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A Phenomenological Study of the Language Ideology, Language Management, and Language Practice in English-Medium Universities in Bangladesh: Lecturers' and Students' Voices

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Abstract

English Medium Instruction (EMI) is a commonly observed phenomenon in higher education (HE) in the countries where English is mandated as a second or foreign language. The globally conducted studies reported the prospect, practice, problems, and eventualities of EMI in HE. Numbering around 105, private universities in Bangladesh also adopted EMI. Being guided by Cooper (1989) and Spolsky (2009), this phenomenological study explored the language ideology of lecturers and students regarding the benefits of EMI, their remarks about the language management to achieve compatibility for adopting EMI, and their opinion concerning the implementation (language practice) of EMI in the classrooms of private universities in Bangladesh. We collected from eight participants (four students and four lecturers) who responded to the semi-structured interviews and classroom observations. The findings of the study suggested EMI does not observe full-fledged practice in the classrooms, as lecturers and students struggle to impart and receive knowledge due to their limited proficiency in the English language, although they did not deny the benefit of EMI to produce globally efficient workforces empowered with English language proficiency. This paper suggested the implementation of a bilingual curriculum in which instruction is delivered in English and Bangla to imparting a great deal of knowledge to the students. In the national language-in-education policy, Cognitive Communicative Academic Language Proficiency (CALP) should be prioritized over Basic Interpersonal Communication Skills (BICS) and Academic Language Learning Approach (CALLA) to enrich knowledge acquisition.

Keywords

medium of instruction, English medium instruction, language ideology, language management, language practice, higher education institutes, qualitative study

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Keywords: medium of instruction, English medium instruction, language ideology, language management, language practice, higher education institutes, qualitative study

Introduction

The globally recognized and vibrant trend observed in higher education institutes (HEIs) is English Medium Instruction (EMI), which functions in ESL (English as a Second Language) and EFL (English as a Foreign Language) countries - where English is not spoken by the majority of the population - to teach academic subjects such as science, mathematics, and medicine, etc. (Dearden, 2014) and which prevails intending to deepen students' thought and to engender globally efficient workforces (Doiz & Lasagabaster, 2020). The primacy of teaching these subjects through EMI concerns gathering consolidated knowledge in these areas that would assist the nations to boom their economies. With the production of the workforces who are content with such knowledge, a nation can expect its participation, in other words, contribution, in the global economy.

Pertinently, the macro imperatives that feature globalization including the national participation in the global economy have attained enormous attention in the Language Policy and Planning (LPP), especially in language-in-education planning in countries including China, Japan, Malaysia, South Korea, Thailand, and Vietnam, which have been striving to participate in the international market through the use of English (Ali & Hamid, 2018; Galloway & Ruegg, 2020; Kim & Tatar, 2018; Rose & Mckinley, 2018). As such, EMI occupies a significant place in the LPP of these countries. The concurrent trend on the use of EMI found its origin in European higher education in the mid-1980 to exert immense focus on increasing the global mobility of the students and staff under the umbrella of internationalization (Wächter & Maiworm, 2008). In the same vein, Asia perceives the inclusion of EMI as instrumental for the students. For an elaboration, with the legacy of British colonialism, English language teaching and learning have been programmed in Asian countries (Rahman et al., 2018). The British left decades ago, yet their education system remains visible today. Most importantly, the recent progress, as observed in the post-colonial and Asian countries, is the rapid growth of EMI in higher education (HE; Doiz et al., 2013; Kirkpatrick, 2017). Especially the history of EMI in the countries (India, Pakistan, and Bangladesh) belonging to the South Asian region can be traced back to colonization through the British empire (Hamid, Jahan et al., 2013). Ali (2013) conceptualized EMI in Asia as embedded in the internationalization, accessibility to the acquisition process of knowledge, and production of the global citizens. In a nutshell, a global orientation can be achieved in the universities in which EMI is being posed.

Focusing entirely on Bangladesh, one of the South Asian regions, after approving the Private University Act in 1992 - that underwent a revision in 2010 - the context experienced exponential growth of EMI in several privately-owned HEIs (Kabir, 2013). The Private University Act 1992 contains no clear directives subject to the Medium of Instruction (MOI) – whether EMI should be instituted or BMI (Bangla Medium Instruction) should be in place - because of the strong nationalist sentiment enacted to the mother tongue - Bangla (Hamid, Jahan et al., 2013; Hamid, Nguyen et al., 2013), which resulted from the bloodshed observed in 1952 during the language movement to establish Bangla as the national language (Rahman, Singh, & Karim, 2020). With the prevalence of such a sentiment, the tertiary education of the country observed two distinctive MOI policies – BMI for public universities and EMI for private universities (Hamid, Jahan et al., 2013; Rahman, Singh et al., 2020). By and large, public universities prone to administer BMI (Hamid & Baldauf, 2014) due to the strong influence of the hardcore nationalist stance. However, one hundred and five private universities declared themselves as EMI universities to internationalize HE and content the students with English language proficiency so that they can identify themselves as global citizens. With the prevalence of such an initiative, the tertiary education of the country observed two distinctive MOI policies – BMI for public universities and EMI for private universities (Hamid, Jahan et al., 2013; Rahman, Singh, & Karim, 2020). Academic programs in privately owned HEIs are

offered in English. This means students are expected to not only just receive classroom instructions in English but also sit for examinations, complete assignments, and fulfill any other academic requirements in the English language.

Although private universities have been seduced to the practice of EMI for imparting HE with a prime intention to produce a globally efficient workforce, it has been reported in many studies that EMI precludes students' comprehension of the content knowledge and limits their interactions in the classroom. For example, Islam (2013) documented the difficulties faced by university students – who are the main actors to implement EMI and who will be the recipients of the benefits driven by EMI – in understanding the lectures of teachers. Since students are equipped with a limited vocabulary, they observed limited success in comprehending the lectures of the subject matter (Islam, 2013; Hamid, Jahan et al., 2013). They requested teachers to lecture in Bangla, citing the reason that Bangla's intervention throughout the lectures would improve their understanding of the topic (Islam, 2013; Hamid, Jahan et al., 2013). Eventually, teachers switch to Bangla to make the class meaningful, which contrasts with the MOI policy pursued to be incorporated in the classrooms of the private universities. The emergence of this phenomenon is the result of the Bangla medium background, which shapes the demographic feature of the majority of students, and eventually, the adoption of EMI in the classroom remains a challenge. Even the students, who are biased to EMI by being driven by "English's perceived benefits, although unclear, at the cost of Bangla's experiential and explainable benefits", also urge the lectures to be continued in Bangla (Islam, 2013, p. 132). Sultana (2014) reiterated teachers and students, the key actors to implement EMI, experienced similar issues in adopting EMI due to students' lack of understanding of the English language which consequently leads to teachers continuing their lectures in Bangla. Apart from the pedagogical constraints, EMI stigmatizes, and undermines students by creating a frustrating environment for them, as articulated by Sultana (2014). As students find themselves incompatible with internalizing and speaking English in classroom discussions and activities, noticeable demonization takes place (Sultana, 2018). According to her, English exacerbated equalities between them, gives birth to the two groups based on linguistic capital– Bangla medium background students and English Medium background students. English medium background students exhibit high frequency in terms of using English in comparison to their Bangla medium background counterparts. As the majority of the private university students belong to Bangla medium background, Sultana (2018), on a factual level, argued private universities, which were resorted to EMI, often fail to produce deliberate users of English because students rarely used the language outside the classroom, which is contrary to the university policy as it instituted students to use English throughout the campus and not only for pedagogical purposes.

Building on the aforesaid backdrops embedded in EMI, the current study intended to explore the EMI phenomenon from the perspectives of the students and teachers, who have been in affiliation with privately-run universities. Given below are the research questions that guided the current study:

1. What is the language ideology of the lecturers and students regarding the benefits of EMI in higher education institutes?
2. What are the language management strategies incorporated for the teachers and students to develop their compatibility for adopting EMI in higher education institutes?
3. What is the remark of the lecturers and students about the implementation of EMI in the classrooms?

In Bangladesh, numerous studies have been conducted, which were related to EMI and MOI, and which mostly followed a case study design. For instance, Islam (2013) highlighted the benefits of EMI from teachers' and students' perspectives, reporting the downsides of EMI implementation. In addition to these, some case studies intended to deal with the language ideology of the policymakers subject to MOI in HE (Hamid, Jahan et al., 2013; Rahman, Singh, Johan et al., 2020). Besides, Sultana (2014) intended to learn whether EMI is empowering or dismantling students. Sultana (2018) in a subsequent study, which was an ethnographic study, explored the language practice, performance, and identity of young learners in EMI universities. Rahman et al. (2018) presented a brief report on EMI innovation in HE. Apart from these, most of the studies intended to reveal the perceptions of the key actors (i.e., students and teachers), regarding the adoption of EMI in HE (Briggs et al., 2018; Islam, 2013; Rahman & Singh, 2019; Rahman, Singh, Johan et al., 2020; Rahman, Singh et al., 2020). Furthermore, Karim, Kabilan, Ahmed, Reshmin, and Rahman (2021) also documented the directives, which were voiced in a seminar held in a leading public university situated in Dhaka, of senior professors regarding what should be the medium of instruction in HEIs in Bangladesh. A similar concern has also been explored globally in other contexts that programmed EMI in HEIs (e.g., Ali & Hamid, 2018; Jiang & Zhang, 2019; Jiang, Zhang, & May, 2019; Kim & Tatar, 2018; Macaro & Han, 2020). In addition to these, some case studies intended to deal with the language ideology of the policymakers subject to MOI in HE (Hamid, Jahan et al., 2013; Rahman, Singh, & Karim, 2020). While much work has been done on the language policy and planning (LPP), language ideology, and perceptions about EMI, the report on investigating the language ideology of lecturers and students regarding the benefits of EMI, their remarks about the language management to achieve compatibility for adopting EMI, and their opinion concerning the implementation (language practice) of EMI in the classrooms are relatively scarce in the literature.

As such, the current study embarked on exploring the language ideology of university lecturers and students regarding the benefits of EMI, their remarks about the language management to achieve compatibility for adopting EMI, and their opinion concerning the implementation (language practice) of EMI in the classrooms by undertaking a phenomenological approach under the qualitative research method. Since the research questions intended to understand the phenomena (e.g., benefits of EMI; lecturers' and students' compatibility; implementation of EMI in the classrooms) by gaining insight about language ideology of lecturers and students regarding the benefits of EMI, the language management to achieve the lecturers' and students' compatibility for adopting EMI, and the practice of EMI inside the classroom from the perspectives of the participants, a qualitative study, in particular, a phenomenological approach was suitable for the current study. Precisely, for this study to carry out, we adopted the qualitative method that will help us deeply look at the phenomenon by unraveling the teacher's and learner's perspectives regarding the implementation of EMI inside the classroom, which according to Creswell and Poth (2017) led us to understand the phenomenon better.

The current study intended to document a testimony about the reality enacted to the language ideology regarding the benefits of EMI, the language management to empower lecturers and students, and the practice of EMI in the polity where EMI has been adopted in privately-run HEIs. The number of students pursuing education in private universities under EMI provision is 398737 (please see https://rstudio-pubs-static.s3.amazonaws.com/169329_95ad57e86a74439d8a2e18b0636ac2de.html). The findings of the current study would inform the local stakeholders about the lecturers' and students' remarks about the benefits of EMI and their compatibility in conjunction with their practice of EMI in the classrooms. Coupled with this, our findings would facilitate the contexts where EMI is integrated for HEIs. As such, the current study would open a gateway for the local and global

stakeholders to undertake any effective measures for rethinking or revising the MOI policy that has been in practice.

Theoretical Framework

In this study, we shed light on the language ideology, language management, and language practice (implementation) of the EMI policy, in other words, the MOI policy, which is a major entity of LPP, in private universities. The LPP framework suggested by Cooper (1989) is enacted to the implementation of LPP, especially EMI. Cooper (1989) suggested the involvement of the various actors who are responsible for the implementation of EMI policy as part of LPP. The engagement of different actors has been documented with some specific questions. The questions related to the LPP implementation are stated below:

1. What actors?
2. What behavior do they attempt to influence?
3. Of which people?
4. For what ends?
5. Under which conditions?
6. By what means?
7. Through what decision-making process?
8. With what effect?

According to Cooper (1989), the policymakers, university authorities, parents, teachers, and other relevant agencies constitute the actors, who through making decisions with an effect, influence the language behavior of a certain group to achieve a specific goal under the given condition(s). The relevant literature suggests that the beliefs, attitudes, and practices of the actors such as students, teachers, administrative staffs, and academic leaders play an influential role to put LPP into practice (Doiz, Lasagabaster, & Sierra, 2013; Fanton-Smith & Gurney, 2016; Hamid, Jahan et al., 2013). Ellsworth and Stahnke (1976) categorized teachers under “formal elites,” as they are officially empowered to make policy and maintain the latitude for policy to witness the implementation. The current study intended to understand the ideology concerning the benefits of EMI, language management to adopt EMI, and EMI implementation in the university classrooms by documenting the voices of the key actors like teachers and students who have direct involvement in driving the implementation of MOI policy. Cooper (1989) highlighted the attempts of the actors like teachers to influence the language behavior of the students for whom a particular MOI under the LPP is devised. As regards EMI, the teachers remain the key players who encourage the adoption of EMI by themselves in the classroom and influence the language behavior of the students by directing them to participate in the pedagogical process through EMI, as students are the recipients of the benefits volunteered by EMI. In short, the policymakers undertake policy decisions to harbor privileges in society (Cooper, 1989). Eventually, the lectures, question-answer, and discussions must be accomplished through the eloquent use of English.

Relating this view to our study, we can assume that teachers practice EMI policy in the classroom to produce global citizens. Now the pressing question is, how the actors influence the language behavior of the people to achieve an effect, or in other words, how teachers influence the behavior of the students to immerse in EMI pedagogy to embody internationalization. There are three antecedents through which the actors like policymakers, university authorities, parents, teachers, and other relevant agencies influence the language behavior of the people.

Language policy comprises all the language beliefs, practices, and management decisions of a community and context (Spolsky, 2009). These are interrelated apparently, yet the illustration of these three components can be noted separately (Spolsky, 2009) to observe the more applicability of the components. These three components are Language Ideology (LI) or language belief, Language Management (LM), and Language Practice (LP) of a community. According to Spolsky (2009), the idea of LI is associated with the beliefs, attitudes, ideas, and perceptions of what language should be practiced in a community. LP means regular, predictable, and observable language choices and behaviors. Finally, LM entails the authoritative decisions taken to regulate or modify the language ideology and language practice. Subject to the current study, the teachers' LI is a key antecedent that influences LP and LM, and on the other hand, since these three components are interrelated, LM and LP also influence the teachers' LI. LI. As the current study intended to explore the nature of the language ideology, language management, and language practice from the perspectives of the lecturers and students, the theoretical foundation laid by Cooper (1989) and Spolsky (2009) enabled this study to figure out comprehensive and analytical perspectives of the participants. These theoretical frameworks would render a comprehensive understanding regarding how language ideology, language management, and language practice of the teachers are perceived by the key actors, i.e., lecturers and students. It would also engender a conspicuous view about how LI, LM, and LP of the participants are linear to the underpinning principles of EMI policy adoption. Eventually, it would inform us about the sustainability of English medium instruction in Bangladeshi universities.

Method of the Study

The Context and the Researchers

We, the authors of the current study, have been teaching in the field of English language education in different universities in Bangladesh and Malaysia. We are constantly presented with challenging issues related to EMI in various pedagogical situations. We also observe the shortcomings attached to EMI in HEIs, which have been evident in the previous studies reporting various impediments that hinder the full-fledged implementation of EMI in university classrooms (Hu & Lei, 2014; Hu et al., 2014; Sultana, 2014; Sultana, 2018; Rahman, Singh, & Karim, 2020). And most of the studies, for example, Briggs et al. (2018), Islam (2013), Rahman and Singh, (2019), and Rahman, Singh, Johan et al. (2020), encompassed students' and teachers' perceptions about EMI and concluded by highlighting the downsides of EMI. We, with a more pragmatic intention, undertook a phenomenological study to understand the language ideology of lecturers and students regarding the benefits of EMI, their remarks about the language management to achieve compatibility for adopting EMI, the extent to which EMI is being implemented, and the extent to which EMI is not practiced and why.

The private universities have been inclined to EMI practice for more than decades. They offer English fundamental courses to equip students with the English language proficiency that is required for creating permeable compatibility to achieve HE, given the background of the pupils mostly concerns Bangla medium. Yet these courses are generic, indicating the focus is exerted in developing students' reading, writing, listening, and speaking skills through the learning materials that have little or no connection to their major areas of studies. With such shortcomings being realized, we believe that EMI would not observe the systematic and organized implementation because of students' limited compatibility to maintain EMI in the classrooms.

Among the four authors involved in the current study, three of them belonged to Bangladesh, and one of them belongs to Malaysia. We shared a similar research interest that

falls under the umbrella of “Medium of Instruction in Higher Education.” Eventually, we initiated the current study. We divided the tasks among us that helped secure the significant contribution of everyone. In that capacity, the first author contributed to the conception and design of the study, acquisition of relevant literature, development of the method of the study, and collection of the data. The second author was involved in developing the introduction, theoretical framework, method of the study. He has also contributed to the discussion and conclusion sections. The third and fourth authors have contributed equally to the review of literature, data analysis, and discussion of the findings. The third author was also engaged in the processes of data collection. They were also engaged in drafting the manuscript and revising it critically for important intellectual content. The third author has given the final approval of the version to be submitted and published. All authors read and approved the final manuscript.

Research Design

The current study aimed at understanding language ideology enacted to the benefits of EMI, language management for developing the compatibility of the lecturers and students to adopt EMI, and the phenomenon of EMI implementation in university classrooms. Subsequently, we designed the research questions that would inform the language ideology, language management, and language practice (implementation) of EMI by documenting the voices of the lecturers and students, and such a study required a qualitative inquiry and qualitative data (Janesick, 1994) through which the researchers understood the critical and in-depth perspectives of the subjects that eventually offered us a better understanding of the phenomena (e.g., language ideology related to the benefits of EMI, language management for developing the compatibility of the lecturers and students to adopt EMI, and the phenomenon of EMI implementation in university classrooms) under study (Creswell & Poth, 2017). Teachers and students have been the pivotal agencies involved in the implementation of EMI, and therefore, their ideology about the benefits of EMI and their compatibility to adopt EMI needs to be understood. Thus, the current study undertook a phenomenological approach suggested by Creswell and Poth (2017) that exerted focus on a phenomenon to be explored with a group of people who have all experienced it. On this ground, we attempted to explore the nature of the phenomenon, that is, EMI implementation in university classrooms, which was eloquently described by the lecturers and students.

Moreover, phenomenology is a rigorous descriptive research method to examine the phenomena through several participants’ perceptions to understand how every day and the inter-subjective world is constituted (Schwandt, 2000). In this study, we explored how lecturers and students perceived the benefits of EMI, what language management is undertaken by the university to prepare them for adopting EMI, and the extent to which they practice EMI in the classrooms. Bryman (2012) underpinned another nuance for us to adopt a phenomenological approach under qualitative research which suggested postmodernists have seemed influential in qualitative research, which sheds light on individual accounts of a phenomenon. The perception regarding the benefits of EMI, the compatibility for being immersed in EMI, and the practice of EMI vary from individual to individual. In other words, the phenomena of the perception regarding the benefits of EMI and the compatibility of EMI adoption are not ubiquitous in the thought process of all teachers and students. As regards the ideologies and compatibility, an individual has a different account that shapes his or her language practices (implementation of EMI). We intended to deal with the perceived benefits of EMI, lecturers’ and students’ compatibility, and their practice of EMI in the classrooms, which have been the regular phenomena of the lecturers’ and students’ life and which are not stagnant for all lecturers and students. With this understanding being placed, the authors tend to adopt a phenomenological approach to answer the following research questions:

1. What is the language ideology of the lecturers and students regarding the benefits of EMI in higher education institutes?
2. What are the language management strategies incorporated for the lecturers and students to develop their compatibility for adopting EMI in higher education institutes?
3. What is the remark of the lecturers and students about the implementation of EMI in the classrooms?

Participants

The private university lecturers and students whose current pedagogical functions concern EMI, constitute the participants of the study. We selected the participants based on accessibility (Creswell & Poth, 2017) and purposiveness, as Cohen et al. (2013) defined that the deliberate intervention in the sampling process is known as “purposive sampling” (p. 115). We purposively chose participant lecturers with over five years of teaching experience through EMI at the focal universities – University A and University B. Focusing on the accessibility, we had access to the universities and we verbally approached participant lecturers for their consent to participate in the study. After that, we selected the participant students who completed at least six semesters (54 credits) at the universities, indicating that they have had adequate experience in receiving knowledge through EMI. Finally, we selected eight participants (see details in Table 1 and 2) consisting of four lecturers – two from University A and two from University B – and four students – two from University A and two from University B, with the belief that such a sample size was adequate to reveal the answers to research questions, and eventually the phenomenon under this study. On a theoretical level, Creswell’s (2013) recommendation – a phenomenological study should be carried out with three to ten cases – underpinned us to select such a sample size.

Table 1

Participant Lecturers’ Information

Participant code	Experience (Years)	Highest Educational Qualification	Country of the previous degree attained	Type of university and previous educational medium in higher education
T-1	5.5	MBA	USA	Private; English medium instruction
T-2	6	M.S. in Physics	Bangladesh	Public; Bangla medium instruction
T-3	6.5	M.Sc. in Mathematics	Bangladesh	Public; Bangla medium instruction
T-4	6	Master of social sciences	Bangladesh	Public; Bangla medium instruction

Table 2
Participant Students' Information

Participant code	Credits completed	Degree program	The medium of instruction in earlier education (primary, secondary, and higher secondary)	The medium of instruction in current higher education
S-1	54	BSS in media studies and journalism	Bangla medium instruction	English medium instruction
S-2	54	Bachelor of Business Administration	Bangla medium instruction	English medium instruction
S-3	54	BSc in EEE	Bangla medium instruction	English medium instruction
S-4	54	Bachelor of Pharmacy	Bangla medium instruction	English medium instruction

Ethical Considerations

We gained access to the universities by having verbal consent from the heads, which is a common practice in this context (Numanee et al., 2020), of the concerned departments to interview the lecturers and students and conduct classroom observations. We informed the participants about the purpose of the study, how the findings of the study will be disseminated, what their rights were, their choice to withdraw from the study, how they will benefit from the study, the guarantee of anonymity, and the confidentiality of the study, as indicated by Creswell and Poth (2017). With all these being informed, our participants expressed consent for participating in the current study.

Data Collection Procedures

We undertook semi-structured interviews and semi-structured observation as instruments to answer the three research questions. The previous studies, for example, Ali and Hamid (2018), Hamid, Jahan, and Islam (2013), Macaro and Han (2020), and Rahman, Singh, Johan et al. (2020), concerning EMI undertook interviews and classroom observations, created an impetus for us to incorporate semi-structured interviews and classroom observations. We conducted semi-structured interviews with the lecturers and students. Since we aimed at understanding the language ideology related to the benefits of EMI, language management for developing the compatibility of the lecturers and students to adopt EMI, and the phenomenon of EMI implementation in university classrooms, we designed the interview questions by being preceded by the theoretical ground suggested by Spolsky (2009). For example, based on the theoretical grounds, the language ideology, language management, and language practice of the lecturers and students were revealed through the following questions (see Table 3 for details):

Table 3
Research Matrix

Theoretical framework (Spolsky, 2009)	Research questions	Source of data	The instruments for data collection	Semi-structured interview questions for students	Semi-structured interview questions for lecturers
Language ideology	1. What is the language ideology of the lecturers and students regarding the benefits of EMI in higher education institutes?	Lecturers and students	Semi-structured interview and semi-structured observation	1. What is the benefit of students as a result of English medium instruction in the classrooms?	1. What is your thought regarding the benefit of English medium instruction to impart education in the universities?
Language management	2. What are the language management strategies incorporated for the teachers and students to develop their compatibility for adopting EMI in higher education institutes?			2. What are the initiatives or courses designed to enable you to continue your education under English medium instruction?	2. What is the initiative (e.g., offering a professional development program after the recruitment) undertaken by the university to enable you for maintaining English medium instruction in the classrooms?
Language practice	3. What is the remark of the lecturers and students about the implementation of EMI in the classrooms?			3. To what extent, English is used in the classrooms for introducing a topic, discussing a topic (lecturers' lectures), continuing a follow-up discussion on the topic (students-lecturer interactions – asking for clarity regarding the contents and lecturers' instruction, repeating self-understanding, and placing self-opinion)?	3. To what extent, English is used as a medium of instruction in your lectures (e.g., introducing a topic, discussing, and explaining the topic, continuing follow-up interaction with students for further clarity, delivering instructions for engaging students in the activities)?

That was how; we intended to understand the language ideology of the students and lecturers, language management arranged for them, and language practice performed by them. Besides, we performed a non-participant classroom observation to directly observe the language practice, in other words, EMI implementation, done by the lecturers and students. These observations were focused on the segments designed in the observation protocol (see Table 1). Patton (2002) identified classroom observation as an important element to capture the life events of the participants concerning the phenomenon. Creswell and Poth (2017) also suggested the inclusion of observation as a tool for data collection in a phenomenological study. As such, we carried out a semi-structured observation to see whether the semi-structured interview data regarding EMI implementation is in line with the actual classroom practices. We performed seven classroom observations in four consecutive weeks. The duration of the classroom observation was one hour twenty minutes. We observed the classes from beginning to end following the observation protocol shown in Table 4. It means the class was also conducted for 80 minutes.

Building on the theoretical underpinnings articulated in Cooper (1989) and Spolsky (2009), the six segments were registered in the observation protocol. The language behavior of the lecturers and students was recorded. According to Cooper (1989), the lecturers influence the language behavior of the students for whom a particular MOI under the LPP is devised. As regards EMI, the lecturers remain the key players who stimulate themselves to be immersed in EMI and influence the language behavior of the students by directing them to participate in the EMI-driven learning process, as students are the recipients of the benefits volunteered by EMI. Therefore, the language practice of the students was mediated by the language practice of the lecturers. And language practice means regular, observable language choices and behaviors (Spolsky, 2009). It means that the lecturers' regular, observable language choices and behavior determine the students' regular, observable language choices and behavior. Such theoretical grounds laid the foundation for the researchers to develop the following classroom observation protocol for understanding the practice, in other words, the implementation of EMI in the classroom, which is the fundamental concern of the third research question.

Table 4

Semi-structured Classroom Observation Protocol

Teacher	
Observation No.	
Date	
Time	
Class size	
Contents / Topics	

OBSERVATION DESCRIPTION	
Segments	Notes
1. Introducing a topic or a content	
2. Discussing a topic	
3. Students' interaction with the lecturers. (asking for an explanation of the content, asking for clarity, asking relevant questions, sharing self-understanding)	
4. Lecturers' interaction with the students (simplifying the lecturers, answering to the relevant questions, and using examples)	
5. Delivering the instruction for the classroom activities (Based on the students' need, repeating the instruction of the classroom activities)	
6. The lecturers' initiatives to control students' language behavior (e.g., their reinforcement to encourage the students for using English in the classroom for eliciting the relevant interaction)	
<p>In the process of observing the lessons, the following questions were asked and reflected upon. Was EMI used thoroughly without any intervention of Bangla? If Bangla was used, how long did lecturers and teachers continue using it? What were the purposes of replacing EMI with Bangla in the classroom? Did the lecturers switch to Bangla in response to students' requests? Did the lecturers switch to Bangla, out of self-initiative, in order for the students to understand the contents? Did the lecturers frequently use code-switching?</p>	

Field notes were taken simultaneously during the observation (See Observation Protocol in Table 4) based on the six descriptors. Field notes describe what the observer had seen, experienced and thought during an observation (Gay et al., 2011). The activities of the lecturers and students at each of these stages were reported in the field notes. Since the field notes were the medium of data collection and analysis in the observation, we made it as descriptive and detailed as possible by capturing all the details about the setting and participants (Gay et al., 2011).

Data Analysis

After gathering the semi-structured interview and classroom observation data, the researchers coded and analyzed the data for emerging themes. After that, findings from the different sources were validated through a triangulation process (Miles & Huberman, 1994).

An example can shed light on how we accomplished it. To illustrate, one of the major concerns of this study was to understand the implementation of EMI in the classrooms through interviews and classroom observations. During the interviews, both the lecturers and students reported the robust use of Bangla alongside English in the classrooms to clarify the terms, new concepts, and equations. Besides, in the classroom observations, it was seen that the lecturers used a group of Bangla words sometimes to bring simplicity in their lectures. We placed these findings yielded from two sources under the same theme, “Language Practice and EMI Implementation,” to triangulate the data from various sources (e.g., interview and classroom observation). Next, the transcripts were scanned time and again for recurring themes following the coding of the data (Creswell & Poth, 2017). Once this was accomplished, the comparison between interview data and classroom observation data (field notes) was done to examine whether the interview data and classroom observation data correspond to each other. Observations were checked against the transcripts before drawing any conclusion. For instance, lectures and students reported the robust use of Bangla alongside English in the classroom for bringing simplicity to the lectures. When the classroom observations were carried out, we noted the code-switching (from English to Bangla) incorporated by the lecturers. We concluded by illuminating the partial execution of micro policy accomplished by the micro policy level. Table 5 contained the detailed information about the codes and themes enacted to the research questions of the study:

Table 5
Themes and Codes of the Data Analysis

Research Questions	Themes	Codes
1. What is the language ideology of the lecturers and students regarding the benefits of EMI in higher education institutes?	Language Ideology and Benefits of EMI	Attaining good marks in the academic journey; Pursuing overseas HE; Obtaining satisfactory jobs in the multinational companies.
	Language management and Development of EMI Compatibility	Generic learning materials of English foundation courses; Little focus on discipline; Bangla medium background created barriers; Absence of professional development programs for teachers; Teachers and students struggle to maintain compatibility in an EMI.
2. What are the language management strategies incorporated for the lecturers and students to develop their compatibility for adopting EMI in higher education institutes?	Language Practice and EMI Implementation	Use of Bangla alongside English in the classrooms to bring simplicity in the lectures; Key terms and theories often entail Bangla during the discussion.
3. What is the remark of the lecturers and students about the implementation of EMI in the classrooms?		

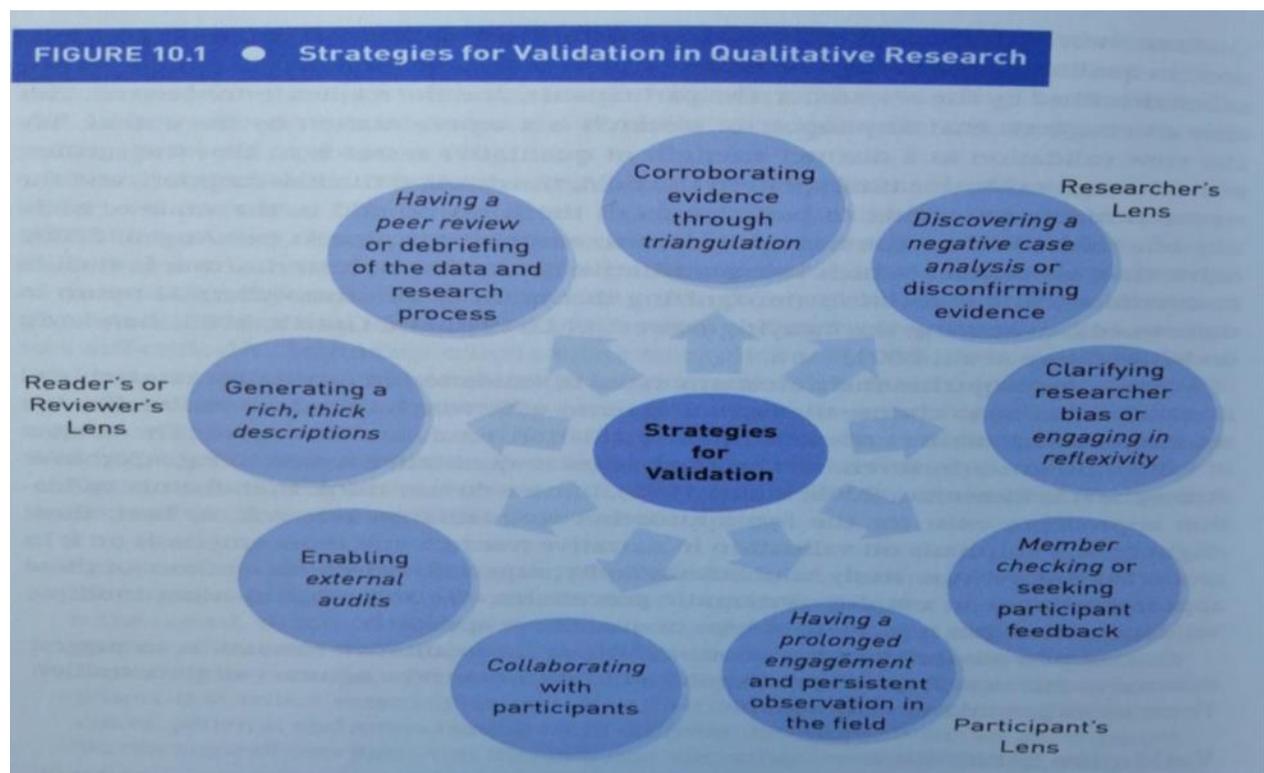
Trustworthiness

The researchers intended to avoid leading or personal or sensitive questions during the process of data collection and stored the data in a safe and secure place for future usage. The current study documented and interpreted data from multiple perspectives. The researchers also allowed the participants to assess the consistency of interpretation and reporting of the data.

Furthermore, the issue of validation was performed watchfully. Creswell and Poth (2017) described the validity of the qualitative data from three perspectives (see Figure 1 for details).

Figure 1

Strategy for Validation in Qualitative Research



Notes. Creswell and Poth (2017, as cited in Karim, Reshmin, Kabilan, Shahed, Rahman, & Singh, 2020, p. 3696 and Karim, Ahmed, Shahed, Rahman, & Mohamed, 2019, p. 2469)

We used multiple data collection tools (e.g., semi-structured interview and semi-structured observation) to activate the methodological triangulation of the data available in this study for establishing the rigor and validity of the qualitative study. In the results, the negative results yielded in other literature and the results delved in this study were acknowledged. Among the four authors, three belonged to the context where the study was conducted, and they exhibited no personal interest in the study since they had no personal relationships with any of the participants.

We stated researchers' bias in the "The context and The Researchers" section. Moreover, we explained the ethical points in the "Ethical Considerations" section. A brief overview of the context, the participants, data collection procedure, data analysis, and validation were also articulated clearly. We also carried out prolonged classroom observations. We also sought the participants' feedback on the transcription of the interview data.

Findings of the Study

Language Ideology and Benefits of EMI

The students admitted the benefits of EMI. Ranging from attaining good marks in the academic journey and pursuing overseas HE to obtaining satisfactory jobs in multinational companies, they accepted the inevitability of EMI in the current education system in which they have been immersed. S-1 reported, “EMI at present is undeniable...when pursuing education abroad, we shall have to cope with this. Therefore, the habit formation in receiving education through EMI in undergraduate programs will benefit us undoubtedly.” Similarly, S-2 and S-3 defined the benefit by saying, “...at least we have an opportunity for exposing ourselves to English medium education that lays a foundation for the development of our English proficiency,” which they had not been familiar with before enrolling in HEIs for their bachelor. It is worth mentioning that the participant students were the recipients of Bangla medium education from primary and secondary schooling to intermediate (higher secondary) level education for twelve years. S-4 put forward, “today's immersion in EMI would later facilitate us to avail good jobs in global companies.” The excerpts of the students revolved around the materialistic benefits – which they believe would appear in their future – attached to EMI.

The responses of the lecturers were also inclined to the empowerment created through EMI-driven education concerning the job prospects. For instance, T-1 elaborated on the benefit of EMI mentioning the “improvement of English language proficiency especially in speaking segment,” which would “equip the students to face interviews at the job market in the globe.” Likewise, T-2 and T-4 highlighted the benefit of EMI as associated with building communicative competence in English. According to them, “...speaking, understanding, and communicating in English...the world will be open for the students.” T-3 furthered, “every company global company looks for people...good in English.”

The responses of both the lecturers and students suggested that EMI is an instrument that creates the global job market permeable for the students. EMI, in our polity, is perceived as a tool for students to be content with English proficiency with an unequivocal focus on the development of spoken English ability. In our polity, people are sensitized by the economic need for English. A superfluous emphasis on learning English has been noticed, which sometimes outperforms the importance of acquiring knowledge. EMI is a medium to teach academic subjects in English, not teaching English itself. The emphasis on EMI or English through EMI was found to contain no connection to the acquisition of knowledge that perhaps is a must to produce citizens who can be conducive to the nation-building process. When lecturers, as we understood through interview data, highlighted the importance, process, and eventuality of learning English, it could be perhaps must be misleading information disseminated by the lecturers. Lecturers could connect the importance of EMI to the knowledge-building of the discipline contents.

Language Management and Development of EMI Compatibility

We administered a question to know about the initiatives taken by the universities to familiarize the students with the EMI pedagogy. Participant students acknowledged the support they received from the university in the initial semesters through English Foundation courses. They admitted the immense effort of the teachers to develop their English reading, writing, listening, and speaking skills through interesting learning materials. These are the courses designed by incorporating the materials that are not enacted to their discipline contents yet more connected to life skills. S-1 exemplified, “a text for learning reading comprehension titled

Skills Required for a Job is generating the ideas related to the professional concerns...helpful for us but no connection with my area, that is, Electrical and Electronic Engineering...therefore, I found no information related to my major area.” The learning materials of the English foundation courses could have been designed encompassing the reading texts, writing activities, listening contents, and speaking topics that are related to their discipline contents so that students would have got more benefit from these.

We also added a relevant question to learn students’ opinions regarding their compatibility to perform in the EMI in the classrooms. Students’ responses suggested they have been in a struggle to maintain compatibility in an EMI-driven education system. Receiving their education through BMI for twelve years and suddenly switching to EMI created a strong barrier for them to continue their university education. “Still, I am struggling to keep pace with this learning style in which the medium for knowledge transmission has been taken place in a language that concerns my limited exposure,” S-1 reported. The same is the case for S2 and S3. In the initial semesters (first, second, and third), students have been offered with “English Foundation” courses where the emphasis was drawn upon developing reading, writing listening, and speaking skills, yet S-2 claimed the existence of “the inadequacy of these courses” to accomplish her preparedness for EMI. S-3 added, “I carry a dictionary with me to find out the meaning of the unknown words articulated in the teachers’ lectures, but it slackens my learning process.” S-1, however, concluded her statement by saying, “the situation is much better now in comparison to the early days. I am hopeful...able to develop compatibility for EMI...although difficult for a BMI background student.” S-4 concluded the response:

It takes a bit of time to fit...still struggling...BMI-oriented earlier education is negatively affecting...it takes time to get used to making frequent communication in English. Sometimes it seems scary, and I don’t have the confidence...feel shy to ask questions to teachers. The English foundation courses partly helped me get out of the initial EMI-yielded trauma and eventually I try to be vocal in the classrooms nowadays...yet the native-like accent or proper pronunciation, which some of my EMI background peers have and they remain vibrant in the classroom interactions, I often silence me from responding in front of them because of not being laughed at. In short, I can partly understand the lecture and our study materials yet communicating with the teachers and peers in English is the real problem.

The limited exposure to English in terms of practice and tool for knowledge acquisition in early education has been cited as a major hindrance for most of the students, leading to an initial lack of confidence and compatibility to use the language. However, the excerpts of the students indicated their struggle, confidence, and hope to shape their compatibilities to maintain a successful education under the stipulation of EMI.

As regards lecturers’ opinions subject to the same concern, diverse responses were gathered. T1 opined that he has been capable of sharing knowledge in the classroom through EMI. He cited the “English medium background” as a resource that stimulates him to perform well. He explained, “I completed graduation and post-graduation from abroad where I had received education through the means of EMI,” created a readiness for him to practice EMI in teaching. Yet, T-2 and T-3 found themselves in the spot of bother due to EMI provision since their prior educational experience regards Bangla medium background. They defined the status of themselves as, “being insisted to teach through EMI,” and they do not advocate “the sole use of English in the classroom,” yet they have to maintain it. With these being stated, all the participant lecturers, based on their experiences, were of the same view that, “EMI acts as a stumbling block that drastically precludes transmission and acquisition processes of

knowledge” for them and students because they encounter difficulty in teaching and learning through EMI. Subject to the professional concern, T-3 distinctively reported:

After my university graduation, I was employed to teach in the university. I was not provided with any sort of training or teacher development program that might empower me to transfer content knowledge by simplifying the concepts or terms when I lecture.

T-1, T-2, and T-4 also endorsed the paucity of the teacher education program, which they felt is highly essential in EMI settings in order for carrying out classes through the means of EMI.

Language Practice and EMI Implementation

We explored to learn the opinions of the lecturers and students regarding the practice of EMI in their classes. The remarks of the participant students suggested the robust use of Bangla alongside English in the classrooms. Since the students were in their 6th semester and they were enrolling in the courses that encompassed the discipline contents, they talked about the status of EMI in terms of practice in the courses of their major areas. For instance, S-2 articulated, “...courses such as math and physics have mixed use of Bangla and English” with the need for “clarifying the terms, new concepts, and equations.” Although the MOI-related stipulation concerns EMI to be in practice, S-3 claimed some teachers prefer to conduct classes entirely in Bangla. In contrast, S-1 reported the use of EMI “in maximum classes...yet Bangla is also used sometimes in classes for asking critical questions to the teachers and teachers tend to respond in Bangla for bringing clarity in students’ understanding.” The preference of the content teachers to speak in Bangla has been highlighted in S-4’s elicitation, “...they speak Bangla more than English.” These instances happen when students raise queries and teachers need to simplify the bookish words or concepts and place examples, and they tend to switch to Bangla.

Interview data was also yielded from participant lecturers regarding the nature of EMI practices, indicating that they collectively accorded the use of Bangla alongside EMI in the classrooms. As T-1 answered, “I have to follow the instruction circulated by the university hierarchy, and I also need to make the contents understandable for the students,” which was commensurate with the responses of T-2, T-3, and T-4. It informed us about the partial execution of macro policy accomplished by the micro policy level. Yet T-2 argued, “students request us to lecture in Bangla, and consequently, we bring Bangla back in our discussion,” yet “sometimes because of the monitoring of the vigilance team” - a group of teachers assigned to observe the classes or a faculty member from same or different department assigned to observe the classes (typically known as peer observation) and report to the concerned dean, head, or director of the school, department or institute - “I cautiously avoid switching to Bangla.” At that time, as T-2 maintained, “I have to compromise the students’ learning...I can see the blank faces...but have to abide by the rule set by the university.” T-3, differently, propounded, “In the initial days of a semester, I try to lecture thoroughly in English with the belief that if the teachers do not... how can they ask students to use English in the classroom.” Such an action of her, as she maintained, is a kind of “tool for excelling students’ motivation.” However, she mentioned, “when I realize or when students request...I switch to Bangla.”

The interview data suggested the defensive nature of the lecturers subject to the practice of EMI in the classrooms, provided the prevalence of the fear of being inspected. It means even when it is required to use Bangla for rendering a better understanding of the students, they consciously resist the use of Bangla due to the presence of the observers. At that time, students are compelled to learn or understand little at the cost of the lecturers’ professional concerns. It

also indicates that the use of EMI works as a safeguard for them to be impressively reported in the observers' forms (a form carried by the observer(s) when they visit the classes). To sum up, EMI is eloquently practiced during the lectures when the observers are present. Otherwise, the lecturers tend to incorporate both Bangla and English in their lectures. Students reported that teachers use to code-switch from English to Bangla frequently, which is congruent with the responses of the teachers.

The classroom observation data pertinent to this concern suggested lecturers use Bangla alongside EMI; for instance, a group of words in Bangla to clarify the concepts for the students. They tried to bring simplicity into their lectures. It seemed to us that they often ran out of the vocabulary to simplify the information shared through lecture slides. In such cases, Bangla was put into practice. Besides, when students were assigned to the group works (each group consisted of 5/6 members), they started speaking in Bangla for interaction. There were some groups in which the discussion continued in English but surprisingly two among the five members were found active; others remained silent. After the classroom observations, we asked the background of two categories (who spoke and who remained silent) informed that the silent ones belong to Bangla medium background while the active ones belong to the English medium background. This is congruent with what our participants reported under the theme about "compatibility," which notified that the hegemony of native-like accent and pronunciation, and approach of the English medium background ones silenced their Bangla medium counterparts.

Discussion

Teachers and students are perceived as the crucial factors involved in the LPP implementation (Cooper, 1989), especially their roles for EMI policy implementation are inevitable. Precisely, as Ellsworth and Stahnke (1976) stated, teachers' identity concerns "formal elites," who attribute the responsibility to drive the other actors like students, towards the pedagogical implementation of EMI and reap the benefits of EMI. The current study delved into the language ideology (Spolsky, 2009) of these two actors (i.e., lecturers and students) subject to the benefits of EMI, which is attributed to English language proficiency and eventually be the participants in the global market. The findings of this study are commensurate with the growing number of studies concerning EMI in countries such as China (Botha, 2015; Hu & Lei, 2014; Rose et al., 2020; Tsui, 2018), Japan (Bradford, 2016); Malaysia (Ali, 2013; Ali & Hamid, 2018), Bangladesh (Rahman & Singh, 2019), Italy (Costa & Coleman, 2013) and Hong Kong (Evans, 2017), which also reported the benefits of EMI associated with attaining English language proficiency and obtaining good jobs. Yet according to Macaro (2018), "EMI refers to the observable facts that it is an academic subject other than itself being taught in English and that English is an L2 for the majority of the students and typically for the majority of the teachers" (p. 154), illuminating that acquiring the knowledge about discipline content through English was ignored by the participants in this study. Macaro (2018) identified EMI as a tool to deliver content knowledge, with no prior objective to develop the English language proficiency of the students. With a similar token, we argued that EMI means the English medium through which knowledge is imparted in the classroom, answers are written by the students in the examination, and learning materials, that is, books and other resources, are prepared. Under no circumstances, should achieving English language proficiency by the eventuality of EMI.

Now the question is why our lecturers and students were biased toward attaining language proficiency when the discussion regarding the benefit of EMI was in place. To answer this, we would like to draw attention to our education system that does not aim at producing knowledgeable citizens but to engender skilled citizens who would later contribute to the service sectors. In short, our education system is producing a skilled workforce for both local

and global service sectors. The students who usually enrolled in private universities belong to a relatively high social class, and they contain effective social links, smartness. If language proficiency gets added to these, these graduates would be able to serve in the service sectors. On top of that, our nation does not run by utilizing its knowledge, which means that it does not impart the kind of education, in other words, knowledge, which can generate the directives to run the nation. The country generally hires knowledge and technology from abroad to run the nation. For instance, the upper run management of the maximum corporate houses is recruited from overseas. Our graduates aspire to be content with the skills to serve in the service sectors solely. With such a reality being prevailed for decades, our students developed a mindset regarding the level they can reach at best. They are cognizant that English would enable them to apply their skills in the service sectors. That is why we pertinently put forward that the knowledge of English is a prerequisite for the jobs - that require skills – in the global economy. Moreover, the career aspiration in our country is earning- or money-driven not knowledge-driven. Thus, obtaining good jobs in both local and global service sectors remains enacted to the benefits of EMI, as argued by the participants.

Focusing on language management (Spolsky, 2009), we have seen the initiatives undertaken by the universities to empower the actors, that is, lecturers and students (Cooper, 1989). By offering some EAP courses in the initial semesters, the universities attempted to develop students' compatibility to keep pace with EMI-directed learning. Yet the courses are more generic and boast limited success to fulfill the required growth of knowledge in English subjects of their major areas of studies. Except for a few schools and colleges situated in the capital city and other city areas, most of the Bangla medium schools and colleges do not even encourage their students to use English in the English classes (Rahman, Singh, & Fersi, 2020). Most of the students in EMI universities fit the same profile. Suddenly expecting students to immerse themselves in and become fit for EMI in the universities after their Bangla medium-driven prior education, is undoubtedly a wrong inclination. Yet universities have been attempting to appease students' initial sufferings by offering English foundation courses, with the belief that these would empower them to survive the initial impact engendered by EMI. However, we argue that these courses are inadequate to address the students' needs. Why are we claiming so?

The answer is, the students from multidisciplinary departments or schools (i.e., EEE, CSE, BBA, or English) are offered the same courses for improving the English proficiency required for their academic purposes. These EAP (English for Academic Purpose) courses might have limitations to facilitate the students from diverse major areas. We ascertain the needs for ESP (English for Specific Purpose) courses that entail much attention to content students with the preparation, which is necessitated for complying with the EMI-mediated education. To elaborate, BBA students should be taught English reading skills through case studies subject to business. Eventually, the registered vocabularies attached to their major areas would be covered. The same strategy can be applied to students who belong to other schools or departments as well. Only then, an effective outcome of English foundation courses will be observed by the students. Similarly, the lecturers recruited in the private universities are mostly graduates from public universities, and they received education through BMI, belittling their compatibility to maintain EMI in the classrooms. After getting employed, these lecturers have no opportunity to undergo a professional development program to develop a readiness for adopting EMI.

This is a phenomenon not only associated with the focal universities but is also ubiquitous in other private universities. We argue that the practice and purpose of English in most of the schools and colleges is confined to attaining good scores in the high-stakes English language testing in secondary school certificate and higher secondary certificate examinations (Karim & Mohamed, 2019; Karim, Ahmed, Shahed, Rahman, & Mohamed, 2019; Islam,

Hasan, Sultana, Karim, & Rahman, 2021). The students, parents, school, and college authorities, and teachers have a shared aim that entirely focuses on achieving a good result. As such, English language learning at the primary, secondary, and higher secondary levels is much worst. Consequently, a visible learning gap has been observed. For instance, the education and examination systems drive students to memorize things like a paragraph, essay, or composition, instead of equipping them with the techniques and strategies to write paragraphs, essays, and compositions by own effort. It means that multilayered complications are associated with the 12-year-education of the students before enrolling in the universities. On the one hand, the Bangla medium education, and on the other hand, result-oriented learning of English precludes students to cope up with the EMI-mediated education. Rahman, Singh, and Karim (2020) also reported that the poorly explored learning of English prior to university admission yields difficulty for students to be habituated with EMI during university life. The concerned body of the HEIs should take into account the issue delved here and strive to strengthen the language management (Spolsky, 2009) by introducing ESP courses that would equip students for earning knowledge related to their major areas.

Furthermore, teachers, being one of the actors involved in EMI implementation (Cooper, 1989), also suffer from a lack of compatibility for integrating EMI in the classrooms. We reported the lack of initiatives in language management (Spolsky, 2009) level. To illustrate, immediately after being recruited, lecturers are directly sent to the classrooms to teach through EMI. There are a shortage of professional development programs or short-time teacher education programs that could stimulate the lecturers' compatibility for EMI to witness the properly executed ground reality. The findings suggested that our lecturers, for the most, received their education through Bangla medium; suddenly employing them in the private universities and asking them to maintain EMI in the classrooms of HEIs may not be the proper approach espoused by the concerned authority. With such demography, they are bound to exhibit limitations in implementing EMI in the classrooms. Lecturers' poor proficiency can be held accountable for dismantling the implementation of EMI. This happened in Malaysia as the lecturers themselves received their education through Bahasa Malaysia (BM) as a language of instruction. Due to this, there was a generation emerged who are university graduates by being immersed in the learning process through BM (Gill, 2005). And when they attempted to teach in EMI classrooms, they felt uncomfortable due to their limited exposure to English. He and Chiang (2016) also reported a similar issue enacted to EMI compatibility in China. They elucidated that the compatibility of the teachers regarding EMI was faltering in Chinese HE due to teachers' language difficulties, resulting in a poor interaction between the teachers and students. Before that Hu and Lei (2014), and Hu et al. (2014) yielded similar findings reporting that insufficient command of English precludes teachers from developing discursive construction of knowledge.

Subject to the language practice, in other words, implementation, of EMI the LPP framework suggested by Cooper (1989) delineated the involvement of various actors, that is, teachers and students, who carry forward the fundamental responsibility for the implementation of EMI. On a pragmatic level, as suggested by numerous pieces of literature, the language ideology (Spolsky, 2009) and/or beliefs of the teachers and students play an influential role to put LPP especially EMI into practice (Doiz et al., 2013; Fanton-Smith & Gurney, 2016; Hamid, Jahan et al., 2013; Rahman & Singh, 2019). The language ideology of the lecturers and students, as observed in this study, was subject to achieving an ability to participate in the global market through the means of English language proficiency. As such, we can understand the driving force, e.g., being a part of the global market by being proficient users of English, which is believed as instrumental for the lecturers and students to assure language practice (Spolsky, 2009) in the classrooms. However, the findings of the current study related to the language practice indicated that lecturers and students used Bangla alongside English in the

classrooms for serving a better understanding for the students. Rahman, Singh, and Johan et al. (2020) also unveiled the same scenario of language practice in EMI classrooms in Bangladesh. The code-switching phenomenon has been substantiated in the works of other studies such as Hu and Lei, (2014). Other studies, for example, Haidar (2019), Huang (2018), Hu and Lei (2014), and Kim and Tatar (2018) that focused on the practice of EMI in HE scenarios also reported the practice of the native language alongside English in the classrooms. Yet the lecturers claimed the rigorous use of EMI in the classroom during the presence of the observer, with the thought that they might be penalized as using Bangla is subject to strict disciplinary actions. It means that sometimes using L1 in the classrooms to comprehend students' understanding is a sinful act of the teachers. That is why the use of the mother tongue in EMI classrooms often generates a feeling of guilt for both the lecturers and students (Creese & Blackledge, 2010). In such a situation, students become the victim of circumstances as EMI alienates them in the classrooms. On a factual point, Freire (1970) stated that such a kind of education system silences students and challenges the accomplishment of their learning. A similar concern has also been shared by Sultana (2014).

We argue that as HE in the private universities is imparted through EMI, the quality of education has been compromised. Most importantly, the nation exhibits limited success in inculcating EMI in HE. If we even focus on English literature which is a major area for higher studies, the books, written by the prominent writers of English literature, have observed no publication of the Bangla – translated version yet. It means that the nation is yet to imbibe English medium education. Citing Freud, we want to use the term “perversion” to define the perception – no education can take place without English – which is possessed by the proponents of EMI. Besides, teachers themselves are equipped with little proficiency in English. Given the prevalence of this controversy, we want to question how the teachers are going to maintain EMI in the classroom. Moreover, our students do not feel as compatible to keep pace with the placement of EMI in the classrooms. We, on a logical ground, want to draw attention to the language management (Spolsky, 2009) level, arguing that the arrangements for teacher professional development programs and the English foundation courses for students, which are the prerequisites and prime concerns for the meaningful implementation of EMI, remain absent in this polity. Unarguably, the existence of such a reality precludes the adoption of EMI in privately-run HEIs. We firmly believe that language ideology and language management cater the language practice. On an ideological ground, our actors, that is, lecturers and students, maintain the necessity of EMI in HE. Yet, at the language management level, the micro policy initiatives have been found absent. Thus, language practice has been suffering in the pedagogy. Spolsky (2009) defined language practice as regular, predictable, and observable linguistics choices and behaviors of the university authority, teachers, and students. Again, Spolsky (2009) drew our attention to the fact that language ideology affects and influences language management and language practice. Concerning the context of this study, the language ideology of the university authorities concerns the benefit of EMI in HE, and that is why EMI has been adopted. Yet, their actions for language management are not manifestly observed, meaning that inadequate supportive measures have been taken to educate teachers and equip students for the sustainable implementation of EMI. Eventually, language practice has not observed success in the classrooms. Rahman, Singh, & Karim (2020) also reported the shortcomings associated with the macro policy initiatives, resulting in difficulties for continuing education in EMI.

Limitation and Conclusion of the Study

The foundation of the current study was laid by the semi-structured interview and classroom observation data from the lecturers and students by adopting a phenomenological

study. The voice of the senior professors who have been teaching in universities for a long time remained unexplored in this study. Concerning the EMI phenomenon, large-scale research should be conducted regarding the language ideology and language practice of the associate professors and professors of science, arts, and business faculties in order to unveil the reality associated with EMI. Such a study might inform the extent to which EMI is sustainable in this polity.

Yet the current study is a testimony of the language ideology related to the benefits of EMI, language management for developing the compatibility of the lecturers and students to adopt EMI, and the phenomenon of EMI implementation in university classrooms. In other words, we unveiled what is happening in the polity where EMI has been adopted in privately-run higher education institutes. The number of students pursuing education in private universities under EMI provision is 398737. We claim that EMI causes multiple challenges for such a big portion of the recipients of HE. Besides, the content lecturers also experience difficulties in conducting the classes by thoroughly adopting EMI. With such phenomena being unfolded, we called for effective measures to be taken by the private universities to either make lecturers and students compatible to maintain EMI or adopt bilingualism to be practiced in the classrooms.

On a practical level, private universities should strengthen teacher education programs for the lecturers of the discipline contents. Teacher education programs must integrate EMI so that newly recruited lecturers can have training based on content teaching as well as how this teaching can be done through EMI. The process of simplifying bookish ideas or concepts should be informed to the lecturers through such programs. In addition, a certification program can be arranged for the lecturers to certify them as EMI-lecturers. Recruiting lecturers with good results achieved from the public universities and assigning them to maintain EMI in private universities became an absolute injustice for them. We claim a fresh graduate needs training and adequate support to empower himself or herself for imparting knowledge. Not only EMI but also other pedagogical factors are prevailing, which should be properly notified to the novice lecturers.

Furthermore, English foundation courses should entail the contents from the relevant fields. With these being designed, for example, the BBA students will not only cover English reading, writing, listening, and speaking skills but also, they would have the opportunity to encompass the registered vocabularies and ideas related to business studies. For this to take place more effectively, the department-wise division of the students in the sections of English foundation courses should be accomplished. For instance, EEE students have sections where the learning materials would concern their major areas. The same strategy should be applied for Law, CSE, BBA, MMC students as well to avail the ultimate benefit of English foundation courses. Moreover, such a strategy can also bring motivation for the students.

Based on the findings of the current study, we recommended that what can be applicable and congruent with the need is the device of bilingual MOI policy. Since English is still primarily used to access and produce knowledge in HEIs, it is perhaps appropriate to say that the primary role of English in BD is the role of library language. Therefore, the MOI model in Bangladesh may be informed by the theory of bilingual education (Cummins, 2008) in the private universities, in which Communicative Academic Language Proficiency (CALP) should be prioritized over Basic Interpersonal Communication Skills (BICS). When students' CALP is developed in the L1, it can be a resource rather than an obstacle in HE. The Cognitive Academic Language Learning Approach (CALLA; Chamot, 1995) can be considered to promote language learning and cognitive development at the same time. As such, L1 and L2 can complement each other in HE where trans language practices can be an alternative to serve a balanced bilingual education. Wei (2018) advocated the idea with the argument that several educational contexts observe the effectiveness of translanguaging since the students of these

contexts undergo the MOI, which is not their mother tongue, in their respective HEIs. By deliberately breaking the artificial and ideological division between target versus mother tongue languages, translanguaging has been instrumental to both the teachers and learners and is a potential element in the pedagogy to generate meaning so that the knowledge becomes enriched (Creese & Blackledge, 2015).

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