak in English?

Participant 7: Yes, I do feel nervous, especially when it's a formal presentation or class discussion. I feel that everyone is judging my English, so I sometimes freeze up or hesitate to speak.

Interviewer: How do you prepare for your writing assignments or exams in English? Is it difficult for you to write assignments or reports in English?

Participant 7: It is difficult for me, especially at first. Writing long reports or assignments in English takes a lot of time because I have to think carefully about my sentence structure and vocabulary. I usually try to read and practice more so I can improve my writing.

Interviewer: Do you face problems during your exams because of English?

Participant 7: Yes, definitely. During exams, I find it challenging to write answers in English because I think in Bangla and then translate it into English. This process takes time and affects my ability to write quickly. I also find it hard to understand some of the questions if the vocabulary is difficult.

Interviewer: Do you think using English in classes affects your role in projects, presentations, or class discussions?

Participant 7: Yes, it does. Since I am not very fluent in English, I sometimes feel that my contributions in group projects or presentations are less effective. It also makes me feel that I am holding back my team's performance, especially when it comes to presenting ideas in English.

Interviewer: Does using English affect your exam marks?

Participant 7: Yes, it has affected my marks. In the first semester, I lost marks because of language issues, such as making grammatical errors and not being fluent in my expression. It was a struggle to fully express my knowledge in English.

Interviewer: Do you ever avoid speaking or asking questions because of English?

Participant 7: Yes, I do. I tend to avoid speaking or asking questions in class because I feel that I might make mistakes or that others will judge my language. It reduces my confidence.

Interviewer: Do you feel stressed or less confident because of English?

Participant 7: Yes, I do feel stressed sometimes. The pressure of speaking and writing in English makes me feel less confident, especially when compared to other students who are more fluent. I tend to compare myself to them, and that lowers my self-esteem.

Interviewer: How can you improve your English proficiency for your university study, and what techniques do you apply for improvement?

Participant 7: I believe that the key to improving is practice. I try to read more English books, watch English movies, and listen to English podcasts. This helps me with my vocabulary and speaking fluency. I also practice writing regularly to improve my grammar and structure.

Interviewer: Are your university teachers and friends helpful in overcoming your difficulties with English? And do you think your university provides enough support to Bangla medium students to improve their English proficiency?

Participant 7: Yes, my teachers and friends are very helpful. They never make fun of me for my language mistakes. They always support me. However, I think the university could do more, especially in the first year. Offering more language support and workshops, such as English writing or speaking courses for Bangla medium students, would be very beneficial.

Interviewer: Would you like to give any suggestions to other Bangla medium students who are now joining English medium instruction classes at university?

Participant 7: My main suggestion is to practice as much as possible. Don't be afraid to make mistakes because that's part of learning. Try to be confident and speak as much as you can. Also, focus on improving your vocabulary and writing skills.

Interviewer: Thank you so much for your time, Tasfiya.

Participant 7: You're welcome!

Participant 08 (Nowshin)

Interviewer: So hello, Nowshin, how are you doing?

Participant 08: Hello, I'm doing well. What about you?

Interviewer: I'm also doing great. So what is the name of your university?

Participant 08: My university's name is Ahsanullah University of Science and Technology.

Interviewer: Okay, so which department and which semester are you in?

Participant 08: I'm from the Computer Science and Engineering department, and I'm in my third year, first semester.

Interviewer: So are you from a Bangla medium background?

Participant 08: Yes, I'm from a Bangla medium background, both in school and college.

Interviewer: So is your university conducting classes and all work using English?
Participant 08: Yes, all the classes and coursework are conducted in English.

Interviewer: Can you please tell me about your experience of moving from a Bangla medium to English medium classes at university?

Participant 08: Honestly, it was quite difficult at first. All the classes, lectures, and assignments are in English. In school and college, we were used to Bangla instruction, so suddenly shifting to English was challenging. I had problems understanding lectures, preparing assignments, and especially speaking English during the classes.

Interviewer: What difficulties do you face using English in classes?

Participant 08: Mainly, I have problems with vocabulary and pronunciation. Sometimes, the teachers use technical terms or difficult accents in English, which makes it hard to follow. Also, when I try to speak, I feel nervous because I make mistakes.

Interviewer: What do you think, does your Bangla medium background make it hard to follow English medium instruction in university?

Participant 08: Yes, definitely. We are not used to English in our school and college. Understanding lectures and following classes was difficult for us.

Interviewer: So, what kind of problems do you face in understanding lectures in English at university?

Participant 08: Sometimes, the teachers use technical terms or difficult English with accents, which makes it hard to follow. I try to understand the lecture, but when I don't, I go home and search for it on YouTube or translate it into Bangla. It's quite tough for me.

Interviewer: Which part of English is most difficult for you: reading, writing, listening, or speaking?

Participant 08: For me, speaking and listening are the most difficult. Sometimes I don't catch the whole point, and sometimes I don't answer the questions properly.

Interviewer: What kind of problems do you face in listening?

Participant 08: The main problem is that teachers speak too fast. In our university, some teachers are very fast, and sometimes I can't catch the lecture or the points. I miss some parts, and it's hard to take notes as well.

Interviewer: Do you find it hard to understand English words or vocabulary used in your lectures, textbooks, or articles?

Participant 08: Yes, I do. Sometimes, when the teacher delivers their lecture, I don't understand some of the vocabulary. I search for the meaning in the dictionary or online.

Interviewer: How easy or difficult is it for you to speak in English during your class or with your university mates?

Participant 08: When teachers ask us to speak in English, I feel nervous in front of my classmates. Sometimes my sentences don't make sense, and sometimes I make grammatical mistakes, and I feel insulted. My classmates and teachers sometimes smile, which makes me feel even more nervous.

Interviewer: So, do you feel nervous when you speak in English?

Participant 08: Yes, sometimes I feel nervous because I worry about saying something wrong. I fear that others will laugh at me.

Interviewer: Can you please share your first presentation experience?

Participant 08: My first presentation was horrible. I couldn't understand properly, and I couldn't deliver my speech to the teacher. My friends and classmates were laughing at me. I was feeling so nervous that I spoke the wrong sentences in front of the whole class.

Interviewer: How do you prepare for writing assignments or exams in English? And is it difficult for you to write assignments or reports in English?

Participant 08: I always use Google and AI tools to fix my grammatical mistakes. Sometimes, I also ask my friends for help with assignments.

Interviewer: Do you face problems during your exams because of English?

Participant 08: Yes, I do. My grades are lower because I misunderstand English questions. I also sometimes struggle with grammatical mistakes while writing my answers.

Interviewer: Do you think that using English in classes affects your role in group projects or presentations?

Participant 08: Yes, definitely. Sometimes I can't deliver my part in group projects. I feel shy to share my ideas because I fear making grammatical mistakes or wrong pronunciation.

Interviewer: Does using English affect your exam marks?

Participant 08: Yes, definitely. I may lose marks because of using wrong sentences or incorrect grammar in my exam papers.

Interviewer: Do you ever avoid speaking or asking questions because of English?

Participant 08: Yes, I feel nervous that I will say something wrong, and others will laugh at me. That's why I avoid speaking sometimes.

Interviewer: Do you feel stressed, pressured, or less confident because of English?

Participant 08: Yes, I feel pressured and shy. I'm not good at English, and because I come from a Bangla medium background, I feel less confident.

Interviewer: How can you improve your English proficiency for your university studies? And what techniques do you apply for your improvement?

Participant 08: I improve my English by watching English movies and series, reading English books, and trying to speak in English with my friends. Day by day, my confidence is increasing.

Interviewer: Are your university teachers and friends helpful to you in improving your difficulties in English? And do you think the university gives enough support to Bangla medium students to improve their English proficiency?

Participant 08: Yes, my teachers and friends are very helpful. My university has some teachers who try to make the lessons easier for us. Sometimes, the lectures are delivered in Bangla to help us understand. We also have some courses to improve our English.

Interviewer: Would you like to give some suggestions to new Bangla medium students who are now joining English medium instruction classes at university?

Participant 08: I would suggest they practice English a lot. Watching movies, reading books, and speaking English with friends are very important. Don't feel shy, and remember that our university is very helpful in improving English. Best of luck to them.

Interviewer: Thank you so much for your time.

Participant 08: You're welcome, and thank you for asking me these questions.

TRANSCRIPTION - Participant 9 (Mysha)

Interviewer: Hello, how are you doing?

Participant 9: I'm fine, thank you.

Interviewer: What is the name of your university?

Participant 9: My university is BRAC UNIVERSITY.

Interviewer: Which department and which semester are you in?

Participant 9: I am in the Computer Science department, and it's my fourth year, last semester.

Interviewer: Okay, so are you from a Bangla medium background for school and college?

Participant 9: Yes, I am from a Bangla medium background.

Interviewer: Is your university conducting classes and other work using English?

Participant 9: Yes, the university conducts all classes in English.

Interviewer: Can you please tell me about your experience of moving from a Bangla medium to English medium classes at university?

Participant 9: At first, it was difficult because the vocabulary was challenging, and we were not used to English terminology. I had difficulty understanding some words in lectures, especially in technical terms.

Interviewer: In your first semester, did you face any kind of problems in your university classes related to English?

Participant 9: Yes, I faced problems understanding technical engineering terms, as they were frequently used in my department's lectures. It was challenging to catch all the content, especially when the professor spoke quickly.

Interviewer: Does your Bangla medium background make it hard to follow English medium instruction classes at university?

Participant 9: Yes, my Bangla medium background made it difficult to keep up. One of the main problems is the lack of practice in speaking and writing in English. We didn't focus much on freehand writing and vocabulary building in Bangla medium, which makes it harder to share ideas in English during class discussions.

Interviewer: What specific problems do you face in understanding lectures in English?

Participant 9: The main problem I face is related to vocabulary and accents. Some professors have a heavy English accent, which makes it difficult for me to follow along.

Interviewer: Which part of English is most difficult for you: reading, writing, listening, or speaking?

Participant 9: I think speaking is the most difficult for me. In university, we mostly speak Bangla, but in the academic field, we need to express ourselves in English. I often find myself struggling to find the right words.

Interviewer: Do you feel nervous when you have to speak in English during your class or presentation? Can you tell me about your first presentation experience?

Participant 9: Yes, I feel nervous during class and presentations because I am not fluent in English. During my first presentation, I had problems with pronunciation, using the right vocabulary, and keeping up with the proper sentence structure. I felt very uncomfortable.

Interviewer: How do you prepare for writing assignments or exams in English? Is it difficult for you to write assignments or reports in English?

Participant 9: Yes, writing assignments in English is difficult, especially with vocabulary. I try to use academic words, but sometimes I don't know the appropriate vocabulary. I also struggle with presenting my ideas clearly in English.

Interviewer: Do you face problems during your exams because of English?

Participant 9: Yes, I still face these problems. Since I'm from the CS department, technical terms are difficult to understand and write properly. It's hard for me to translate the questions into clear English and write appropriate answers.

Interviewer: How does English affect your role in group projects or class discussions?

Participant 9: In group discussions and projects, I don't face much of a problem as the group works together, but I sometimes feel that my English skills affect my contributions. However, in a group, we manage to communicate better.

Interviewer: Do you think that language problems affect your class performance and exam marks?

Participant 9: Yes, language problems affect my class performance and exam marks. I often struggle to understand lectures fully, and my vocabulary limitations affect my writing and speaking, which lowers my performance.

Interviewer: Do you ever avoid speaking or asking questions because of English?

Participant 9: Yes, I avoid speaking or asking questions in class because of my fear of making mistakes in English.

Interviewer: Do you feel stressed, pressured, or less confident because of English?

Participant 9: Yes, I feel stressed and less confident because all classes are in English, and my fluency is not strong. The pressure to communicate in English has affected my confidence.

Interviewer: How can you improve your English proficiency for university studies? What techniques do you apply for improvement?

Participant 9: I've started watching English movies and cartoons to improve my vocabulary and accent. I also try to speak English in front of the mirror and with my friends. Using Google Dictionary helps me learn difficult words.

Interviewer: Do you think the university provides enough support for Bangla medium students to improve their English proficiency?

Participant 9: The university provides support, but more is needed, especially in speaking. The courses should have better guidelines for presentations and encourage more English practice for Bangla medium students. Mixing English and Bangla in the early stages could help.

Interviewer: What advice would you give to new Bangla medium students who are now joining English Medium Instruction universities?

Participant 9: I would advise them to focus on vocabulary and practice speaking fluently. Consistent practice and learning new words will help in the long run. They should also focus on freehand writing and improve their English skills over time.

Interviewer: Thank you so much for your time.

Participant 9: Thank you!

Participant 10 (Sumaiya)

Interviewer: Hello, Sumaiya, how are you doing?

Participant 10: Hello, I'm doing well. Thank you for choosing me as your participant.

Interviewer: You're most welcome. So, what is the name of your university?

Participant 10: My university is Brac University.

Interviewer: And what department and semester are you in?

Participant 10: I'm in my 12th semester, and my department is English and Humanities.

Interviewer: Okay, are you from a Bangla medium background in school and college?
Participant 10: Yes, I'm from a Bangla medium school and college.

Interviewer: Is your university conducting classes and all work in English?
Participant 10: Yes, definitely. Since Brac University is an English medium university, all classes and work are conducted in English.

Interviewer: Can you tell me about your experience of moving from a Bangla medium background to English medium classes at university?
Participant 10: Initially, it was quite difficult for me to adjust to the English medium environment. For example, understanding the fluency of teachers and taking notes was challenging because I wasn't used to fluent English. The textbooks and PDFs were also difficult to comprehend at first. However, now it has become easier for me because I've practiced a lot over the years, and since this is my 12th semester, I've gained much more experience.

Interviewer: So, in your first semester, did you face any challenges in English during your university classes?
Participant 10: Yes, definitely. At first, I struggled to speak English properly. I couldn't hold a conversation with my friends or faculty members. My vocabulary was also limited, so it was difficult for me to answer questions in a comprehensive way.

Interviewer: Do you think your Bangla medium background made it hard to follow English medium instruction at university?
Participant 10: Yes, I think it did. The Bangla medium background is quite different from an English medium background. In Bangla, it's our first language, and we use it comfortably. But with English, it's a second language for us. Adapting to it, especially in an English medium environment, was challenging because I had to make the switch from using Bangla every day to constantly using English.

Interviewer: What kind of problems did you face in understanding lectures in English?
Participant 10: There were many new words and vocabulary that I hadn't encountered before. It was difficult to understand certain sentences and specific words whose meanings I didn't know. Teachers spoke fluently, so it was hard to keep up with taking notes, especially when they were moving quickly through the material.

Interviewer: Which part of English is most difficult for you – reading, writing, listening, or speaking?
Participant 10: I think speaking and listening are the most difficult for me. I can understand and read English well, and I can write it, but listening becomes challenging when people speak very quickly or use different accents. For speaking, I get nervous, which makes it difficult for me to continue a conversation or present in front of others.

Interviewer: How easy or difficult is it for you to speak in English during your classes and university activities?
Participant 10: Right now, it's quite easy for me. I can speak in English with my friends, during group work, and even give presentations in English. However, in the beginning, it was very difficult. I couldn't understand what others were saying, especially when my international friends or faculty members used accents. I even dropped a course because I couldn't understand my faculty's British accent.

Interviewer: Do you feel nervous when you have to speak in English in class or during presentations? Could you share your first presentation experience?

Participant 10: Yes, my first presentation experience was quite bad. I was extremely nervous, and instead of speaking confidently, I just read out the script from my presentation. I was so nervous that I couldn't even read it properly. It was a very embarrassing experience for me.

Interviewer: How do you prepare for your writing assignments or exams in English? Is it difficult for you to write assignments or reports in English?

Participant 10: I try to keep it simple when writing my assignments. I don't use overly complex vocabulary or sentence structures. If I don't know a word, I use Google or a translator to find it and add it to my assignments. It's not too hard for me, but I do rely on simple English.

Interviewer: Do you face difficulties during exams, quizzes, or in-class assignments because of English?

Participant 10: Yes, sometimes. During exams or quizzes, I sometimes don't fully understand the question, and as a result, I might write something that's not related to the question asked. It's difficult to comprehend what the examiner is asking sometimes.

Interviewer: How does English affect your role in group projects, presentations, or class discussions?

Participant 10: In group work or class discussions, we definitely use English. At the beginning of my university life, Bangla medium students like me would often speak in Bangla during discussions, but it's important for us to practice using English as part of our education. This affected our performance because we weren't using English consistently.

Interviewer: Does the language barrier affect your class performance and marks, especially in exams?

Participant 10: Yes, definitely. Students who come from an English medium background tend to perform better. The language barrier definitely affects my performance, and I don't perform as well as others in exams because of it.

Interviewer: Do you ever avoid speaking or asking questions because of English?

Participant 10: Yes, I avoid speaking or asking questions in class because I fear that my grammar or vocabulary might be wrong, and I worry about being embarrassed.

Interviewer: Do you feel stressed, pressured, or less confident because classes are conducted in English?

Participant 10: Yes, I feel less confident, especially when I make mistakes. The fear of being laughed at or judged by others makes me feel anxious and reduces my confidence.

Interviewer: How can you improve your English proficiency for your university studies? What techniques are you applying to improve?

Participant 10: I've started watching English movies and reading articles, research papers, and magazines in English. These activities help me improve my vocabulary and comprehension.

Interviewer: Do your teachers and friends help you when you face difficulties with English?

Participant 10: Yes, some of my teachers and friends are very supportive. They understand that I'm still learning and try to make me feel comfortable. Some teachers even create space for us to practice without feeling isolated.

Interviewer: Do you think the university gives enough support to Bangla medium students to improve their English? If not, what kind of support would be helpful?

Participant 10: I don't think the university provides enough support. At the beginning, we have basic courses, but after that, there's no consistent opportunity to practice English. I think the university could set up clubs or regular English classes to help us improve.

Interviewer: What advice would you give to new Bangla medium students who are joining an English medium instruction university?

Participant 10: I would advise them to read English articles regularly to improve their vocabulary. Also, they should practice speaking English at home or with their friends, siblings, or cousins.

Interviewer: Thank you so much for your time, Sumaiya, and for being a part of my research.

Participant 10: Thank you so much for choosing me as your participant. It was my pleasure.