

Implementation of EMI in Bangladesh: Perception of students and teachers of private universities

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the requirements for the degree of
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Declaration

It is hereby declared that

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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.
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Ethics Statement

This research is an original work of the researcher and during the research no participants were insisted to attend the interview. Privacy issues have been maintained with sincerity. The real name or any information about the institutions and the participants have been kept confidential by using pseudo names.

Abstract

English Medium Instruction (EMI) is a growing phenomenon all over the world. For various reasons including globalization, internationalization of universities, attracting foreign students, and to keep pace with current research higher institutions around the world are adopting English as a medium of instruction. The medium of study in almost all the private universities in Bangladesh is English. However, there is a growing concern as to what extent EMI is implementing in private universities. This study, qualitative in nature, explores the implementation of EMI in private universities in Bangladesh. Due to the Covid-19 pandemic situation data has been collected through online interviews since it was not possible to arrange face to face interviews. This study has revealed that numerous factors stand against implementing EMI in private universities but overall teachers and students have very favorable attitude towards EMI. Furthermore, participants have shared their assumption by realising their experiences regarding how EMI helps students to get better job even in this competitive environment of the country. Nevertheless, participants have given quite a lot of suggestions that may help to reconstruct the policy in better shape.

Keywords: EMI policy, actors of education, tertiary level students, previous medium of instruction, classroom performance, Future of EMI.

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Table of Contents

Declaration.....	2
Approval	iii
Ethics Statement.....	iv
Abstract.....	v
Acknowledement	vi
Table of Contents	vii
Chapter 1 Introduction.....	1
1.1. EMI a growing global phenomenon in higher education.....	2
1.2. Implementation of EMI in Bangladesh	3
1.3. Promoting EMI in HEIs of Bangladesh	3
1.4. Context of the study... ..	4
1.5. Statement of problem	6
Chapter 2 Literature Review	8
2.1. Emergence of EMI	8
2.2. Conceptualising EMI	9
2.3. Significance of EMI.....	10
2.4. The challenges of implementing EMI	11
2.5. Implementation of EMI in different Asian countries... ..	12
2.6. EMI in Bangladesh	13
2.6.1. Importance of implementing EMI in the country.....	13

2.6.2. EMI in privately-owned HEIs of Bangladesh	14
2.7. Theoretical framework.....	15
2.7.1. Cooper’s Framework (1989).....	15
2.7.2. Spolsky’s Tripartite Framework.....	16
2.7.3. Conceptual Framework.....	17
Chapter 3 Methodology.....	18
3.1. Research Question	18
3.2. Research design	18
3.3. The philosophical assumptions and Qualitative paradigm	19
3.4. Multiple case study approach	20
3.5. Researcher’s role	22
3.6. Sampling technique for selecting participants... ..	22
3.7. Setting.....	23
3.8. Participants’ profile	24
3.9. Data collection procedure	25
3.10. Semi-structured interviews... ..	26
3.11. Designing the Interview Protocol... ..	26
3.11.1. Identifying the prerequisites for using semi-structured interviews... ..	27
3.11.2. Retrieving and using previous knowledge... ..	27
3.11.3. Formulating the preliminary semi-structured interview guide.....	27

3.11.4. Pilot testing the guide.....	28
3.11.5. Presenting the complete semi-structured interview guide	28
3.12. Data analysis procedure	29
3.12.1. Data Analysis Framework	29
3.12.1.1. Analysing Interviews...	32
3.13. Ethical Consideration	32
3.14. Trustworthiness of the study...	33
Chapter 4 Findings and Discussion	35
Difficulty in class presentation and participation	35
Chapter 5 EMI affects students result...	37
Chapter 6 Teachers' attitude towards EMI implementation in classroom	40
Chapter 7 EMI promote job prospect.....	43
Chapter 8 Future of EMI in Bangladesh	45
Chapter 9	47
9.1. Limitation of the Study.....	47
9.2. Researcher's recommendations...	48
Chapter 10 Conclusion	49
References.....	50
Appendix A...	72
Appendix B	72

Chapter 1

Introduction

In this modern era of development everything is developing and with the passage of time, the education policy has also changed. In a country like Bangladesh, where people fought for the language once, policy makers are also trying to adjust the policies with the ones in the developed world to compete with them in every sector- including the educational sector. English is the global lingua franca, and it has become an everyday means of communication for the people throughout the world. Therefore, many countries are trying to develop their education giving English language the most priority. Private universities in Bangladesh started with the Private University Acts 1992. Before that, higher studies in Bangladesh were provided only by the government universities. One of the important factors of private universities' popularity in Bangladesh is the English medium instruction. However, a question remains- "will it really help to improve English proficiency?" Moreover, there are various challenges to implement EMI in Bangladesh context. To what extent EMI is implemented in the private universities in Bangladesh is an important issue, thus, in this study I have explored this issue from the teachers' and students' perspectives.

English has been recognised as an essential language due to its huge demand worldwide. Therefore, in this era of world English, it is of acute importance to explore how EMI can be used in its best beneficial form. There are various factors that stand against implementing EMI in Bangladesh. Thus, the primary purpose of this study is to find out how application of EMI can become more favourable in ESOL classroom in the tertiary-level taking into consideration of the students' and the teachers' perceptions in the context of Bangladesh. Along with exhibiting the current status of EMI use in private universities of Bangladesh, this paper has also pointed out areas that should be changed or given more attention following the conception of educators and learners of private universities.

1.1. EMI a growing global phenomenon in higher education

English language is now considered as a medium of the international communication (Crystal, 2003). This language has reached in this level due to its domination over business, arts, education, culture and other several inventions etc. Along with all these, the role of English is growing in higher education simultaneously. Moreover, to make the higher education more enriched, highly qualified professionals who are expert in English are getting preference. To make the students more proficient in English, teachers with a high proficiency in English are recruited in the higher education sector, especially in the countries which have mainly non-native speakers. In this context, to assist teachers, a policy emerged worldwide which is addressed as EMI and its aim is to make the learners more proficient in English language (Maersh & Laitinen, 2005). Evidently, EMI policy is gradually becoming a normal phenomenon in education sectors, and tertiary-level education is the key site for this change as the demand of EMI is more on tertiary-level than secondary-level among these countries where English is not the dominant language.

1.2. Implementation of EMI in Bangladesh

Bangla achieved the status of national language by the constitution which was made in 1972, and it also gave the status to Bangla to be used in education, administration, and the judiciary. At that time, higher education was being delivered in Bangla replacing English which led towards a damage of learning English (Choudhury, 2001). However, students' English knowledge was given very little attention under the shadow of nationalism. As a result, the policy makers gradually started to realise the damage done to English learning and teaching and to compensate for this loss later policies were made to promote English teaching and learning. From grade 1 to the secondary-level, English was introduced as a compulsory subject in institutions across the country. Even though in Primary and secondary level EMI is not being

applied, in private universities it has been made mandatory to follow English medium curriculum (Hamid, 2000). Due to the sudden implementation of EMI in tertiary-level, where Bangla medium and English medium students both are participating the courses are facing several problems. Since most of the students are from Bangla medium, it has become a major concern for the teachers, students, and other related stuffs. On the contrary, many private university students who come from Bangla medium background (from primary to higher secondary level) and later went abroad to complete their higher studies have confessed how EMI significantly helped them, and it eventually ended up getting adopted by the students and the teachers with regular practices inside the classroom.

1.3. Promoting EMI in HEIs of Bangladesh

With the approval of Government, private institutions' were established in 1992 and divided higher education into two categories: private and public. EMI policy was adopted to make English learning and teaching more effective. In this regard, Sarker (2019) claimed that currently all the privately run universities of Bangladesh have implemented EMI. He also insisted that in private universities of Bangladesh, the base of EMI in higher education is reflected by students' use of English; for instance; completion of classroom tasks, academic projects, and assignments etc. Therefore, if the students are not finding it easy to adopt EMI to complete classroom tasks then a question arises that what are the possible factors that made the students lack this opportunity to use EMI effectively. However, to look for this issue it is important to focus on the perspective of students and teachers from private universities of Bangladesh regarding EMI application in classroom.

1.4. Context of the study

Since all the educational institutions are not yet open due to the Covid-19 situations. Therefore, this research is conducted virtually because it is not possible to visit the targeted places

physically. Dhaka is the capital of Bangladesh where most of the private universities are situated. Moreover, people from different areas of the country come to get admitted in various private universities in Dhaka.

Some of the renowned Private universities of Bangladesh have become popular as they offer various opportunities for their students to present themselves internationally in different global programs and by appointing qualified faculties for the students. In current days, people do not consider the private university students as inattentive students rather they get admiration if they can earn their degrees with a good result. In some cases, the parents intentionally admit their children in a private university even if they get admission in a public university. The perceptions among students and parents are changing due to the quality education the private universities are providing and most importantly they provide education following the EMI policy which improves students' knowledge over English along with their major subject area. These universities strongly prioritise ESL courses where students are bound to communicate in English while participating in classroom activities. Nevertheless, these private universities not only support the undergrad degrees, they also support post-graduation degrees. Most of the private universities in Bangladesh have adopted EMI. However, for this study one private university has been chosen to explore the issue.

Moreover, this study follows the qualitative methods as it allows me to explore the phenomena in depth. Both teachers and students' views are taken into account as these give a holistic picture to understand the issue fully. Moreover, all the students are from Bangla medium background, and shared their point of view regarding the application of EMI thoroughly. Besides, all the students are pursuing their post-graduation degrees from private universities and all of them got their graduation degrees from the same private universities as well. They have been chosen so that they can share their journey since their first semester of undergraduate studies till now. These private universities offer few fundamental courses to the students before

getting enrolled in the main bachelor program. Even in the situation where the students are from English medium background and have already proven themselves as very proficient in the initial admission test and the viva, they still had to complete fundamental courses which focuses on four main areas: speaking, writing, reading, listening. The intention of offering such courses is to improve the students' elementary English skills so that they can easily adopt EMI policy in their universities. Generally, 70% marks are allocated for the speaking and writing skills and other 30% marks are for the reading and writing skills, but mostly speaking and writing skills get the main priority. These courses are not mandatory only for the Bangla medium and English medium students, these are also mandatory for international students who are admitted in private universities of Bangladesh from abroad.

1.5. Statement of problem

The global spread of English aimed primarily to communicate with people widely. However, with time English has become a medium to produce global citizens who must have developed skills in English to get themselves into better workplace concentrating on the local and international demand. Therefore, with this intention of making students a global citizen, Bangladesh has largely concentrated on English language teaching and learning. Moreover, along with other proposals the prospect of the current government's 'Digital Bangladesh by 2021' proposes quality education. However, there are several studies driven in few countries by researchers (Vu & Burns, 2014; Yeh, 2012) that identified challenges to conduct classes with EMI, such as, teachers and students' language abilities, students' proficiency level, their attitude towards English learning, inappropriate methods, inadequate resources, lack of motivation and code-switching etc. These difficulties somehow ensures that students are not getting the proper benefit of EMI as expected. The main motive of EMI is to build the students' appropriate expertise over English as medium not as subject, hence, the L1 use can distract from this aspect. However, quite a few studies have been conducted on implementation of EMI

policy but perception of learners and teachers both regarding EMI use in the context of Bangladesh remained absent in most studies. In addition, studies on inconsistent implementation of EMI in ESOL classroom is also quite a few in number. Moreover, Islam (2013) identifies another issue and stated that Bangladesh has failed to manage an effective language and policy planning (LPP) which is another reason of students' not being able to adopt EMI successfully.

In response to these difficulties, this study intends to investigate the perception of teachers and students regarding EMI implementation. It is because teachers and students are considered as two central stakeholders of EMI policy and they are the people who are directly connected with EMI application. Moreover, teachers' and students' perceptions can solve these difficulties as well as can help to modify language planning and policy.

Chapter 2

Literature Review

This section has been organized with the findings from the works done by different scholars. Regarding EMI many scholars have completed research, hence, to get more idea of EMI policy the researcher tried to look for articles related to the study and used it in this section of the paper.

2.1. Emergence of EMI

To know about the emergence of EMI, at first, it is important to know about the very first institutions where EMI policy established and it is in the European continent and regarding this issue few researchers (Ammon & McConnell 2002; Maiworm & Wa"chter 2002) said that the numbers of European institutions offering EMI have grown fast since the early 2000s and especially the number of EMI programs has increased from around 700 in 2001 to 2,400

in 2007. Till 2007, EMI programs' share of all programs at 2,218 responding institutions were about 7%. However, they also stated that these institutions applied EMI only at the master's level to teach subjects like science, technology, and business. Levitt (2014) gave statement that as for Asia, from the last decade extensive research in different branches of applied linguistics has been done on implementation of English-medium instruction. He also added that gradually, Malaysia, India, Hong Kong and few other countries started to adopt EMI, but in countries such as Bangladesh EMI took a longer time to strengthen its position. After overcoming the difficulties regarding EMI implementation, finally in 2010 the reformation happened in educational institutions, especially, in few of the private higher education institutions of Bangladesh (Chowdhury & Kabir, 2014).

2.2. Conceptualising EMI

In regard to identify the concept EMI, several research took place and researchers (Dearden, 2014; Macaro, 2018) defined EMI as a teaching policy where English language can be learned with academic subjects, and it is for those countries where the first language of majority is not English. Krashen and Terrel (2000) thinks that EMI has been implemented in ESOL countries with the common belief that frequent exposure to the target language facilitates language learning.

To discuss EMI in-depth, it is very important to have a look at Content and Language Integrated Learning (CLIL) which refers to those situations where subjects are taught through a foreign language with dual-focused aims: the learning of the content and learning of a foreign language (Marsh, 2000). This idea suggests that EMI is not considered as simply language of instruction, rather is a pedagogical approach where academic subjects are taught through English as a common language for students from different backgrounds (Hellekjaer,

2010). Few researchers (Coleman, 2006; Deller & Price, 2007) think that EMI motivates students to acquire both the language and the subject content, it also leads to enhanced learning outcomes and increased competitiveness in the job market. But later, in non-English speaking countries, the rise of EMI started growing with the motive to internationalise the education system. Marsh and Laitinen (as cited in Tamtam et al., 2012) insisted that private universities are taking EMI as their primary concern to make students capable to participate in programs of foreign exchange within the domain of higher education. Similarly, researchers (Kim et al., 2017; Jiang et al., 2019; Tran & Nguyen, 2018) found from their studies that due to following the EMI policy students improve gradually and these research were taken place in various institutions around the world.

2.3. Significance of EMI

Long before the popularity of EMI, Graddol (1997) noticed the significance of it and found that if other subjects or contents are taught through medium of English then students content courses and English learning happen simultaneously. He also pointed, the medium of English as one of the most significant educational movements around the whole world. Reviewing about 30 studies on Dupuy (2000) said that it had advantages in four areas: first one is foreign language competence, secondly, subject matter knowledge, thirdly, self-confidence in comprehending and using the target language and lastly, motivation to continue foreign language study beyond the requirement. Coleman (2006) also agreed with this view and said that it gives double benefit: subject knowledge and improved target language proficiency at the same time. Other researchers (Brumfit, 2004; Coleman, 2006) pointed out the growth of this phenomenon through rapidly flourished intercultural exchanges and globalization in every aspects of life. While answering the question- ‘why universities are implementing EMI

around the world' - Wächter and Maiworm (2014) answered it with three reasons from their extensive survey highlighting that: it attracts students from other countries, it prepares students for mobility and a globalised labour market and it raises the profile and ranking position of the university. With the similar tone, the founders of the EMI program in international management of Maastricht University stated that EMI education prepares students for increasingly globalised business world as well as for all other opportunities (Martinez, 2016).

2.4. The challenges of implementing EMI

Among all the challenges, Tsuneyoshi (as cited in Martinez, 2016) proposed three major ones in 2005 which can arise while offering EMI in the tertiary-level education and those are: linguistic, cultural, and structural. Linguistic challenges are directly related to language issues confronted by both faculty and students involved in EMI programs (Bradford, 2016). By addressing this issue, Ammon and McConnell (2002) said that students face problem when they encounter international faculty, for instance, struggle to understand the accented English of non-native lecturers, difficulties understanding lecture content delivered in English. Martinez (2016) mentioned one of the most common challenges that is the inadequacy of English proficiency, by student and lecturer both. Wilkinson (2013) reported one incident that the Maastricht University once planned a program but there was concern expressed about the ability of Dutch students to follow programs in English because their proficiency to understand the program was not enough. (Huang, 2015; Wächter, 2008) also agreed with the issue that the main area where students and faculty may fall short on is having adequate English proficiency. According to Wächter and Maiworm (2014), the greater concern of EMI lecturers is having a greater command over English (native-like) or lack of it because both causes students difficulties to adopt EMI.

Bradford (2016) discussed that the cultural challenges experiencing the EMI professors and students in Japan as the students and professors hold different cultures. Hence, they have different styles, such, as asking questions throughout a lecture, or students of different cultures interacting with each other in group or pair work etc. may face difficulties.

Tsuyenoshi (2005) mentioned regarding the structural challenges in EMI programs that some institutions' offer insufficient number of EMI courses. As a result, students do not get enough exposure to EMI course and learn very little from it. However, Bradford (2016) believes despite of having different challenges encountered by the two actors (student and teacher), the aim of EMI is to make students prepare for the global job market. He also added that all the challenges can be modified when students will try to overcome these significant barriers by leaving their foot print globally.

2.5. Implementation of EMI in different Asian countries

Implementation of EMI in Asia has started from a very long time and regarding this Rahman, et al. (2018) claimed that the influence British dominance is still evident because of the practicing educational system that they established. There are several countries that have adopted EMI already, such as, Pakistan, Malaysia, India, China, Hong Kong and Philippine (Rahman et al., 2018). Mansoor (2004) claimed that English is called as the power language in Pakistan and being educated in English holds the promise of getting better jobs there. In Pakistan, Urdu was the first language at primary and secondary levels and English was made compulsory subject until undergraduate level (Mustafa, 2005). Later on, English was declared as the medium of instruction following its spread as a global language, (Sultana, 2009). Several studies (Aili, 2013; Hamid, Jahan & Islam, 2013; Hasson, 2005) found that students who have had Urdu instruction in their primary and secondary level education tend to face difficulties while receiving higher education. Regarding Philippine, Marin (2014) said

that English has been established in the higher education system in the country now and is unlikely to change.

Sarker (2019) stated that according to China's university and college admission system many courses are offered in EMI by Chinese universities. Moreover, many local universities in China are also trying to attract international students through the implementation of EMI. Chiang (2016) stated that in China the quality of EMI application in classroom is very poor both from learners and lecturers. Nevertheless, Kaplan and Baldauf, (2003) claimed that many scholars have pointed, teachers role in successful implementation of the policy, but their perceptions have not been counted or evaluated before applying the EMI policies in Asia. Hence, the outcomes of the EMI policy have largely remained regressed from being successful.

2.6. EMI in Bangladesh

Implementation of EMI in Bangladesh has brought a big change in the country's education system hence this section is made on this regard.

2.6.1. Importance of implementing EMI in the country

Bangladesh has three streams of education: one is the Bangla medium, then English medium and religious institution or *madrashas*. The mainstream education focuses on using Bangla as the medium of instruction where English is taught only as subject while in the English medium everything is taught in English and Bangla is taught as a subject (Hamid, 2006). He also stated that these students from mainstream educational background usually get more benefitted and get good proficiency over English when they introduce themselves with the EMI instruction in Higher education. Deller and Price (2007) claimed that students of non-English speaking countries need to adopt EMI because it helps to enhance learning outcomes along with competitiveness in the job market. They also stated that to internationalise the

education system it is very important to apply EMI. Hamid et al., (2013) also pointed that EMI in education can work as an advantage for the Bangladeshi students who want to pursue their career in international domain.

2.6.2. EMI in privately-owned HEIs of Bangladesh

Currently in Bangladesh privately run HEIs are implementing EMI so Kabir (2010) discussed regarding it from the beginning by saying that after 1992, the higher education got divided into two categories: private and public. Kabir (2013) also confirmed that after approving of the Private University Act in 1992, the growth of privately-owned higher educational institutions in Bangladesh was quite high. According to several studies conducted on EMI, (Rahman et al., 2018; Hamid and Kirkpatrick, 2016; Rahman, Singh & Karim, 2019), in Bangladesh, publicly run HEIs (Higher Educational Institutes) are using Bangla as MOI and on the other hand, privately run HEIs using English as the medium of instruction.

Furthermore, Hamid (2013) thinks that in Bangladesh, EMI success rate depends on political, sociological, socio-political, socio-cultural, political stability and linguistic ecology. He also added that for a newly formed nation like Bangladesh, to portray a nationalistic view was important which led the education to follow the Bangla medium of instruction in educational institutions. But the perception soon changed due to the global demand of English language, and later the private universities initiative to follow English as their MOI progressed the country a lot (Hamid et al., 2013). Hamid et al., (2013) also insisted that even though privately-owned higher educational institutions focus on English medium instruction, but at the same time they try to maintain a balance between English and Bangla as well as ensure the promotion of English without meaning to demote the national language. In addition, these HEIs' motive is to ensure the best education for students hence along with benefits, there are few difficulties that the students and teachers both face due to several reason while implementing EMI in classrooms (Sarkar, 2019).

2.7. Theoretical framework

The study has been conducted following the certain theoretical aspects: Cooper's Framework (1989) and Spolsky's Tripartite Framework (2009). By combining these two frameworks, the researcher has made a conceptual framework for this study.

2.7.1. Cooper's Framework (1989)

Cooper was the first and most renowned contributors at that time who worked on the language planning and policy (Hornberger, 2006). Regarding Language policy and planning several works have been completed, but the question remained unsolved that which languages to develop and on what purpose the language planners and policymakers should work especially in multilingual contexts. Meanwhile, Cooper published his accounting framework which was totally concentrated around few questions related to the Language planning and policy (Cooper, 1989, p. 98). Afterwards, while summarizing the state of Language policy and planning, he stated this as a descriptive attempt and demanded theory of social change to move forward the Language policy and planning. Moreover, Rahman et al. (2018) claimed Language for Educational Purpose (LEP) is often mistaken by EMI or MOI. He also stated that the primary difference between MOI and Language for Education purpose is that the policy of MOI represents a particular language which works as the medium of communication or EMI is totally on English medium instruction policy, whereas LEP is a component of Language Policy and Planning (LPP). Additionally, LEP is based on the micro and macro level policies and the implementation of these policies. In the meantime, Tollefson & Tsui (2003) stated that LEP's policy decision depends on the choice of language as MOI or EMI. Therefore, to justify this Cooper (1989) identified eight questions related to LPP and these are: what actors, what behaviour do they attempt to influence, of which people, for what ends, under what conditions, by what means, through what decision-making process, with

what effect. However, Cooper's framework suggests collecting the perspective of actors and agents. It also suggests to critically analyse the policy goals (Sarkar, 2019).

2.7.2. Spolsky's Tripartite Framework

Spolsky (2009) tripartite language policy framework is consisted of these following three components: I) language belief

II) Language practices and

III) Language management.

The first component which is language beliefs refers to the ideology of language which consists of attitudes and assumptions about the choice or practices of a particular language in a community or context. The second component is language practice which can be defined as a people's predictable and regular behaviour or choices of language to implement it in particular context. Finally, the third component is language management which refers to decisions taken by authority to conduct and to modify language ideologies and practice. Moreover, apparently these three components of the language policy framework are interconnected with one each other in dynamic ways. Hu & Lei (2014) have connected Spolsky's framework with EMI and claimed that for the development of national, international, or even individual conditions English's use is must these days. Therefore, to make it more concrete, people's belief and their practices of language should be matched and if the practice does not get associated with the management of language, then it should be changed accordingly (Hu and Lei, 2014).

2.7.3. Conceptual Framework

This study has adapted the theoretical works of Cooper's Framework (Cooper, 1989) and Tripartite Framework of Language Policy (Spolsky. 2009).

To answer the research questions, this study adapted few elements from “Cooper’s Framework” and “Tripartite Framework for Language Policy”. The tripartite framework policy (Spolsky. 2009) is consisted of three components: language belief, practice, and management. The first component “belief” is about the students’ and teachers’ mind-set on taking instruction, hence, it reflects the findings of the study where the students and teachers were asked about the problems they encountered in EMI classroom and they were asked about their attitude towards it. Language practice is also present in the research questions because they are about the linguistic choices, such as, which languages are being used in classroom directly by students and teachers. Language management is also present because the teachers and students were asked to give suggestion to the policy makers to bring change within the institution.

Among all the eight questions of Cooper’s Framework, few matched with the focused concern of the study. Here, ‘what actors’ represents the participants, who are the teachers and students? Here, the second component ‘What behaviour do they attempt to influence’ of ‘which people’ ‘through what decision-making process’ are about how teachers are making the students learn English inside the classroom by implementing EMI. Furthermore, ‘For what ends’ reflects the purpose of implementing EMI which is relatable with the topic because here teachers were asked about it and as an answer they said EMI is implemented to enhance linguistic proficiency of students and to make them capable enough to get job.

Chapter 3

Methodology

In this chapter, the research design along with the research questions, setting, data collection and analysis process of the study have been explained. Moreover, few research questions were

included by the researcher which worked as a guideline for the entire research to point out the problems and expected solutions of these.

3.1. Research Questions

CRQ: How to implement EMI as an advantageous process in teaching and learning considering Bangladeshi Context?

I) what problems do students face while learning in a context where EMI has been implemented?

II) What are the teachers and students' perceptions regarding the future of EMI policy considering students' performance?

3.2. Research Design

Based on the other published articles or the previous literature and the research questions, this section has been formulated. According to Nunan (1992), the nature of research question should structure the type of research design. Since the research questions of this study are trying to identify the struggles and the considered way of implementing of English medium instruction from the teachers' and students' point of view, hence, a qualitative study is suited for this purpose of the study. Creswell and Puth, (2017) think that qualitative method helps to solve a problem from critical standpoint and from this study's point of view it will also allow to take a deeper look into the teacher's and learner's perspectives regarding EMI, leading to understand the phenomenon better. Moreover, qualitative research helps to observe culture, lifestyles, people's attitude, behaviours, values, concerns and so on (Verma, 2015). Furthermore, this study demands to collect the perspectives of teachers and students which include their behaviour, concern and attitude regarding implementation of EMI, hence, the researcher thinks that qualitative method will be the best way to conduct this study.

3.3. The philosophical assumptions and Qualitative paradigm

Qualitative research are often associated with a particular type of paradigm that the researcher brings and this paradigm is also connected with intervention, action and constructive knowledge. Thus, there are few philosophical assumptions such as: 'ontology' which means the nature of reality, 'epistemology' which means how the researcher knows what she or he knows, 'axiology' means the role of values in the research, 'Rhetoric' means the language of research and finally 'methodology' means the methods used in the process (Creswell, 2003). However, in this study the researcher followed 'interpretivism' among all the paradigms where researcher tried to know what the teachers' and students' perception are regarding implementation of EMI. Trauth (2001) claimed that qualitative research is mostly associated with interpretivism though alternatives do exist as well. The interpretivist researchers tend to rely on the participants views of the situation and from their own background and experiences they state their perception (Creswell, 2003). Moreover, while seeking the answers, the investigator of the study follows interpretive paradigm to use participants' experiences to construct as well as interpret the understanding from gathered data. In this paradigm, it is very important for the researchers to maintain an interactive role in Interpretivism to get close contact with the participants and to know the social context where they live (McQueen, 2002). This study entirely supports all these statements given by the scholars because the researcher will talk to the teachers and students to know their experience regarding EMI and certainly, all perceptions of participants must be based on their experiences and own background. Furthermore, by collecting participants' background and experiences, they researcher will be leading towards the conclusion. Nevertheless, the researcher played a very interactive role which also matches with another characteristics of EMI.

In the following table the philosophical assumptions of the study are described and modified from Creswell’s (2007) “Philosophical Assumptions with Implications for Practice” table (p.17).

Research Paradigm	Philosophical Assumption			
	Ontological	Epistemological	Axiological	Methodological
Interpretivism	Various subjective views of individual participants	Different individuals’ experiences will be taken into account by contacting with them separately	Researcher’s values and biases will be mentioned along with participants perceptions regarding the issue	Qualitative Multiple case study Approach

Table: 1.1 Philosophical Assumption of the study

The first philosophical assumption, ontological issue deals with the reality of nature and how this reality is seen through the participants of the study (Creswell, 2007). Interpretive research also announces the assumption that social reality is not singular nor objective, rather shaped by human experiences and social contexts (ontology). In this study, participants’ perception of reality will be revealed by taking interviews. Here, another factor is that different participants thinking about the reality can certainly be different. According to Creswell (2007), the second one is epistemological assumption which means the researcher will get close to the participants for the purpose of conducting a qualitative study. In this study, the researcher tried to contact all the participants separately to collect the necessary information. Relating with the third

assumption, Denzin, (1989) claims that the presence of researcher's value is very important for the interpretivist paradigm. For instance, in this study, researcher will have no bias towards anyone and value will also be maintained by making the data trustworthy and reliable through various qualitative steps. For the last philosophical assumption which is 'methodology' researcher will follow qualitative multiple case study approach where data will be collected from students and teachers and interviews will be taken using mobile phone or zoom meeting platform. For the interpretivism paradigm, these four philosophical assumptions will be followed and the methodology part will be elaborately discussed in the following sections.

3.4. Multiple case study approach

Crowe et al. (2011) gave the definition of 'case study' by saying that, the research approach that is used to produce an in-depth understanding of a complex issue in its real-life situation. Case studies are also used to explain and explore events in everyday contexts in which they occur. Baxter and Jack (2008) state that the qualitative case study methodology identify ways for researchers to study complex incidents within their contexts. They also claimed that when this approach is applied correctly, it becomes a valuable method to evaluate and develop any program. Yin believes (as cited in Baxter and Jack, 2008) a case study should be used when the focus of the study is to answer 'how' and 'why' questions and when the researcher cannot manipulate the behaviour of the participants. In this study, researcher has selected participants who are: teachers and students, hence, both of their perceptions will be listed and later compared and certainly differences on perception regarding EMI will be there. By comparing students' experience with teachers' perception, the researcher will be conducting the research because it will help to bring out the strength and weakness of implementing EMI in classroom.

3.5. Researcher's role

The researcher of this study herself is a Bangla medium background student, hence, she chooses this topic to explore. At the starting of researcher's university life, she faced several problems due to the implementation of English medium instruction (EMI), because she is also from a private university. Moreover, for a very long period of time researcher was familiar with the EMI policy and wanted to work on it. Finally, in one of her courses she got the opportunity to work on it. The researcher found the entire study's result by taking interview of the participants as well as by following the findings of other researchers. The researcher believes that the interviews that she has taken are given by the participants sincerely and she hope that all the answers are said from their own experiences. Nevertheless, from researcher's side there were no biasness towards any of the participants. Throughout, this study researcher has been addressed as 'the researcher' and researcher's name or "I" have not been used.

3.6. Sampling technique for selecting participants

According to Walliman (2017), sampling technique is choosing small group of cases among a large group of people and consider those small group as representative of the large group. In this study, sampling is significant because it is not possible to take interviews of all the students and teachers of the HEIs where EMI is implemented hence, few participants' will be chosen and considered as 'sample' to conduct the study. However, two types of sampling procedure are there, one is probability sampling and another one is non-probability sampling (Walliman, 2017). When every item in the population has an equal chance to get included in the sample that is probability sampling. Besides, probability sampling represents a costly sample in terms of time and energy (Brown, 1947). But in this study, it is not possible to give chance to all students and teachers who are connected with EMI, and also time is also very limited so this study cannot be followed through probability sampling. Rather it will follow non-probability

sampling because it does not give certainty to give chance to select all the participants. Moreover, non-probability sampling is usually applied in case study based research and qualitative research (Taherdoost, 2016).

Non-probability sampling also has few techniques, such as, accidental sampling, quota sampling and snowball technique (Walliman, 2017). Among all techniques, this study will be conducted following snowball sampling because this helps to use few participants and these participants encourage other participants to take part in the study. Also, this approach is mostly applicable in small populations-based study (Breweton and Millward, 2001).

However, along with this sampling technique, there are also criteria that will be followed in terms of selecting participants. To conduct this study, participants must be homogeneous which means all cases have to be similar. Following this statement, the criteria of this study will be; participants must be tertiary level students', they must have to have experience of EMI in classroom, and few participants' (teachers) must have experience of teaching through EMI.

3.7. Setting

This study has been conducted on two privately run higher-educational institution which is situated in Dhaka city. This university is one of the reputed institutions among private universities in Bangladesh. Due to its research projects, it ranked 3rd among all the universities on Asian University Ranking 2019 Bangladesh (QS Asian University Ranking, 2016). The university education policy strictly follows EMI policy and all the curricula including their official websites also appeared in the English language. Due to the current Covid-19 pandemic situation, the university has introduced an online platform named BUX to facilitate teaching and learning for teachers and students both. Moreover, considering this pandemic situation the authority of the university has chosen to give merit-based students 100% scholarship. Nevertheless, they also managed general scholarships for all the students to help them financially as well as mentally during this situation.

3.8. Participants' profile

The participants have been chosen sincerely because the participants need to be relevant and connected with the study directly (Walliman, 2017). Kairuz & Obrien (2007) have also stated that a researcher needs to choose participants keeping in mind about how significantly they can contribute to the study. Therefore, the researcher has chosen participants very carefully and the participants were interviewed and asked several questions separately. Each of the participants were asked to give at least 15-20 minutes while taking interview. Total six participants' interviews were taken. Among all, 4 participants are doing their MA in the same private university and other 2 participants are respected teachers of one renowned private university. Here, the names of participants and institutions have been kept confidential. Instead of their real names. Pseudo names have been used.

(Students)

Name	Occupation	Institution	Previous educational background	Current Semester	Level	Department	Major
Tuli	Student	Private University	Bangla medium	Last	Masters	English	Linguistics
Masha	Student	Private University	Bangla medium	Last	Master	English	Linguistics
Tonny	Student	Private University	Bangla medium	Last	Masters	English	Linguistics
Rekha	Student	Private University	Bangla medium	Last	Masters	English	Linguistics

Table: 1.2 Participants' profile (Students)

(Teachers)

Name	Profession	Working Institution	Subject	Teaching Experience with EMI (year)
Shafi	Lecturer	Private University	CSE	2 year
Rokia	Lecturer	Private University	CSE	1 year

Table: 1.3 Participants' profile (Teachers)

3.9. Data collection procedure

In this section researcher will discuss about all the processes of data collection elaborately. Gillham (2000) stated that qualitative case study-based data can be collected through many ways such as observation, record keeping, and interviews andwith physical appearance. Kairuz & Obrien (2007) have added that data can be collected through interviews with various depth. While stating the type of interviews they mentioned telephone-based interview, face to face interview, semi structural interview, in-depth interviews, and focus group interviews. For data collection, the researcher has used semi-structured interviews. Due to the current pandemic situation no other processes could be followed. In the following sections, all the processes that include in data collection have been illustrated.

3.10. Semi-structured interviews

According to Stuckey (2013) interview is a process where researcher and participant involve in a conversation following the questions related to the research study. Muratovski (2016) has talked about five types of interviews such as structured interview, semi-structured interview, in-depth interview, focus groups interview and oral history. Among all of the interviews, semi-structured interview is the most frequently used interview technique followed in qualitative research. This study followed semi structure interview because according to the researcher semi-structured interview is versatile and flexible. Furthermore, Kelly (2010) has stated that semi-structured interviews need a minimum level of previous study of research topic because the interview questions are mainly based on previous knowledge of the interviewer. However, the researcher of this study has followed an interview protocol to formulate the interview questions. Therefore, the following sections will explicitly illustrate these steps of interview protocol.

3.11. Designing the Interview Protocol

The researcher has adopted the Interview Protocol framework shaped by Kalio et al, (2016) to design the semi-structured interview questions for this study. This framework is five phased and these are mentioned as the following:

Phase 1: Identifying the prerequisites for using semi-structured interviews

Phase 2: Retrieving and using previous knowledge

Phase 3: Formulating the preliminary semi-structured interview guide

Phase 4: Pilot testing the guide

Phase 5: Presenting the complete semi-structured interview guide

3.11.1. Identifying the prerequisites for using semi-structured interviews

According to Kalio et al. (2016), the first phase is to find out the prerequisites of semi-structured interviews and the main aim of this phase is to evaluate the usefulness of the interviews. Moreover, they also claimed that this phase is appropriate when participants' awareness level regarding the subject is low which includes values, intentions, and ideals. Therefore, following the protocol the researcher maintained the general values, intentions as well as ideals and did not ask anything hurtful to the participants. To maintain basic issues researcher wrote down the points to avoid asking anything unpleasant.

3.11.2. Retrieving and using previous knowledge

The target of this phase is to gather the adequate amount of knowledge of the subject, which required grasp of previous knowledge and complementary empirical knowledge (Kalio et al, 2016). They also claimed that in simple words, this phase is based on pre-interview preparations and critical appraisal of previous knowledge can be conducted by carrying out the extensive literature review. Here, the researcher gathers a lot of information regarding EMI implication in the literature review section to know the different findings and perceptions of scholars.

3.11.3. Formulating the preliminary semi-structured interview guide

Kalio et al. (2016) stated that the aim of this phase was to form an interview guide for data collection by using previous knowledge on structural, logical and coherent issues. They added that an interview guide helps to list of questions which lead the conversation towards the research topic and the quality should be maintained as the quality of interview guide leave an impact on the interview questions and the analysis of the collected data. Moreover, Dearnley (2005) has found that if a researcher follows semi structured interview, she/he will have the opportunity to change the order of the questions. Therefore, the researcher of this study tried

to follow interview guideline for the well-formulated questions which were participants oriented. Moreover, researcher changed the order several times while taking interviews of the participants.

3.11.4. Pilot testing

The aim of this phase is to confirm the relevance of the topic for the need to reformulate the questions (Kalio et al., 2016). Therefore, the researcher has changed and adjusted the questions after testing the interview questions with one of the friends of her. Moreover, to improve the quality of the interview questions, the researcher of this study presented the sample of the question to her instructor before taking the interview to the participants. Furthermore, Kalio et al. (2016) stated the pilot testing can be conducted using three techniques such as internal testing, expert assessment, and field-testing. The researcher did not follow the “internal testing” because she could not interview the participants by another researcher to make the information more justified due to lack of time of the participants. Secondly, “expert assessment” has been followed in this study because the interview questions were assessed by an expert before asked. Finally, the last technique which is “field-testing” could not be followed due to the current Covid-19 pandemic situation as it means researcher needs to go to the place of the interviewees where all the functions are conducted. Moreover, in this pandemic situation all the institutions are closed since a long time so it could not be possible for the researcher to go to the private university and observe the teaching and learning context by being presented there physically.

3.11.5. Presenting the complete semi-structured interview guide

In regard of the last phase of the process, Kalio et al. (2016) stated that its target is to produce final, clear, and logical semi-structured interview questions for data collection and the questions should reflect the previous phases. Krauss et al. (2009) suggested that the participants

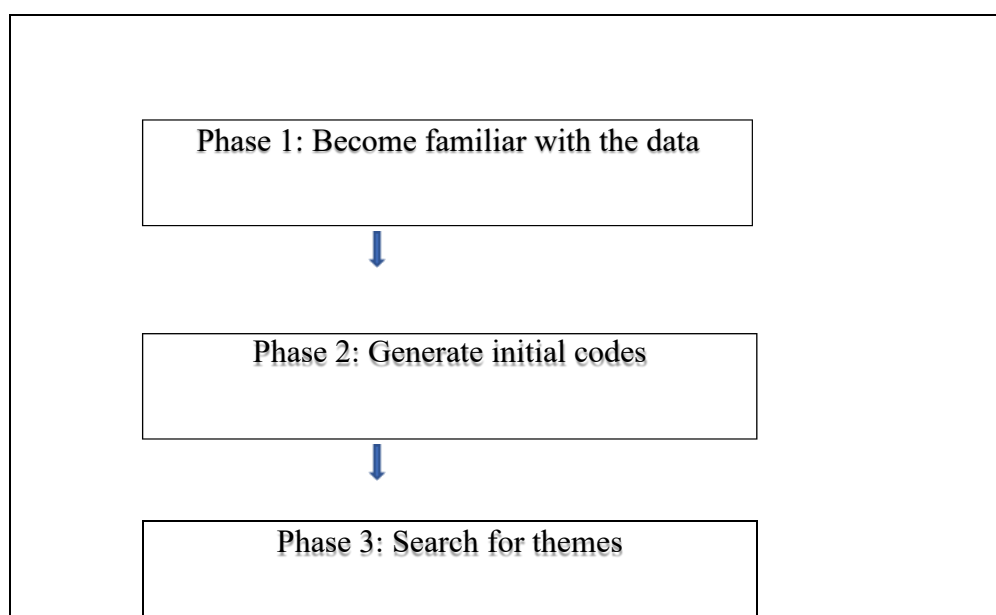
should not get uncomfortable for the questions asked by the interviewee rather the participants should feel motivated, and they should be given the commitment of not revealing their identities without their awareness. Therefore, the researcher tried to make all the participants comfortable, and she have not used any of the participants names rather pseudo names have been used. Nevertheless, interviews were taken by giving flexibility to all the participants in their preferred time and honest response have been asked to share as well.

3.12. Data analysis procedure

This section will discuss the steps of analysing the data gathered from the interviews of the participants taken by the researcher.

3.12.1. Data Analysis Framework

The data of this study have been analysed by a qualitative thematic analysis followed by a six phased data analysis framework. The framework is formulated by Braun and Clarke (2006). In their research they have stated that their framework supports the thematic analysis because it works as method to identify, analyse, and report themes within data. However, this data analysis framework is six phased and these are mentioned as the following:



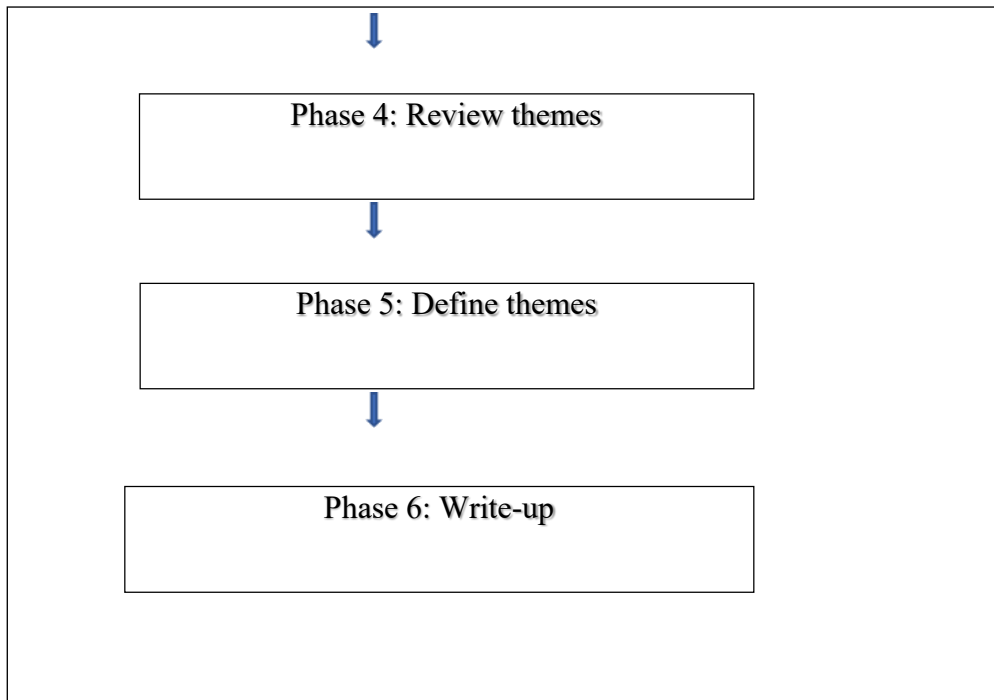


Figure: 1.4 the Framework for Analysing Data of the Study

In the first phase, Braun and Clarke (2006) stated to get familiar with the data that the researcher has collected. Moreover, they claimed that if data will be collected through interaction and interviews, then researcher will come to the analysis with few prior knowledge of the data and this phase also suggests transcribing the verbal data. Furthermore, Riessman (1993) said that all the collected data need to be transcribed into written form to conduct thematic analysis. He also said that the process of transcription, may seem time-consuming, frustrating, and boring but it is a proper way to get familiar with the data. Following this, the researcher of this study has also transcribed data to get familiar with data. Second phase is about generating initial codes which means researcher should generate the initial list of ideas to know about the data and to know what is interesting about them (Braun and Clarke, 2006). Moreover, they added that codes identify the feature of the data that appears as interesting to the analyst and based on that the analyst decides in mind which topic should be given importance. Thirdly, searching for themes is the third phase which is connected with the previous phase because based on the significant coded data the analyst has to find out the themes. Ryan & Bernard (2000) stated that analyst try to figure out themes from different codes following tables, mind-maps, or by

writing the name of each on a separate note. However, for this study, the researcher has used several tables to find out themes such as inter-coding template, theme generating template etc. Moving forward to the fourth phase which claims to reviewing themes. This phase depends on two types of reviewing and refining themes. The first level asks to read all the extracts of each theme and then check their compatibility to set them chronologically. The following phase is defining and naming themes which according to Ryan & Bernard (2000) is very important part because the names should be presentable, meaningful which should match the extract as well. Additionally, the researcher of this study also tried name all the themes carefully by not changing their meaning. The very last phase is producing the report which indicate the researcher to write all the backstory of the data elaborately under each of the themes and if examples are used then that should be vivid (Riessman, 1993). However, it can be said that following all the phases mentioned above, this study has been completed by the researcher. Moreover, the researcher analysed all the data cautiously so that no theme gets out looked. Nevertheless, presentation of themes was also given extra attention by the researcher to make the study more fulfilled.

The above portrayal of data analysis elaborately describes how the data of this study have been collected and analysed. Additionally, data were collected from one source which is interview only but interview were taken via zoom application and Facebook's messenger. Moreover, with the permission of the participants the interviews were recorded. The details of the interview data analysis procedure are given below:

3.12.1.1. Analysing Interviews

According to Davidson (2009) researchers apply two types of transcription one is naturalized transcription and other one is denaturalized transcription. Researcher of this paper has used the naturalized transcription which covers the detailed information, and it is less filtered

transcription. Moreover, in this study the students and teachers' interviews were analysed verbatim with MS word by the researcher in tables. Later with the seven-column coding template, transcriptions were coded (Ahmad, 2017). In the seven-column coding, under each research question several key words of questions and answers were written, which made it easier to figure out the themes. Furthermore, all the participants were coded and from those codes few prominent codes were separated. Then these codes were put in certain categories. Afterwards, the categories were analysed to identify the themes for each case. To follow the thematic pattern, all the themes of multiple cases were then compared to find the final themes. For this study, nine themes have been made by the researcher after taking interview of both teachers and students. Separately, under each research question three themes were found.

3.13. Ethical Consideration

Ethical consideration has been considered by the researcher before the data were not even proceeded. Moreover, consents forms have been signed by the participants to prove their willingness to get involved with the interview with the researcher. By following the ethical issues, the researcher has strictly maintained few matters. Furthermore, none of the interviewees were insisted to give interviews and no biasness were there. Nevertheless, the name of the institutions and participants have not been mentioned in this paper rather the researcher used pseudo names.

3.14. Trustworthiness of the study

Qualitative research can be trustworthy when these four criteria will be followed: credibility, dependability, confirm ability, and transferability (Lincoln and Guba, 1985). According to Polit & Beck (2012) credibility refers to the authenticity of the data and the participant views and the interpretation regarding the topic represented accurately by researcher. A qualitative study will be counted as credible when the detailed of human experience are immediately recognised

point by point (Sandelowski, 1986). On that note, the researcher of the paper has maintained the credibility of the study by transcribing the same expressions that the participants have given. Furthermore, Polit & Beck (2012) claimed that dependability occurs when other researchers will have the similar finding regarding the same issue to maintain the consistency. Conforming this statement, the researcher has illustrated several findings of other scholars that matched with this study's findings. Consequently, the third criteria is the Confirm ability which is evidently present since the researcher shows no biasness and represents the actual thinking of the participants (Polit and Beck, 2012; Tobin and Begley, 2004). To justify the confirm ability of this study, the researcher has already transcribed the data accurately and in the result tried to prove the findings referring to each of the participants own statements. The last criteria is Transferability which refers to the result of the study that can be applied by others and the findings can be also taken as a token of information in further research by any other researchers (Polit & Beck, 2012). Obtaining this statement, it can be said that this study has maintained the transferability as well, because the researcher has announced some recommendations about other topics that future researchers can take into account and gave the permission to use data of this study. Last but not least, to check the reliability of the collected data, the researcher has shown it to an expert of this field. Accordingly, after getting the feedback from the expert, the mistaken sections were modified to retain the reliability. Therefore, it can be said that researcher has tried to maintain all the criteria including reliability to gain the trustworthiness of this study.

Chapter 4

Findings and Discussion

In this section the researcher included themes that are formed from the answers to the research questions. Under each research question, several interview questions were build and after

evaluating the interview answers of participation themes were made. Moreover, in this section researcher tried to justify the themes by relating it with scholars' findings and the participants assertions. Nevertheless, the researcher also added her own point of view regarding these themes, participants' perception and scholars' findings.

Difficulty in class presentation and participation

Most the participants uttered the same issue which addressed that mostly students get frightened to interact in EMI implemented classroom. According to the participants, this unwillingness to interact led them towards less class participation. Moreover, all courses of the university allocate certain marks on presentation as well as classroom interaction. Masha, Rekha along with others claimed that they feel shy and afraid because in their subconscious mind they keep thinking what others will think if they produce anything with the wrong pronunciation or accent and they also addressed that other classmates usually taunt and poke them if they fail to utter correct form of sentence in English inside the classroom which make them feel less confident, demotivated and led them to avoid any classroom interaction. In fact, the participants have confirmed that due to less participation and poor presentation skill, they get low mark in this section.

To justify their statements few even confessed that to get good marks and to not to encounter any unpleasant situation, they convince their classmates to avoid asking anything uncommon in the question-answer section where questions are commonly offered by the class teacher to clarify confusion regarding the presented topic of the presenter. In Tonny's own words,

"I have done it several times in my graduation and even now in post-graduation life [laugh], I used to tell all my classmates not to ask me any question, if they have any confusion I will tell them later after the presentation" (Tonny)

With the same tone of the above stated participant, another participant has also confessed,

“Actually I do not know what to say [laugh], I remember once I even treated one of the most active classmates that I had who always asks question to all the presenters [laugh], but luckily he accepted my request that time” (Masha)

However, when the participants were asked about the reason behind these actions, they claimed that generally they memorise the whole presentation before presenting it in front of the classroom. According to them, they memorise and they fail to answer questions of the teacher and classmates because they think of the answers in Bangla and then translate it in English which takes time but for presentation they only get 10 to 15 minutes which is not enough for them to make the answer in correct form of English. Tuli’s given statement is quite relatable with others’ statements where she claimed,

“See I do not know about others but I think the time that we get in presentation is not less but when it comes to convert my thinking in English it takes time because umm in my mind I think in Bangla and then I produce it in English and trust me sometimes I cannot even get time to think while giving presentations because meanwhile my classmates start whispering which make me feel low” (Tuli)

Following the same idea, Ammonn & McConnell (2002) has pointed that initially students fail to learn through EMI due to their lack of willingness to perform activities in English. Furthermore, they said students’ unwillingness comes from the anxious feeling that they might get presented as a joke in front of all the other students. Similarly, Wächter & Maiworm (2014, p.22) confessed that even though the aim of EMI implemented lecturers are to improve students command over English but this frightened nature of participating in class works as a major obstacle to get the best out of EMI. Besides, Dafouz (2018) found that implementation of EMI

will be considered as fruitful when students will have L2 in their mind regardless of their native language.

However, the researcher of this study contemplates that nervousness, shyness, unwillingness and even demotivation depends on how students are adapting themselves with the new environment. Above information gathered from the participants as well as the scholars, it is also quite evident that unwillingness to perform is one of the major issues; and the reason behind it is the surrounded students' behaviour towards the presenter. When the presenters get supportive environment then their effort can be seen which may lead then towards a better performer. Only learning EMI is not enough for the students, rather the students should get a friendly environment to learn through EMI and only then they will start getting benefitted. Moreover, Researcher supposes that only support from the teacher is not sufficient rather the classmates with efficient speaking qualities should also be more respectful and behave politely with the students with any sort of weakness. Thus, teacher should make an announcement to the whole class about being respectful towards each other because in class they exist to learn and gain confidence, not to get demotivated to learn or to get less confident. Researcher strongly believe that with the combine support of the learners and the facilitators any students' can overcome their fear to perform in class gradually.

Chapter: 5

EMI affects students result

Each of the participants (students) of this study have agreed with this point that due to students' lack of English proficiency they get lower grades compare to the students who hold good command over English. Regarding this point, Tonny (?) shared that teachers give grades without knowing the previous background of students but as most of the English medium students are good at all the basic skills, hence, they generally get better grades. Mostly, all the

participants especially the students have agreed that in EMI implemented classrooms mostly Bangla medium background students' encounter problems more than the English medium background students. In this regard, Tuli, Masha and others have pointed that due to their previous educational background which is Bangla medium, they faced severe problems in their initial days of university life because in their previous background the teaching and learning of English was totally followed by memorization. Hence, in university while speaking they needed to translate sentence from English to Bangla before uttering it to make sense of it. Additionally, they also stated that speaking was not given importance in their school and colleges but in university speaking is the most significant skills among all. Moreover, speaking is considered as the must have skills, and as a result it became difficult for them to adjust in this new setting of learning. By strongly supporting this point Masha stated,

“Compare to the English medium students, my English is not good that I admit and I am not used to it. umm my speaking is not good like others... In my school life we were not being exercised English like this” (Masha)

While answering the question, where researcher asked the reasons behind such thoughts, most of the participants gave similar answers where they stated that grading depends on good writing which includes sophisticated wording and fluent English-speaking ability. Regardless of speaking skill, few participants think that English medium students writing skill is also better than Bangla medium because their vocabulary are enriched and more sophisticated that make their writing more professional and complete. Besides, they mentioned about English medium students' accuracy since they have been taught English in practical way, hence, they take less time to make sentences and can easily express their thought on paper. Rekha uttered,

“English medium students know better words compare to us because they have been brought up listening to the language and frequent use of it made them better in speaking as well as writing and I would say in all of the basic skills”

Denying all the above statements, Tuli, who is a Bangla medium background student herself shared her point of view which demonstrate that few Bangla medium students also get good marks, it totally depends on a student’s proficiency over English which include: reading, writing, listening and speaking. She thinks Bangla mediums are much better in writing because they have learned the rules very sincerely in their school and college but in speaking it is the opposite. The participants who are working as lecturers (Shafi, Rokia) narrated almost the similar thoughts as the previous participant by saying that it is not about Bangla medium students rather English medium students also face similar difficulties adopting EMI in classrooms. They have shared their experiences where they confessed that in university EMI implication is different than the school or college level implication, hence, students get nervous due to the new environment and the system as well. Rokia has confessed,

“I know it may sound weird but I have seen students from English medium background who also started crying while giving presentation. I really do not think it is even a point to say only Bangla medium students English speaking skill is weak rather I would say they fail to adopt in new situation” (Rokia)

Moreover, they have acknowledged this fact that they always give preference to the good quality of writing and accurate speaking skill of students. They also admitted that in times they consider students mistakes and deduct very less marks on those particular areas because they understand students’ condition and believe mistakes will help them to do better. Strongly pointing towards the private university grading system, they said that private universities have allocated marks on writing and speaking skills, hence, teacher have to evaluate students

considering their quality of writing and speaking skills. As a result, few students get poor marks, and few get better marks.

Similar concern can be seen in research conducted in Pakistan by (Mansoor, 2004; Mustafa, 2005; Sultana, 2009). In their research they found that students who are from Urdu medium face problems in their University life. Moreover, (Hamid, Jahan and Islam, 2013; Hasson, 2005) have also stated the same regarding Pakistani educational system that students who had Urdu instruction in primary and secondary level education, they face problems in their higher education when they have to interact and perform studies in English. In this regard Islam (2013) has also addressed the issue of Bangla medium students' hardship, in classrooms where EMI process is followed. His research was performed by few students who have also stated that Bangla medium background students face many difficulties in all the basic skills but especially in the area of speaking. Similarly, Ibrahim (2001) has also pointed that due to the instructional transition from English to Bangla and activities like peer work, presentation etc. students face troubles adopting EMI. With the same intention, Sultana (2013) said that Bangladeshi private universities mainly emphasis on the writing and speaking quality of students and due to their less knowledge over English, such as, vocabulary, grammar etc. they get poor grade on certain activities which later affect their overall grade. Moreover, Sarker (2019) explained that when Chinese students go abroad for higher education, they usually get poor grades due to their poor English proficiency over English. Similarly, Rahman et al. (2018) also recognized the issue and accept that students must need to have basic four skills which will led them to get good marks. He also added that students who lack proper English skills are rarely seen to get presidency award in their academic life

Taking all the participants statements and scholars' findings into account the researcher certainly thinks that grading does get affected if one does not have better linguistic proficiency. Moreover, it is not possible to ignore students' previous medium of instruction because private

universities follows EMI where presentation in English and English interactions carry certain marks and frequent use of English language make the students of English medium background more proficient in speaking, hence, in term of getting good grades the English medium students' stays ahead. Furthermore, considering the other two skills (writing, reading) the Bangla and English medium students are equally proficient as these skills are commonly practiced in schools and colleges. However, the researcher thinks all the students will get motivated if the teachers evaluate scripts and even presentations not based on how much sophisticated or uncommon words they used in the script or how fluently the students are giving presentations rather the teachers should evaluate in a way where the students will get marks if their answers are understandable and expressed in correct manner.

Chapter: 6

Teachers' attitude towards EMI implementation in classroom

Participants' responses evidently show that they have a favourable impression on EMI implication. Shafi and Rokia believe that EMI is being offered in private universities following different activities which includes presentation on particular topic, Q/A session, several assignment writings, viva etc. Consequently, both of them suspect that due to students' involvement on these activities they are consciously or unconsciously improving their speaking and writing skills. Moreover, Rokia stated that students are making mistakes and teachers are correcting them which is leading them to improve their infirmed areas of language. She also included that students are getting correction several times by getting feedback verbally and in written form as well. Incidentally, Shafi has also told the researcher that frequent use of English in speaking and writing both helps students to improve the existing knowledge that they have. In Shafi's own words,

“Okay, that is a very easy answer to give [laugh], ummmm I think Students frequent performances like assignments writing or presentations... umm you know in all areas they are using English so definitely in a way this is helping them to improve their speaking and writing quality.....” (Shafi)

Moreover, according to the facilitators EMI is a helpful policy as it helps to learn the content as well as English language. Shafi and Rokia both think that EMI is made not only to teach certain subjects rather it emerged to make the education policy more polished by making students learn English in a different context. Additionally, they claimed that students are asked to give presentations in each course, submit several writings, class participation holds a certain mark and last but not the least, students are also being taught different subjects through these activities so teachers can observe them in every possible way in EMI. Rokia admitted that in classroom students are learning English in a naturalistic setting as well because in classroom they are asked to use English every time. Shafi acknowledged it by saying,

“Well, yeah, this policy is helpful because students are learning English through it definitely, students are learning different subjects through English” (Shafi)

Wächter & Maiworm (2014) figured out similar results and stated that the main target of EMI facilitators is to make the students have great command over all the four skills. They also pointed that this prosperity of students can be seen when they perform good in their class activities. Similarly, Kaplan & Baldauf, (2003) claimed that EMI is a blessing especially for institutions situated in Asia because when they hire teachers from abroad and students get feedback, this occurrence certainly help these Asian students to practice like their teachers who have native accent as well the accuracy. In favour of the significance of EMI, Sarkar (2019) addressed EMI as a fruitful policy which helps students to gather adequate amount of knowledge subjects by scouring their linguistic skills simultaneously. Similarly, Kim et al.

(2017) said that EMI helps to reflect students' intelligence by making them receive English language and academic affairs both at a time.

Here, the participants of this research and the scholars' statements are quite relatable as all of them think EMI policy as a better way of teaching the content as well as English language. With all these mentioned points in mind, researcher indeed thinks that EMI policy totally supports the speaking and writing skills of students. In fact, it follows a gradual technique that helps students to gradually improve their English skills of writing and speaking altogether. In addition, it can be said that the researcher's consent also matches with participants thoughts which shows that EMI is not only to improve students' English skill rather different subjects are learned by the students in English. This positive perception of the teachers regarding EMI implementation can certainly help other institutions who want to adopt EMI knowing all their positive glances.

Chapter: 7

EMI promotes job prospect

Participants of the study believe that the demand of English in current job market is vast. Many multinational companies are looking for better English speakers to compete internationally with other renowned companies. Moreover, Rekha has claimed that not only private jobs, these days government job also consider appointing those candidates who are better English speakers. She also mentioned that Bangladeshi renowned and successful organizations mention demand of application with high English proficiency in their job circulars. In Rekha's words:

“Well, I have participated in several job exams after my graduation and In every private company they mention that the candidate must have excellent English speaking and writing skill” (Rekha)

Tuli shared her thought that says that regular use of English certainly made them more flexible and the other participants also shows support to her statement because they have also acknowledged that four years of graduation with frequent use of English in classrooms made them more proficient in English and now when they face any interview they do not hesitate to conduct English conversation with the interviewers. According to Masha,

“Hmm you know what I did not know that I have become quite better English speaker than before but when I went for an interview session, Omg! You will not believe I was very much happy with my own performance [laugh]” (Masha)

Moreover, government job holds huge marks in English a subject and even in the interview questions are asked in English. In terms of Private jobs all the questions including math, IQ tests all are asked in English. According to Shafi, these jobs are not difficult to encounter by the private university students because they have practiced English for a long time, and they have the flexibility to at least easily take across the introductory stages of the interview session. Participants certainly believe that EMI prepares the students in a manner where they are bound to get good jobs because the world is now in demand of English. They have also pointed out that EMI policy has made students capable enough to work abroad regardless of their previous educational background. There are many examples that shows that many renowned companies have hired the Bangladeshi students with a lucrative remuneration seeing their efficiency and knowledge.

Shafi said,

“Students can easily get jobs that only want English proficiency along with working capability and I think all the students of private university are capable enough to get away with the initial stages with only observe the basic communication skill in English” (Shafi)

Rekha also stated,

“One of my very close relatives is working in abroad and when I shared my weakness over English of my initial days with him, he also confessed having similar difficulties in his initial stages of graduation, but see now he is working in a very popular company so I obviously believe EMI helps building confidence and one’s career” (Rekha)

In this regard, Sarker (2017) mentioned that EMI policy in Bangladesh can bring a big change among the enthusiastic graduates by extending opportunities to get jobs. Moreover, he also said that to reduce the employment rate in Bangladesh EMI can really guide the youths towards a better career in the country and abroad. Similarly, (Coleman, 2006; Deller and Price, 2007) shared their thought by saying that EMI motivates students to acquire English language which further led them towards successful future.

The above statements and participants thought quite evidently prove that EMI helps the students build a better career. Moreover, the information shows that EMI can enhance the opportunities of students to work not only in Bangladesh but also in abroad as well. Hence, the researcher believes that for the purpose of avoiding unemployment, EMI can do well for the youths these days because they can learn different subjects through English in EMI policy and as a result they can gather different knowledge which certainly is a beneficial form of learning. Furthermore, to flourish the career of the students it is very important to adapt knowledge where they can use it in front of the world when it is necessary and to perform and show it to world EMI plays a contributory role.

Chapter: 8

Future of EMI in Bangladesh

Participants have acknowledged that even if they encountered several difficulties while learning through EMI initially, yet they claimed that as now most of them are graduate they find themselves much capable English speakers than before. When they were being asked about their thinking of the future of EMI policy, they stated that they can certainly assume that EMI will be applied one day in the government universities as well due to the application of EMI and the praiseworthy performances of private university students in the country as well as in abroad because the education policy of private universities got huge commends from people already. Masha stated,

“Private university students are doing really great and getting awards from different competitions and I think they are being awarded worldwide competitions due to their performances and being a student of private university I will give EMI policy a big credit because it made us confident enough to compete with the international students” (Masha)

Other participants have given the similar perceptions and some of them also think that EMI should be applied in primary level of education of the country. Especially, Rokia, Shafi and Masha strongly addressed this issue that the educational system should be changed and in board exam a fixed mark should be allocated for speaking test. According to them, their perception is such because Bangla medium students are mainly weak at speaking, but they have a good command over writing. Shafi shared his thought by saying,

“Because students and teachers are interested in exam-oriented teaching and learning so the policy maker should bring changes in SSC and HSC examinations by including speaking test in it” (Shafi)

Meanwhile, one of the scholars, Islam (2013) also identified the failure of policy makers to manage an effective language and policy planning (LPP) and considered this as one of the reasons for students not being able to adopt EMI successfully. Moreover, Rahman et al. (2018) mentioned that Bangladeshi primary and secondary education policy should be changed but they did not specifically point any area for this change.

Furthermore, the participants think that by making minimum change in this EMI policy all the institutions can adapt it to enrich its fruitfulness. Among these minimum changes they included that in the fundamental courses of EMI, a smaller number of students should be there so that the teacher can easily interact with all of them and teach them with flexibility and according to their needs.

In this regard few scholars such as Karim (2010) has pointed the significance of arranging basic English language classrooms with a small number of pupils in it. Similarly, Ibrahim (2001) also addressed the same issue for conducting second language classes in Bangladeshi context and confessed that second language learners need extra attention to learn L2 in their own country.

However, no matter whatever the minor problem will take place in future while implementing EMI policy in the institutions the participants of this study supports EMI and thinks that EMI holds a great excellence to make the students capable enough to present themselves in front of the world and as a result of fact they believe that it's just a matter of time for the government to implement EMI in government universities because the accomplishment of EMI is not unknown to anyone anymore.

In addition, Sarkar (2019) anticipated that EMI policy will have a huge growth in Bangladesh. Likewise, Chiang (2016) addressed that it is very near when EMI policy will rule in the countries where English is being taught as L2. Referring with the same issue few scholars

predicted that EMI policy will flourish, and students will start enjoying learning through EMI policy (Kaplan and Baldauf, 2003; Ammann and McConnell, 2002)

Although the above statements certainly have created confusions in the researchers' minds, but researcher totally supports the statements of the participants who assumed the massive implementation of EMI policy in all the government institutions including primary and secondary level. It is very important to make the students more capable so that they can reach out to the world and represent the country hence for these actions EMI policy will help students and the country's reputations.

Chapter: 9

9.1. Limitation of the Study

In this study, the researcher has only focused on two of the actors who are teachers and students, and they are directly a part of educational institutions of Bangladesh. However, this study could not include other actors related to EMI such as policy planners, curriculum developers, higher education institute executives, parents of students etc., hence, to understand the perception of EMI, future studies need to be conducted on other actors. Furthermore, the researcher could only manage few participants for the study (four students and two teachers) due to the current Covid-19 pandemic situation and the time limitation. As a result, this study has been completed considering their perception as general perception. Further studies need to conduct with more participants to understand their perception explicitly.

9.2. Researcher's recommendations

Considering the findings, the researcher has provided a number of recommendations:

- Examiner should know the difference between sophisticated writing and incomprehensible writing. Tough words do not make writing sophisticated in any way.

- More priority should be given on class discussion to provide more comfort zone to the students.
- Positive and supportive environment should be ensured by the teachers and all the classmates.
- Frequent encouragement by the teacher to the weaker students is needed in EMI classroom.
- Class outline for fundamental courses should be revised by the ELT professionals.
- The study expresses the need to bring change in the educational system (SSC, HSC level) towards the policy makers of government education system.
- Teachers are advised to use EMI in classroom and if extra hour can be managed to make the troubled students understand any topic.
- Sufficient time and extra attention should be given to the students under the fundamental courses (Eng091, Eng101, Eng102 etc.)
- For further study, other researchers should use more participants to conduct study regarding EMI implementation.
- The actors such as Language and policy planner, curriculum developers etc. can be included to conduct further study.

Chapter: 10

Conclusion

The researcher tried to bring some new aspects on the implementation of EMI policy in Bangladeshi context so that these can easily be used in the future studies. This entire study focused on the problems encountered by the students and teachers and along with that it tried

to bring out the positive sides of EMI implementations. The findings certainly show that even though initially students and teachers may face few problems, with the solution of few areas EMI can be implemented in beneficial form. Though main problem area is the previous background of students but it can be recovered by rectifying the marking policy, reducing the participants in classroom, changing certain attitudes of teachers etc. However, all these problems can be rectified with the support of the higher authority who maintains the policy and planning of the education. Furthermore, students' supportive attitude towards the policy and their enthusiasm to learn through it can also play a suitable role for the implementation of EMI in universities.

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Appendix A (Interview Questions for students)

1. How was your experience of learning English in their previous institutions (school and college)?
2. What are the differences have you found out after getting admitted in University?
3. Are you comfortable with the English medium instruction?
4. Do you think EMI affected your results?
5. What are the main problems associated with EMI?
6. What do you think about the job prospect of private university students?
7. What is your perception regarding the future of EMI in context of Bangladesh?
8. Are you satisfied with the implementation of EMI policy? Yes/no? Please describe.
9. What are the possible suggestions for solving the problems of EMI to rectify it in better form?

Appendix B (Interview Questions for teachers)

1. What is your opinion about students' performance in EMI implemented classroom?
2. Do you differentiate while giving marks to the Bangla medium and English medium background students? Yes/No. Please explain with examples.
3. Do you encounter any obstacles teaching students in EMI centered Classroom? If yes what are the obstacles?
4. What are the main challenges of implementing EMI in Bangladesh?
5. What are your perception regarding the future of EMI?
6. Do you think students have better chance of getting jobs by studying in private university where EMI is implemented? Yes/no. Please explain the reasons.
7. What do you think about the implementation of EMI in Bangladesh?

8. Do you think any reconstruction is needed to make the learner get facilitate even more?
9. What are the possible solutions you would like to suggest to accomplish the main target of EMI implementation in Bangladesh?