

# **Toward a Bilingual Medium of Instruction in Higher Education: Bangladesh Perspective**

**Pratap Datta\***

*pratap7datta@gmail.com*

## **Abstract**

*The monolingual medium of instruction is now a great challenge in higher education in Bangladesh as about 62% students are obtaining higher education at private universities which mandate English to be the sole medium of instruction. In fact, most of our private university students having low/no communicative competence of English remain silent in the classes because of this English-based monolingual medium of interaction. Even they struggle a lot to secure a minimum grade in their courses because of their incapability to acquire the proper knowledge from class lectures. The higher education obtained by students through the present pedagogic practices at our private universities shockingly indicates that the effective learning is still a far cry. Therefore, it is high time we should focus on English as the monolingual medium of instruction in our higher education. In this regard, the present study has been conducted to investigate the phenomenon of our higher education in the context of 10 private universities with a view to bringing some empirical suggestions to reach the goal of effective learning. A descriptive group study has been adopted as research method to carry out the study. In case of data collection, both observational and non-observational techniques have been used. Among the observational techniques, class observation have been chosen, and observed 20 classes on the basis of an observation checklist. On the other hand, among the non-observational techniques, questionnaires were distributed and interview was taken. Along with taking interviews of 20 teachers of the selected universities, questionnaires were distributed to 60 students. The findings of the study call for a bilingual medium of instruction where along with English, the judicious use of Bangla must be ensured to facilitate the effective learning of our students having little exposure to English at their primary, secondary and higher secondary levels.*

**Key Terms:** English as the medium of instruction, judicious use of Bangla, bilingual medium of instruction

---

\* Lecturer, Department of English, The People's University of Bangladesh

## **Introduction**

In the name of globalization, 'English has been marketed as the language of development, modernity, and scientific and technological advance' (Phillipson, 1992: 11) all over the world. Though the dispute on the role of English as a 'lingua franca' or a 'killer language' (Chang, 2010) is still going on, the adoption of English as a medium of instruction in higher education seems to become a global trend. To cope with this global trend, a number of public universities and all private universities of Bangladesh have adopted English as their sole medium of instruction. But this adoption of English, as the monolingual medium of instruction, creates 'a dissonance between the pedagogic practices of these universities and the students' linguistic competence' (Sultana, 2014) as most of the students come from Bangla-medium background.

Certainly this dissonance is one of the major barriers for our universities, especially, private ones to create the 'English-only' environment in the classroom. In this regard, Suchana (2014) has rightly observed that the 'mixing of Bangla and English is a very common scenario in Bangladeshi classrooms'. She asserts that as a consequence of being bilinguals, both teachers and students tend to use Bangla in the classroom. Moreover, Islam (2013) has observed that majority of the students wish Bangla to be used in class-lectures for understanding their course materials better. All these have provided the background of this study to bring into forefront the necessity of a bilingual medium of instruction, where Bangla would be used judiciously along with English, for ensuring effective learning in higher education offered at the different private universities in Bangladesh.

On the other hand, most of our students face a linguistic transition when they get admitted to universities as they complete a period of twelve-year education in Bangla-medium schools and colleges. This linguistic transition, from the 'Bangla-only' environment to the 'English-only' environment, makes most of the students demotivated, and even sometimes affects their whole life as well as their career. The present study is an endeavor to explore the overall impact of this English based monolingual medium of instruction on our private university students having low/no communicative competence in English, and to find out a pragmatic way to reach the goal of effective learning. Moreover, my study seems to be rational as Sultana (2014) claims that 'research on the effect of the medium of instruction in higher education in Bangladesh is . . . timely and important'.

## **Literature Review**

### **Medium of Instruction in Higher Education in Asian Countries**

Following European countries, many Asian countries have already adopted English as a medium of instruction for higher education (Nunan,

2003). However, the South Asian countries, such as India, Singapore, Malaysia and Hong Kong, have adopted the English based monolingual medium of instruction mainly to maintain their colonial legacy (Altbach, 2004; Balla and Penning, 1996). On the other hand, in China, Japan and Korea, English has been adopted as a medium of instruction to internationalize their higher education (Tsuneyoshi, 2005; Lassegard, 2006). Besides, as in many periphery English speaking countries, the adoption of English as a medium of instruction in higher education in Taiwan is directly linked with 'academic internationalization' (Chang, 2010). In case of Bangladesh, though the public universities do not mandate English as the medium of instruction, all private universities adopt English as the sole medium of instruction (Sultana, 2014).

### **Consequences of English Medium Instruction in Asian Countries**

It is true that the periphery English speaking countries of Asia have adopted English as the medium of instruction to internationalize their education system, but Tsui (1996) shockingly observes that 'English has remained a source of failure, frustration, and low self-esteem' for many students in Asian countries. In case of Philippines, Tollefson's (2000) inspection is that English as the medium of instruction causes tension and social division between English speaking elites and 'Englishless masses'. According to Bhatt (cited in Sultana, 2014), the colonial legacy of English in India has formed a 'social-linguistic apartheid, i.e. legalized segregation ... [and] sociolinguistically based inequality'. On the other hand, Sultana (2003) claims that in Bangladesh, English segregates the people, who have low/no communicative competence in English, from those having good command in English. Moreover, Nunan (2003) observes that English, as the medium of instruction, creates division and discrimination between the 'haves and have-nots and city and rural area dwellers' in the countries of the Asia Pacific.

### **History of Higher Education in Bangladesh**

The higher education in Bangladesh has a colonial legacy as the British rulers initiated higher education in this territory in the 1920s with the establishment of Dhaka University (Kabir, 2012). When Bangladesh was known as East Pakistan, Bangladesh (formerly East Pakistan) Agricultural University and Jahangirnagar University were established respectively at Mymensingh in 1961 and at Savar in 1970 (Islam, 2012:7-8). In the independent Bangladesh, the first university named Islamic University was established at Kushtia in 1986. At present, in total, 38 public universities are providing higher education in Bangladesh. However, before 1992 the 'public universities were the only places for higher education' (Rouf, 2012) in Bangladesh. Afterward, with the implementation of the Private University Act-1992, the private universities started mushrooming in different areas of

Bangladesh, and by now we have in total 94 private universities which offer higher education to about 62% students.

### **English in the Education System of Bangladesh**

The education system of Bangladesh, according to Khan and Akter (2011), is divided into three stages – primary education, secondary education, and higher education. The primary and secondary education is offered in two types of institutions – in the government and nongovernment Bangla-medium schools and colleges, and in the English-medium private schools. On the other hand, both public and private universities offer higher education in our country. However, in our primary and secondary stages of education, English is found in two forms — English as a content-based subject in the Bangla-medium schools and colleges, and English as the only language of academic discourses in the English-medium schools (Banu and Sussex, 2001; Sultana, 2014). In case of higher education, according to Rahman and Hossain (cited in Suchana, 2014), English is found as the monolingual medium of instruction at a number of public universities, and almost in all private universities in Bangladesh.

### **Necessity of a Bilingual Medium of Instruction in Higher Education**

Though all private and a number of public universities mandate English as the sole medium of instruction to cope with the global academia (Sultana, 2014), as a teacher, has observed the constant sufferings and emotional turmoil of the students in the ‘English-only’ environment of our universities. More specifically, in case of our private universities, as ‘[t]he majority students ... come from Bangla medium schooling with inadequate competence in English’ (Mirza and Mahmud, 2012), Rauf (2012) observes that they suffer a lot for this linguistic transition from ‘Bangla-only’ environment to ‘English-only’ environment. On the other hand, Islam (2013) points out that most of our private university students prefer a bilingual medium of instruction, where Bangla would be used judiciously along with English, for understanding of their course materials better. Moreover, Suchana (2014) claims that ‘it is not pragmatic to use English all the time when learners’ understandings or internalizations get priority’.

### **Methodology**

#### **Research Method**

The descriptive group study absorbing a set of techniques ‘to establish the existence of phenomena by explicitly describing them’ (Seliger and Shohamy, 1989: 125) was adopted as the research method to conduct the present study. It was considered as the appropriate research method for the present study which aimed at bringing some empirical suggestions to reach

the goal of effective learning by describing the existing phenomenon of our higher education in the context of selected private universities.

### **Research Sites, Time and Participants**

The research sites of the present study were 10 private universities in Dhaka. The study was conducted during the Fall trimester of 2014. The participants were 20 teachers of the selected universities, and their 60 undergraduate students of various departments, such as Business Administration, Tourism and Hospitality Management, Computer Science and Engineering, Electrical and Electronics Engineering, Pharmacy, and Economics. Among the teachers who contributed to this study, only 6 were from English-medium background, and the others from Bangla-medium. On the other hand, among the students 56 were from Bangla-medium background and only 4 from English-medium background.

### **Data Collection Procedures**

The study used both observational and non-observational techniques for data collection as Bryman (2004) and Gall, Gall, and Borg (2007) advocate for using both the techniques in descriptive group study. In particular, class observation, questionnaire survey and interview were chosen as data collection tools to conduct the study. First, on the basis of an observation checklist (Appendix A), in total 20 classes at different departments in the selected universities were observed by the researcher and another selected observer to get a 'first-hand account of the phenomenon' (Merriam, 1998: 94). Afterwards, the copies of the questionnaire (Appendix B) were distributed among students to get the quantitative data regarding their views about the English based monolingual medium of instruction followed by their universities. On the other hand, a total of 10 structured, semi-structured and unstructured interviews were conducted with the teachers either individually or in a group to get their more personalized responses to English based monolingual medium of instruction in higher education. In this regard, the structured interviews were conducted on the basis of a list of preplanned questions in a fixed order (Appendix C), the semi-structured interviews were taken with the help of a list of predetermined questions (Appendix D), and the unstructured interviews were conducted on the basis of a rough checklist (Appendix E).

### **Data Analysis**

The present study employed both qualitative and quantitative methods of data analysis. First, the quantitative findings collected through the questionnaires were tallied and analyzed through frequency counting and percentage computation. Secondly, the qualitative data collected through class observations and interviews were also analyzed for understanding the classroom culture of the higher education. Afterwards, 'data preparation'

(Merriam, 1998) was completed by using the Microsoft Word and Microsoft Excel programs in order to prepare a database. Then, numerous visits to the database were made to analyze the existing phenomenon of using English as a monolingual medium of instruction in higher education at private universities in Bangladesh.

## **Findings**

### **Reasons for Adopting English as a Medium of Instruction**

The data collected through the questionnaire survey and interviews bring into forefront some six reasons for adopting English as a monolingual medium of instruction in higher education offered at private universities in Bangladesh. The findings regarding the reasons behind adaptation of English as medium of instruction are listed in the following table.

**Table-1: Reasons for Adopting English as a Medium of Instruction**

STATEMENT	TEACHERS (N = 20)		STUDENTS (N = 60)	
	Agree	Disagree	Agree	Disagree
Because of the status of English as a global language	100%	0%	95%	5%
To internationalize higher education offered at private universities in Bangladesh	95%	5%	90%	10%
Because of the dominant power of English in the present world	100%	0%	95%	5%
To make students more competent for local and global job markets	95%	5%	90%	10%
To develop various skills and sub-skills of English language of the students	75%	25%	80%	20%
For the availability of the English texts and course materials	60%	40%	75%	25%

The table shows that 100% teachers and 95% students believe that the status of English as a global language, and its dominating power in the present world are the most prominent reasons for adopting English as a medium of instruction in higher education. On the other hand, 95% teachers and 90% students think that the private universities of Bangladesh mandate English based monolingual medium of instruction to internationalize their education system, and to make their students more competent for local and global job markets. Moreover, 75% teachers and 80% students feel that the private universities have adopted English as a medium of instruction with a view to developing various skills and sub-skills (listening, speaking, reading, writing, grammar, vocabulary, pronunciation etc) of English language of

their students. Besides, 60% teachers and 75% students identify the availability of the texts and course materials in English as a reason for adopting English as a medium of instruction in higher education.

### **Consequences of Adopting English as a Medium of Instruction**

The data collected through class observations, questionnaire survey, and interviews explore some eight consequences of the adoption of English as a monolingual medium of instruction in higher education. The following table contains the findings regarding the consequences of adopting English as a monolingual medium of instruction.

**Table-2: Consequence of Adopting English as a Medium of Instruction**

STATEMENT	TEACHERS (N = 20)		STUDENTS (N = 60)	
	Agree	Disagree	Agree	Disagree
English as the medium of instruction makes higher education difficult for students having lower level of communicative competence in English.	90%	10%	95%	5%
Students having lower level of communicative competence in English suffer from lack of motivation because of the English medium instruction.	100%	0%	100%	0%
English as the medium of instruction is a cause of frustration for students having lower level of communicative competence in English.	90%	10%	95%	5%
Students having lower level of communicative competence in English feel anxious, shy or nervous in the class because of the English medium instruction.	85%	15%	90%	10%
English as the medium of instruction makes students having little exposure to English at their primary, secondary and higher secondary levels remain silent in the class.	90%	10%	95%	5%
Students having little exposure to English at their primary, secondary and higher secondary levels can secure lower grades because of the English medium instruction.	75%	25%	90%	10%

English as the medium of instruction creates communication gap between teachers and their students having lower level of communicative competence in English.	65%	35%	75%	25%
Students having little exposure to English at their primary, secondary and higher secondary levels have to read texts translated into Bangla to understand their course materials.	90%	10%	95%	5%

According to table-2, all (100%) participants believe that most of our private university students having lower level of communicative competence in English suffer from lack of motivation because of the English based monolingual medium of instruction in higher education. However, more specifically, 90% teachers and 95% students claim that English as the medium of instruction makes higher education difficult for students having lower level of communicative competence in English, and consequently it becomes a cause of frustration for them. On the other hand, 90% teachers and 95% students also mention that students having little exposure to English at their primary, secondary and higher secondary levels have to read texts translated into Bangla to understand their course materials, and even they remain silent most of the time in the class as they fail to communicate in English with others. Moreover, on an average, 80% teachers and 90% students believe that students having lower level of communicative competence in English feel anxious, shy or nervous in the class because of the English based monolingual medium of instruction in higher education. Even they secure lower grades in their courses. Furthermore, 65% teachers and 75% students point out that English as the medium of instruction creates communication gap between teachers and their students having lower level of communicative competence in English.

### **Suggestions to Overcome the Consequences of English Medium Instruction**

The participants have pointed out some suggestions to overcome the consequences of the English based monolingual medium of instruction. The findings regarding the suggestions mentioned by the participants are presented in the following table.



**Table-3: Suggestions to Overcome the Consequence of English Medium Instruction**

STATEMENT	TEACHERS (N = 20)		STUDENTS (N = 60)	
	Agree	Disagree	Agree	Disagree
Students need more exposure to develop their communicate competence in English.	100%	0%	95%	5%
Teachers can encourage their students when they feel anxious, shy or nervous.	100%	0%	95%	5%
Teachers can motivate their students when they feel frustrated.	100%	0%	95%	5%
English should be taught properly at primary, secondary and higher secondary levels.	100%	0%	100%	0%
English foundation courses can be helpful for the students to develop their proficiency in English.	80%	20%	75%	25%
Teaching Assistant (TA) can play a vital role as students feel more comfortable with TA than their teachers.	70%	30%	85%	15%
A bilingual medium of instruction where Bangla would be used judiciously along with English can make course materials easy to understand for the weaker students.	100%	0%	100%	0%

The table shows that all participants (100%) suggest that a bilingual medium of instruction, where Bangla would be used judiciously along with English, should be followed to overcome the problems of English medium instruction in higher education. They also believe that the consequences of the English medium instruction in higher education will be overcome if English is taught properly at primary, secondary and higher secondary levels. On the other hand, 100% teachers and 95% students think that students need more exposure to develop their communicate competence in English, and teachers should motivate and encourage their students when they are frustrated, or they feel anxious, shy or nervous in the class. Besides, on an average, 70% teachers and 80% students mention that English foundation courses can be helpful for the students to develop their proficiency in English. They also believe that Teaching Assistant (TA) can play a vital role as students feel more comfortable with TA than their teachers.

### **Necessity of a Bilingual Medium of Instruction in Higher Education**

Almost all the participants feel the necessity of a bilingual medium of instruction, where Bangla would be judiciously used along with English, in higher education. The findings regarding the participants' views on the necessity of a bilingual instruction are presented in the following table.

**Table-4: Necessity of a Bilingual Medium of Instruction in Higher Education**

STATEMENT	TEACHERS (N = 20)		STUDENTS (N = 60)	
	Agree	Disagree	Agree	Disagree
The judicious use of Bangla along with English can be very helpful for effective learning.	95%	5%	100%	0%
The judicious use of Bangla along with English can create a tension-free learning environment in the class.	90%	10%	100%	0%
The judicious use of Bangla along with English can motivate the students.	85%	15%	95%	5%
The judicious use of Bangla along with English can make the class interactive.	80%	20%	95%	5%
The judicious use of Bangla along with English can minimize the gap between teachers and their students.	80%	20%	95%	5%

According to the table, 95% teachers and 100% students believe that a bilingual medium of instruction, where Bangla would be used judiciously along with English, is necessary as it can be helpful for effective learning. Besides, 90% teachers and 100% students think that the bilingual medium of instruction is necessary to create a tension-free environment in the classroom. On the other hand, 85% teachers and 95% students mention that the bilingual medium of instruction is necessary to motivate the students. Moreover, on an average, 80% teachers and 95% students feel that the bilingual medium of instruction is necessary to minimize the gap between teachers and their students by making the class interactive.

### **Conclusion**

The findings show that the reasons behind the adoption of English medium instruction in higher education especially in the private universities of Bangladesh are the status of English as a global language, the dominant power of English in the present world, necessity of internationalizing education system, urgency of making capable students for the global job markets, importance of developing students' English language proficiency.

and the availability of the English texts and course materials etc. Though the adoption of English medium instruction is praiseworthy and timely, its consequences are very alarming for the majority of our students who are obtaining higher education through the present pedagogic practices of our private universities.

More specifically, most of our private university students who come from Bangla-medium background suffer a lot for this English based monolingual medium of instruction which makes higher education difficult for them by creating a communication gap between them and their teachers. Consequently, their academic results are poor, and they become frustrated. The findings of this study demonstrate that a bilingual medium of instruction, where Bangla would be used judiciously along with English, is able to create a tension-free environment in the classroom for all. Moreover, it seems that the bilingual medium of instruction in higher education would be able to 'eradicate the English phobia of our student' (Datta, 2014), and motivate them to reach the goal of effective learning.

### **Limitation**

Though there are 94 private universities in Bangladesh, the research site of the present study was limited only to 10 selected private universities in Dhaka because of time constraints. The sample size of the participants was also small as the researcher could manage only 20 teachers and 60 students from those selected universities to participate in the study. The researcher also failed to maintain equality in number of participants (in case of both teachers and students) having Bangla-medium background and English-medium background. On the other hand, there might have some limitations in data collection for the shortage of time. During the limited time of the study, the researcher could be able to observe only 20 classes, and to take interviews of the teachers only. So, the data were collected from students only through questionnaire survey. However, if other research tools, such as diary writing, group discussion etc. could be used in the study, there might have some possibilities to get more quantitative and qualitative data.

### **Practical Implication**

In spite of having some limitations, the findings of the present study show that the English based monolingual medium of instruction in higher education creates some difficulties for most of our private university students having little exposure to English at their primary, secondary and higher secondary levels. The findings also bring into forefront some empirical suggestions to overcome the difficulties faced by the students for the English based monolingual medium of instruction. Moreover, the findings of the study call for a bilingual medium of instruction, where Bangla would be used judiciously along with English, to facilitate the effective learning for our

private university students having low/no communicative competence in English.

## References

- Altbach, P. (2004), Globalization and the University: Myths and Realities in an Unequal World. *Tertiary Education and Management*, 10: 3–25.
- Balla, J. and Penning, M. C. (1996), The Perception of English-medium Instruction by Tertiary-level Vocational Student in Hong Kong, online version available at <http://sunzil.lib.hku.hk/hkjo/view/33/3300606.pdf> (Viewed on 5 March, 2014).
- Banu, R. and Sussex, R. (2001), English in Bangladesh after Independence: Dynamics of Policy and Practice, In Moore, B. (ed.), *Who is Centric Now?*, Oxford: Oxford University Press.
- Bryman, A. (2004), *Social Research Methods*, New York: Oxford University Press.
- Chang, Y. (2010), English-Medium Instruction for Subject Courses in Tertiary Education: Reactions from Taiwanese Undergraduate Students, *Taiwan International ESP Journal*, 2(1): 55-84.
- Datta, P. (2014), Teaching English through Literature at the Tertiary Level in Bangladesh: An Empirical Study, *Journal of The People's University of Bangladesh*, 7(1): 12-24.
- Gall, M. D. Gall, J. P. and Borg, W. R. (2007), *Educational research: An Introduction*, Boston: Pearson.
- Islam, F. (2012), *Higher Education in Bangladesh: Prospects and Challenges*, Dhaka: Desh Publications Limited.
- Islam, M. M. (2013), English Medium Instruction in the Private Universities in Bangladesh, *Indonesian Journal of Applied Linguistics*, 3(1): 126-137.
- Kabir, A. H. (2012), Neoliberal Hegemony and the Ideological Transformation of Higher Education in Bangladesh, *Critical Literacy: Theories and Practices*, 6(2): 2-15.
- Khan, H. R. and Akter, M. Z. (2011), Students' Mistake and Errors in English Writing: Implication for Pedagogy, *Center for Research and Training*, East West University. The online version available at [www.ewubd.edu/ewu/.../crt/Research%20Report%20No.1%202011.pdf](http://www.ewubd.edu/ewu/.../crt/Research%20Report%20No.1%202011.pdf) (Viewed on 5 May, 2015).
- Lassegard, J. P. (2006), International Student Quality and Japanese Higher Education Reform, *Journal of Studies in International Education*, 10(2): 119–140.
- Merriam, S. (1998), *Qualitative Research and Case Study Applications in Education: A Qualitative Approach*, San Francisco: Jossey-Bass.

- Mirza, M. G. H. and Mahmud, K. (2012), Reading Habits of the Students with Bengali Medium Background at the English Medium Private Universities in Bangladesh. *Higher Education Studies*, 2(2):100-106.
- Nunan, D. (2003), The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region, *TESOL Quarterly*, 37 (4): 589-613.
- Phillipson, R. (1992), *Linguistic Imperialism*, Oxford: Oxford University Press.
- Rouf, M. A. (2012), Linguistic Transition at Tertiary Level: A Case Study, *New Media and Mass Communication*, 3: 10-15.
- Seliger, H. W. and Shohamy, E. (1989), *Second Language Research Methods*, New York: Oxford University Press.
- Suchana, A. A. (2014), Code Switching of Bilinguals in Content Area Classrooms at Tertiary Level, *Journal of SUB* 5(1): 77-89.
- Sultana, S. (2003), The Political Context of Pedagogical Practices in the EFL Classroom in Bangladesh, *Harvest: Jahangirnagar Studies in Language and Literature*, 18: 115-131.
- Sultana, S. (2014), English as a Medium of Instruction in Bangladesh's Higher Education: Empowering or Disadvantaging Students?, *The Asian EFL Journal Quarterly*, 16(1): 11-52.
- Tollefson, J. (2000), Policy and Ideology in the Spread of English, In Hall, J. K. and Eggington, W. G. (eds.), *The Sociopolitics of English Language Teaching*, Clevedon: Multilingual Matters.
- Tsui, B. M. A. (1996), English in Asian Bilingual Education: From Hatred to Harmony. *Journal of Multilingual and Multicultural Development*, 17 (2-4): 241-247.
- Tsuneyoshi, R. (2005), Internationalization Strategies in Japan, *Journal of Research in International Education*, 4(1): 65-86.

## APPENDIX A OBSERVATION CHECKLIST

University : .....  
Department : ..... Semester/Trimester: .....  
Subject : ..... Number of students : .....

### Observation focus:

The level of students' interaction and motivation in the classroom

### Instructions:

- Observe the class as a whole, not individual student.
- Complete this sheet when the activity is going to be closed.
- Circle ONE number for each statement below.
- 3 is an average mark for any item.
- Add final comments at the bottom of the sheet.

- |    |  |   |   |   |   |   |      |
|----|--|---|---|---|---|---|------|
| 1) | The level of interaction of the students in the class: |   |   |   |   |   |      |
|    | low  | 1 | 2 | 3 | 4 | 5 | high |
| 2) | The level of motivation of the students in the class:  |   |   |   |   |   |      |
|    | low  | 1 | 2 | 3 | 4 | 5 | high |
| 3) | The level of attention of the students in the class:   |   |   |   |   |   |      |
|    | low  | 1 | 2 | 3 | 4 | 5 | high |
| 4) | The level of enjoyment of the students in the class:   |   |   |   |   |   |      |
|    | low  | 1 | 2 | 3 | 4 | 5 | high |
| 5) | The level of effort of the students in the class:      |   |   |   |   |   |      |
|    | low  | 1 | 2 | 3 | 4 | 5 | high |
| 6) | The level of frustration of the students in the class: |   |   |   |   |   |      |
|    | low  | 1 | 2 | 3 | 4 | 5 | high |

**Comments:**

## APPENDIX B

### QUESTIONNAIRE

*Please fill out the questionnaire. It is prepared for doing research on the impact of the English medium instruction on the students studying at private universities.*

## Personal Information

**University** : .....

Department : ..... Semester/Trimester:.....

**Medium of Previous Education:** .....

**1. Put tick marks (✓) to give your answer:**

- Do you communicate in English with your teachers and classmates in the class?  
☐ Yes ☐ No
- Do you feel shy/afraid/nervous to communicate in English in the class?  
☐ Yes ☐ No
- Do you read the Bangla translation of English texts to understand course materials?  
☐ Yes ☐ No
- Does the English based monolingual medium make your higher education difficult?  
☐ Yes ☐ No
- Does the English medium in higher education make you suffer from lack of confidence?  
☐ Yes ☐ No
- Does the English based monolingual medium in higher education make you frustrated?  
☐ Yes ☐ No

**2. Answer the following questions. If you wish, you may answer in Bangla:**

- a) Do you face any difficulties to understand the class lecture delivered in English? If yes, why?  
.....
- b) Do you feel that the English based monolingual medium of instruction creates a communication gap between the teachers and the students? If yes, how?

- c) Do you wish Bangla to be used along with English in the class? If yes, why?  
.....
- d) Do you believe that the judicious use of Bangla along with English in the class will be helpful for you to understand the class lecture? If yes, why?  
.....
- e) What is your suggestion for ensuring effective learning in higher education offered at our private universities?  
.....

### **APPENDIX C**

#### **LIST OF QUESTIONS FOR STRUCTURED INTERVIEW**

- 1) What is your opinion about the English based monolingual medium of instruction in higher education?
- 2) What are the reasons for adopting the English based monolingual medium of instruction in higher education?
- 3) What are the consequences of the English based monolingual medium of instruction in higher education?
- 4) What do you think about a bilingual medium where Bangla will be used judiciously along with English in the classes of higher education?
- 5) What will you suggest for ensuring effective learning in higher education offered at our private universities?

### **APPENDIX D**

#### **LIST OF QUESTIONS FOR SEMI-STRUCTURED INTERVIEW**

- 1) Do you think that the English based monolingual medium of instruction in higher education at private universities in Bangladesh is appropriate?
- 2) Do you think that the adaptation of the English based monolingual medium of instruction is the only way to internationalize the education system? Why?
- 3) What are the reasons for adopting the English based monolingual medium of instruction?
- 4) Do you face any problem in conducting the class because of the English based monolingual medium of instruction?
- 5) Why do most of our private university students remain silent in the class?
- 6) Do you think that a bilingual medium where Bangla will be used judiciously along with English will facilitate effective learning in higher education?
- 7) What is your suggestion for implementing a bilingual medium of instruction in which Bangla will be used judiciously along with English in the classes of higher education?

**APPENDIX E**

**CHECKLIST FOR UNSTRUCTURED INTERVIEW**

- ✓ Appropriateness of the English based monolingual medium of instruction in higher education specially at private universities in Bangladesh
- ✓ Reasons for adopting the English based monolingual medium of instruction
- ✓ Consequences of adopting the English based monolingual medium of instruction in higher education
- ✓ Problems of the English based monolingual medium of instruction in higher education
- ✓ Suggestions for ensuring effective learning in higher education offered at our private universities