

## Examining Students' and Teachers' Ideologies on Medium of Instruction and Translanguaging Practices at Khwaja Yunus Ali University in Bangladesh

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This paper aims to investigate the attitudes of students and teachers at Khwaja Yunus Ali University towards using English as a Medium of Instruction and the use of translanguaging strategies in multilingual classrooms in Bangladesh. A mixed-methods design of this study collected data from students and teachers through questionnaires and semi-structured interviews in five departments: English, BBA, Law, Pharmacy, and CSE. Quantitative data analysis with SPSS and qualitative thematic analysis revealed that almost all students and teachers preferred bilingual instructional strategies because, as they stated, it facilitated a better understanding of the subject matter and gave them more confidence, so that they could participate in class more effectively. Contrary to that, higher anxiety, challenges to comprehension, and reduced classroom participation were reported for English-only instruction, particularly for students with low proficiency in English. Teachers also emphasized translanguaging as an effective pedagogical strategy through which they can bridge linguistic gaps in communication as well as promote collaborative learning. The findings indicate that language policy should be dynamic. (*Ibid.*) It should cater for both English and Bangla, as it has also acknowledged the use of translanguaging practices and conducted teacher training in the respective areas. These materials also should be bilingual. This research is crucial for the current debate on English Medium Instruction in multicultural higher education contexts. It helps generalize about language that are inclusive, sensitive to context, enhance learning, and respect linguistic diversity.

**Keywords:** English Medium Instruction (EMI), Translanguaging, Bilingual Education, Higher Education, Language Policy, Khwaja Yunus Ali University (KYAU).

### 1. Introduction

Language is the most important tool that delineates the educational processes of teaching and learning at each level of education. Apart from being an instrument of interaction, language is the main way through which knowledge is shared, cognitive skills are developed, and social identity is constructed. The language of instruction in higher education has, in fact, become a subject of academic and political debate, especially in multilingual societies like Bangladesh. The worldwide trend of implementing English as a Medium of Instruction (EMI) in non-English speaking countries suggests that English is becoming the language of globalization, international scholarship, and the knowledge economy. Despite the fact that Bangla is the

national and official language, English still has the status of the language of higher education, administration, and international communication in Bangladesh. The country's education policy considers proficiency in English as a must for being competitive at the global level and successful in the professional arena. As a result, many universities (both public and private) have opted for EMI as a way of aligning with global academic standards and making their graduates more employable in the international job market. But the change to English-only instruction has caused a heated debate among educators and linguists concerning its effectiveness from the teaching perspective and the sociocultural aspect of the matter (Hamid, Nguyen, & Baldauf, 2013; Rahman & Singh, 2021).

While EMI schemes aspire to enhance students' contact with the English language, they fail to recognize students' linguistic diversity and language proficiency in the context of Bangladeshi classrooms. There are students who come from remote areas and have attended Bangla-medium schools, and they struggle to understand complicated academic materials when the lectures are entirely in English. Therefore, teachers are often in a situation where they must carry out the policy and at the same time deal with the realities of the classroom. To bring the content within the reach of students, a lot of teachers resort to a code-switch between English and Bangla, which is termed as translanguaging. García and Wei (2014) consider translanguaging as the bilinguals' employment of varied linguistic resources in a flexible way to comprehend, communicate, and support learning. The idea does not see languages as different structures but rather as one single combined bilingual communication system. In the case of a school, it implies that both English and Bangla can be used for a teacher's explanation, discussion, or assessment, consequently, students are given permission to use their full linguistic repertoire. This method stands opposite to the traditional "English only" concept of EMI and advocates a more inclusive, context-sensitive teaching approach. Many international research works have demonstrated that translanguaging facilitates understanding, lowers the learners' anxiety levels, and increases their participation (Creese & Blackledge, 2010; Canagarajah, 2011; García & Lin, 2017). Considering the students' varied proficiency in English in

Bangladeshi higher education, translanguaging may be a teaching tool that effectively bridges the gap between local and global language realities. However, despite its theoretical importance, there is a scarcity of enough empirical research on the perception and use of translanguaging in universities in Bangladesh, especially in areas that are off the capital city. The use of English as the medium of instruction is the officially accepted norm in all departments at Khwaja Yunus Ali University (KYAU), a private institution in Sirajgonj. Nevertheless, the performance and speech sessions disclose that teachers and students frequently resort to Bangla along with English to make the explanation of the difficult topics clearer and to increase the participation. The mixing of languages in this way makes us question the efficient utilization of EMI and the possible positive effects of translanguaging on learning outcomes. Thus, this study aims to reveal faculty and students' ideological beliefs, attitudes, and language use concerning EMI and translanguaging at KYAU. The investigation focus of the departments of the university like English, BBA, Law, Pharmacy, and CSE, thus, through this research, it is possible to have a deep insight into how bilingual pedagogies work in tertiary education in Bangladesh. In addition, it examines how far the use of translanguaging can facilitate learning that is both fair and interesting and whether the current language policy of the university corresponds with the students' needs and situations. This study is a part of the larger debate on language policy and pedagogy in multilingual contexts. It is in line with the view that instead of setting up a

strict EMI regime, universities in Bangladesh might be better off adopting a flexible bilingual model which recognizes translanguaging as an effective and legitimate teaching method. Apart from enhancing students' comprehension and confidence, such a step would also be instrumental in facilitating the principles of inclusiveness and respect for linguistic identity which is a very important aspect of education in a multilingual nation.

## 2. Statement of the Research Problem

With the world developing very fast and becoming more interconnected, skill in English has turned out to be a very important factor for both educational and professional development. Following this trend, many universities in Bangladesh have made English their medium of instruction (EMI) to meet the international standards of education and also to make their students ready for the global competition. Like other private universities, Khwaja Yunus Ali University (KYAU) has decided to use English as the official language across its programs. Nevertheless, the implementation of such a policy intention brings about the reality that there are many difficulties posed by the practice of EMI on the ground. A large number of students before entering universities lack sufficient knowledge of English, more particularly the ones who finish their secondary education through the Bangla-medium system. These kinds of students when exposed to English-only instruction often finds it difficult to understand complex academic concepts and to express themselves in exams and

presentations. The mentioned linguistic gap among students hampers their learning and overall academic anxiety, lack of motivation and unbalanced participation in the classroom are the effects of it. Teachers are not free from such problems either as they try to maintain an English-only environment. Numerous have chosen to use Bangla for different purposes, for example, to make things clear, to explain difficult terms or to give examples familiar to the students not only linguistically but culturally as well. The unplanned combination of English and Bangla which is one type of translanguaging has become a helpful way to facilitate learners' comprehension and involvement. However, according to institutional policies and language ideologies, translanguaging is mostly stigmatized and thus, it is rarely acknowledged as a pedagogical strength but instead as a linguistic deficiency. Also, there is hardly any organized research on the perceptions of students and teachers towards the use of bilingual resources in university classrooms in Bangladesh particularly in the areas far from the capital city. While some research works have been done on the implementation of EMI in elite educational institutions located in Dhaka, very few have focused on regional universities such as KYAU where students come from different backgrounds, have different access to English, and have different learning experiences. Hence, the staff in charge of environment and administration are mostly dependent on guesses and not on ground realities when they are planning and implementing EMI policies. Hence, the issue examined by this research is a language policy mismatch at KYAU between

the policy and the reality of the classroom. The place of Bangla in the official English-only instruction is very much under debate as students and teachers are a linguistically diverse group and their actual needs are not met. This discrepancy calls for a comprehensive inquiry into the mutual interaction of teachers and students in an EMI setting, the use of translanguaging in the educational talk and teachers' and students' perceptions about the role of Bangla as compared to English in the process of learning. The present study is conceived to close the gulf between them through an examination of language ideologies of the teachers and the students vis-à-vis EMI and translanguaging at KYAU. This research locates such ideological positions and shows their effect on the communication occurring in the class, the student learning experiences, and the carrying out of language policies in a bilingual academic environment.

### 3. Research Objectives

The objective of the research is to:

- i. To examine what students think about English as a medium of instruction and the use of both English and Bangla in class.
- ii. To find out what methods teachers use to deal with different languages and how they use translanguaging in teaching.
- iii. To judge how using English as a medium of instruction and translanguaging affects how students participate, understand, and do in school.
- iv. To decide if the university's current language policy helps students succeed and participate in school.

### 4. Research Questions

- i. What are the attitudes of Khwaja Yunus Ali University students toward English as the primary teaching language?
- ii. How do teachers handle different languages in the classroom, specifically by using translanguaging?
- iii. What problems do teachers have when teaching English, and do they think translanguaging is useful?
- iv. How do students and teachers view the existing language policy, and what changes do they suggest?

### 5. Significance of the Study

This study is significant for several reasons. First, it fills a gap in our knowledge of EMI at universities in Bangladesh, such as Khwaja Yunus Ali University, where students come from very diverse linguistic backgrounds. The importance of flexible use of the language increasingly makes itself felt in higher education, particularly where linguistic diversity is high. Yet how these techniques can work and what they mean for students in Bangladesh is not widely understood. Secondly, the study has real-life applications to university policy regarding languages used and teaching methodology. This research provides useful suggestions on how language policy can be adapted to assist students in succeeding at school by examining students' and teachers' perceptions of EMI and the use of multiple languages (translanguaging). It also provides evidence that translanguaging can be a pedagogical strategy to engage students more deeply, facilitate deeper understanding, and link English-only instruction with

students' linguistic backgrounds. Finally, this study is important for the utilization of EMI in countries where English is not the lingua franca and where similar language and teaching problems exist. In contributing to a finer understanding of language use in a multilingual classroom, the study makes recommendations to universities that need to make their language policies better and facilitate student learning.

## 6. Literature Review

### 6.1 English as a Medium of Instruction (EMI)

English as a Medium of Instruction (EMI) means using English to teach the academic subjects in non-English speaking educational institutions. As a result of its numerous benefits mainly connected to improving students' academic performance, employability, and access to international knowledge networks, the use of EMI has become popular all around the world (Dearden, 2014; Kirkpatrick, 2011). Advocates of EMI claim that it is through English that students acquire the necessary language and academic skills which enable them to participate in the global knowledge economy and gain access to international research and scholarly discourse. The substantial question to the problem of EMI is the English proficiency of students. The study by Hu and Lei (2014) highlights that a student with limited English skills may have difficulty comprehending complex materials which may later lead to poor academic performance, participation, and understanding. In the case of a multilingual society like Bangladesh where

Bangla is the national language and medium of instruction, English-only teaching methods may result in the creation of new widening gaps in higher education that will be mostly manifested among the students coming from the rural areas and those who have had their education in Bangla medium (Hamid, Nguyen, & Baldauf, 2013).

### 6.2 Socio-Political Dimensions of English in Bangladesh

English in Bangladesh is a combination of good and bad news in the social and political field. Being a country once colonized, English status in the country is still closely linked to the past, hierarchies of the economy, and culture. English is frequently linked to the quality of an elite education, social mobility, and global competitiveness, whereas Bangla is seen as a strong nationalist and cultural symbol. The two sides of the coin determine students' and teachers' opinions about EMI and affect their preferences of translanguaging use during the classes. Research shows that strictly following English-only teaching may, at best, lead to the gradual return of sociolinguistic inequities, thus those who have little access to English-medium education will be further marginalized (Rahman & Singh, 2021; Hamid et al., 2013). It is important for one to know about this when assessing the EMI policies at Bangladeshi universities which is the place where picking a language for communication means that issues of fairness, identity, and access come together.

### 6.3 Challenges of EMI in Multilingual Contexts

The introduction of EMI into the curriculum at the university level is accompanied by a variety of issues. The trio of researchers Liyanage, Walker, and Johnson (2014) maintain that the instruction done in English solely may confuse the students, make them disinterested, and increase their nervousness, particularly in the case when they find the concepts hard, and there is no linguistic support. Choudhury (2018) states that such measures usually cause student participation to decrease, along with academic reasoning, by which students become less capable of logical thinking. In Bangladesh, although the universities are carrying out the formal implementation of EMI, the teachers are moving towards the informal medium of Bangla to make the students understand the subject matter more clearly, which reflects the discordance between the language policy at the institution and the actuality of the classroom (Ali & Hamid, 2020).

**6.4 Translanguaging as a Pedagogical Strategy** According to García and Wei (2014), translanguaging is the deliberate and dynamic employment of several languages for the purpose of communication, acquiring knowledge, and making sense of the world. This is not like the usual way of considering languages as different systems; translanguaging is based on the fact that the bilingual learners have one combined linguistic repertoire. The main focus of Creese and Blackledge (2010) is on the educational nature of the process whereby the learners' understanding, self-assurance, and participation in learning activities get

improved. On the practical side of things, students are enabled by translanguaging to get the first-language support and then are able to express themselves in English which ultimately leads to both language and content development. Canagarajah (2011) stresses that translanguaging facilitates student-student interaction as well, thus more proficient ones can help the less proficient ones, and in this way, a more inclusive learning environment is created. The bilingual instruction benefits identified through the empirical studies carried out in the Southern Asian region include the reduction of language anxiety, increase in student engagement, and maintenance of students' cultural and linguistic identities (Bhatia, 2017; Sultana, 2020). In spite of these benefits, however, translanguaging is still largely an informal practice in most universities, including those in Bangladesh, and there is little policy recognition and institutional support. Jenkins (2015) and Timmis (2015) call for more flexible EMI models which would allow for the formal integration of translanguaging thus providing a balance between linguistic diversity and academic goals.

## 6.5 Research Gap

While the advantages of EMI and translanguaging have been sufficiently researched at elite and urban universities in Bangladesh, the extent of research in this area, particularly in the regional universities, leaves much to be desired. Khwaja Yunus Ali University (KYAU) which is located in Sirajgonj can be a good example of a place, where students' English proficiency,

background knowledge, and access to resources are quite different from metropolitan universities. The existing body of work most of the time fails to consider the regional differences, and as a result, the local situation is overgeneralized which leads decision-makers to depend on presumptions rather than on the ground reality when creating EMI strategies. This research closes the gap through a study of the teachers' and students' viewpoints about EMI and translanguaging in a higher education setting in the region. KYAU being the focus of the study therefore, it makes a unique contribution to the bilingual education debate in Bangladesh by shedding light on how language policy is affected by local socio-linguistic conditions and how translanguaging can offer a solution to the challenges of EMI in non-urban, non-elite contexts. Furthermore, this point of view broadens our knowledge of the sociopolitical and pedagogical aspects of language use in higher education and thus provides us with practical ideas when we develop EMI policies that are inclusive and responsive to the local context.

## 7. Methodology

This paper investigates students' and teachers' perceptions of English as a medium of instruction (EMI) in a Bangladeshi university, Khwaja Yunus Ali University, regarding the practice of translanguaging in multilingual classrooms. It aims to investigate how this conscious combination of the use of English and Bangla impacts students' comprehension, class participation, and what the teacher goes through. Based on the thinking of teachers and

students, this work will show how the university can make use of bilingual teaching methods within higher education.

### 7.1 Research Design

The researchers employed a mixed-methods design to obtain a profound understanding of the language practices at Khwaja Yunus Ali University. The study's approach allows for the combination of quantitative surveys and qualitative interviews. This enables the findings to be confirmed and deeper insights into the participants' experiences and beliefs to be obtained. The study is cross-sectional as it collects data at a single point in time. It also employs methods that have been used in similar multilingual higher education contexts in Bangladesh and other countries (Chowdhury & Kabir, 2014; Hamid et al., 2020; García & Wei, 2014; Cenoz & Gorter, 2015).

### 7.2 Participants

Total 100 students and 10 teachers from five departments: Pharmacy, Law, English, Computer Science and Engineering (CSE), and Business Administration (BBA) took part in the study.

**Students:** Each department provided twenty students, and the gender representation was equally divided between males and females, i.e., 10 males and 10 females per department. The participants' age range was 18-26 years. Stratified random sampling was employed to ensure that all departments were evenly represented and that there was no sampling bias.

**Faculty members:** A panel of ten instructors was deliberately selected to represent different

kinds of teaching experiences, which varied from 1 to over 15 years. Moreover, the academic ranks of the chosen instructors ranged from Lecturer, Assistant Professor to Associate Professor. This decision enabled the deepening of knowledge about the different teaching practices and language-use strategies across the various departments.

### 7.3 Instruments

The study employed three types of instruments including: questionnaires for students and faculty, and semi-structured interviews for faculty.

**Student Questionnaire:** The student survey had ten questions using a Likert scale. These questions got at what students think about English-only teaching, how they see translanguaging, and how using their own language impacts their class participation and academic success. The responses were scored on a 5-point scale from Strongly Disagree to Strongly Agree.

The student survey had ten questions using a Likert scale. These questions got at what students think about English-only teaching, how they see translanguaging, and how using their own language impacts their class participation and grades.

**Teacher Questionnaire:** The faculty questionnaire also included 10 Likert-scale questions that touched on teachers' EMI experience, development of translanguaging strategies as well as their perspectives about student attention and understanding.

**Teacher Interview:** Each of the ten instructors had a semi-structured interview. The focus was on obtaining qualitative

information about classroom practices, difficulties in the implementation of EMI, and suggestions for the efficient institutional language policy. The questions were designed so as to allow changes and openness from the participants' side while at the same time making sure that the main areas of the research are covered.

### 7.4 Data Collection Procedure

Student questionnaires were conducted in class with the help of a teacher, and the responses were given anonymously to allow for honesty and to lessen the social desirability bias. Faculty questionnaires were filled up by the faculty members themselves, and interviews were conducted in locations where privacy was assured in order to be confidential and promote candid discussion. The entire data collection process was done in accordance with ethical research standards and therefore participation in the study was voluntary and consent was informed.

### 7.5 Data Analysis Procedures

The quantitative data from the student and teacher questionnaires were analyzed with the help of the SPSS version 25 software. The major steps of the investigation were:

→ **Descriptive Statistics:** The analysis of each survey item involved computing frequencies, percentages, means, and standard deviations to describe the general trends of participants' attitudes toward EMI and translanguaging.

→ **Inferential Statistics:** To find out whether variables such as department, gender, and years of experience were significantly

correlated with participants' perceptions of language use, Chi-square tests and t-tests were conducted.

→ **Correlation Analysis:** The research looked at the relationship between the major issues, e.g., the use of only English in teaching and the effectiveness of the translanguaging to find the patterns of attitudes and preferences. The main source for the qualitative analysis of the instructors' interviews was their transcriptions that were done by means of thematic analysis. The recorded interviews were transcribed word for word, and the main ideas were found through close reading. The overarching themes that appeared were:

Advantages vs Challenges of translanguaging as perceived by the participants

- Methods for using bilingual education in the classroom
- Problems arising from English-only education
- Suggestions for developing institutional language policy

The integration of the quantitative and qualitative methods deepens the understanding of the issue of EMI and translanguaging at KYAU, thus revealing not only the advantages but also the obstacles of bilingual instruction in a multilingual university context.

## 7.6 Limitations

The study admits that the small number of teachers may influence to what extent the qualitative findings can be generalized. Although these interviews provide a great depth of insight into teaching practices and

perceptions, they should not be considered as representative of the whole faculty population. Future research may enlarge the pool to include a bigger and more diverse faculty group thus improving the representativeness. Besides that, the cross-sectional design is merely capable of capturing the perceptions at a certain point in time. Hence longitudinal studies can provide insights into changes in attitudes and practices over time.

## 8. Findings

### 8.1 Student Survey Data

#### Descriptive Statistics

The results show that students of every department prefer translanguaging. Students reiterated that comprehension, confidence, and participation increased if teaching was done in both English and Bangla; teaching in only English always developed anxiety and hindered understanding.

Table 1: Student Perceptions of English-only Instruction

Department	Mean	Std. Dev.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
BBA	2.75	1.13	10%	60%	10%	10%	10%
CSE	2.50	1.10	25%	25%	20%	20%	10%
English	2.15	1.08	25%	50%	30%	5%	0%
Law	2.60	1.13	25%	40%	5%	25%	5%
Pharmacy	2.70	1.12	15%	35%	25%	15%	10%

The mean values below 3 indicate general disagreement with English-only instruction and hence show that students prefer a bilingual approach. Standard deviations stand for moderate variability within departments.

Table 2: Student Perceptions of Translanguaging

Department	Mean	Std. Dev.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
BBA	4.10	0.99	20%	10%	10%	40%	20%
CSE	4.35	0.85	10%	10%	10%	40%	30%
English	4.25	0.96	5%	0%	10%	50%	35%
Law	4.30	0.91	0%	10%	10%	50%	30%
Pharmacy	4.50	0.68	5%	5%	15%	40%	35%

High means (4.1–4.5) indicate strong agreement that using both languages helps to enhance understanding. Low standard deviations indicate broad consensus.

### Student Perceptions on EMI and Translanguaging

The present research investigates how the students at Khwaja Yunus Ali University perceive English-medium teaching and the use of both English and Bangla in five departments. It emerges from the data that students generally like bilingual teaching methods.

**BBA Department:** 55% do not agree to teach only in English. They further added that understanding is better when both Bangla and English are used. About 60% said they were surer of themselves, and more participatory in bilingual settings. More than half wanted the explanation in Bangla for harder topics. 45% of them felt worried during discussions held only in English.

**CSE Department:** In the CSE Department, the reaction to the language of instruction is very varied among the respondents. Half of the respondents preferred the use of both English and Bangla during teaching. Sixty five percent showed improvement with this bilingual approach. Seventy percent reported feeling more confident and participating in these classes that incorporated both languages.

About 55% preferred explanations in Bangla while 45% showed signs of anxiety when instruction was solely in English

**English Department:** Even in the Department of English, 60% would not want to have only English instructions. Seventy percent felt better understanding and were surer in classes where instruction in both languages was used. More than half of the participants wanted Bangla explanations for Correlation Analysis

Table 3: Selected Student Correlations harder ideas. As many as 35% reported feeling stressed, compared to the other departments, when receiving instruction only in English.

Item Pair	Correlation (r)	Interpretation
English-only vs. Translanguaging	-0.60	Students who reject English-only instruction favor translanguaging.
Confidence with both languages vs.	-0.45	Higher confidence correlates with lower anxiety.
Anxiety with English-only		

Translanguaging was favoured over English-only teaching in all four departments. Time after time, bilingual advantages were associated with better comprehension, lower frustration, and higher levels of classroom participation. The students in the English department were more comfortable.

**Law Department:** The students of the Law Department preferred the use of both languages by 45%. Sixty-five percent reported that when the use of both languages was allowed, they could understand better and could participate more in the classes. About 55% wanted the explanation of harder ideas in Bangla, while about 35% felt worried in classes when only English was used.

**Pharmacy Department:** Half disagreed with exclusive English instructions. Sixty-five percent felt better understanding by using both

languages, 60% had increased confidence, while the same number preferred Bangla for complex topics. Anxiety caused by using only English in teaching affected 40% of students. with EMI; however, they mentioned that they wanted to use Bangla for complex explanations.

## 8.2 Teacher Survey Data

### Demographics

Table 4: Teacher Perceptions of EMI and Translanguaging

Survey Item	Mean	Std. Dev.	Interpretation
English-only instruction	2.20	1.14	Majority disagree; viewed as limiting comprehension.
Translanguaging for comprehension	4.50	0.51	Strong support for bilingual strategies.
Both languages maintain engagement	4.50	0.51	Bilingual instruction enhances participation.
English-only prepares for professional future	2.60	1.27	Mixed views; less support.
Flexible language policy	4.30	0.82	Teachers favor accommodating both languages.

Professors, 1 Associate Professor

### Teachers' Perceptions on EMI and Translanguaging

This current study investigates teachers' perceptions regarding EMI and Translanguaging at Khwaja Yunus Ali University. The collection of data was done through questionnaires and interviews for the five departments, which were the BBA, CSE, English, Law, and Pharmacy.

#### General Attitudes:

Most of the teachers fully supported Translanguaging as a teaching strategy. They mentioned that the use of both languages, English and Bangla, helps students grasp abstract ideas, encourages participation, and minimizes language anxiety. Also, teachers mentioned that bilingual instruction brings about an inclusive and supportive classroom

environment where students feel confident to express themselves.

#### Challenges with EMI:

Teachers identified some problems concerning teaching purely in English:

- It was not easy to keep the attention of students and teach them using only English.
- Complex content was less understood by the students at the lower level of proficiency in English.
- Also, balancing institutional EMI policies with the practical needs of the classroom was often problematic.

#### Bilingual Instruction Benefits:

- When the teachers allowed students to use both languages, students became more confident and invested.
- Translanguaging fills in the gaps in comprehension and provides an avenue for peer collaboration whereby higher-level students normally assist their peers in making sense of concepts.
- Teachers reported improved learning due to the consistent use of bilingual strategies.

#### Policy Reflections:

- In general, teachers preferred a more flexible language policy that included both English and Bangla.
- They recommended that translanguaging be included in the institutional policy; this would involve training teachers and providing bilingual resources for better learning and class participation.

## 8.3 Correlation Analysis

Table 5: Selected Teacher Correlations

Item Pair	Correlation (r)	Interpretation
English-only vs. Translanguaging	-0.62	Teachers opposing English-only support translanguaging.
Engagement vs. Active participation	0.85	Bilingual instruction linked to higher participation.
English-only limits comprehension vs. EMI barriers	0.78	English-only instruction perceived as a teaching barrier.

**8.4 Teacher Interview Insights** common patterns in language ideologies and accordingly, analysis of the ten semi-pedagogical practices related to EMI and structured interviews with instructors reveals translanguaging at KYAU.

Teachers generally agreed that Translanguaging helps students to comprehend, participate, and gain confidence. They considered English-only instruction useful in professional preparation but added that it also has its limits where student understanding is concerned. They suggested a flexible, bilingual approach as a means of balancing the benefits of English Medium Instruction with the language needs of students.

#### **Classroom Practices and Strategies:**

In this process, the teachers reported using strategic translanguaging as part of their regular pedagogies. The usual pattern was to begin instruction in English for core content and technical terminology, while switching into Bangla for specific classroom purposes. As one pharmacy lecturer said, "I switch into Bangla automatically when I see them looking confused-it is just automatic to make sure they understand." In these structured bilingual strategies employed by teachers, there were techniques for re-explanation, comparative

analysis of terminology across languages, and peer learning activities allowing full deployment of students' linguistic repertoires. One such example is that of a computer science professor:

"Using Bangla to explain 'inheritance' in programming through familial analogies created an immediate conceptual clarity that English terms alone had failed to achieve."

#### **Perceptions and Ideologies:**

Faculty unanimously recognized the value of EMI for global competitiveness and academic mobility but, at the same time, with important challenges in implementation. Teachers reported that sole use of English in instruction created comprehension barriers, reduced participation to a small subset of proficient students, and furthered educational inequalities for students coming from Banglamedium backgrounds. Most instructors had moved from positions where they saw translanguaging as a compensatory strategy toward recognizing it as pedagogically sound. They framed it as an instructional scaffold that supports content mastery while developing English proficiency and as an inclusive practice that legitimized students' linguistic identities. Teachers said that when Bangla was used, classroom dynamics dramatically improved; participation from students that had previously been disengaged became more frequent and of higher quality.

#### **Institutional Policy and Practical Challenges**

A significant tension emerged between official EMI policy and classroom realities. In real life, teachers worked within a "de facto bilingual

policy" that conflicted with the institutional mandate, and this caused professional dissonance. They suggested systematic support through targeted professional development on translanguaging pedagogy, creation of bilingual teaching resources, and a reform of the official policy.

The consensus recommendation was a flexible bilingual framework, placing greater emphasis on content mastery rather than linguistic purity, while retaining the developmental benefits of EMI. Faculty framed the institutionalization of translanguaging as a commitment to effective, equitable education and in no way an abandonment of standards. As one professor summarized:

"We aim to groom professionals, not just English speakers; if Bangla facilitates this, then it should be our official strategy rather than our classroom secret."

### 8.5 Inferential Statistics Summary:

Some analyses concerning the relationship of the variables were conducted using SPSS to identify the relation, and thus both correlation and mean comparison analyses were conducted during data interpretation since the perceptions about EMI and Translanguaging showed significant patterns.

#### Correlation Analysis – Students:

- A strong negative correlation obtained as  $r = -0.60$  shows that when students strongly disagreed about the notion of English-only instruction, they favoured translanguaging as a strategy to comprehend better.
- Confidence with bilingual instruction versus Anxiety with English-only instruction: There was a moderate negative correlation;  $r = -0.45$ , which indicates that students who were more

confident in bilingual classes felt less anxious in the English-only classes.

- Preference for Bangla in complex explanation versus belief in EMI improving academic performance: There is a weak negative correlation, with  $r = -0.30$ ; this means that the higher the preference for explanations in Bangla, the lower the belief that English-only instruction enhances academic performance.

#### Correlation Analysis – Teachers:

- English-only instruction vs. Translanguaging for comprehension:

A moderate negative correlation ( $r = 0.62$ ) revealed that teachers opposing English-only instruction were more supportive of Translanguaging practices.

- Student engagement with both languages vs. Active participation: A strong positive correlation ( $r = 0.85$ ) showed that teachers perceiving bilingual instruction as engaging also reported higher levels of student participation.

- English-only limits comprehension vs. Teaching barriers due to English-only instruction: A strong positive correlation ( $r = 0.78$ ) indicated that teachers linking EMI to limited comprehension also viewed it as a barrier to effective teaching.

#### Significant Trends:

- Both students and teachers showed statistically significant support for Translanguaging over English-only instruction.
- Departments like CSE and Pharmacy reported slightly higher correlations favoring bilingual strategies, suggesting that STEM-

oriented students benefit considerably from translanguaging.

- Teachers' perceptions strongly aligned with student experiences, highlighting that bilingual practices improve engagement, comprehension, and participation.

The inferential statistics confirm that Translanguaging is significantly associated with improved comprehension, increased confidence, and reduced anxiety, whereas English-only instruction is linked to comprehension challenges and classroom barriers. These findings underscore the importance of flexible language policies that integrate bilingual instructional strategies.

## 8.6 Comparative Insights: Students vs. Teachers

- Both groups strongly support translanguaging for improved comprehension, engagement, and confidence.
- Both advocate for a flexible language policy integrating English and Bangla.
- Teachers are more critical of English only instruction, recognizing its limitations for lower-proficiency students.
- Translanguaging reduces anxiety and promotes collaborative learning across proficiency levels.

The findings demonstrate that translanguaging is widely perceived as an effective pedagogical approach in multilingual classrooms. While EMI is valuable for global competence, integrating

Bangla enhances comprehension, participation, and overall learning outcomes.

A flexible university language policy

accommodating both languages is recommended.

## 9. Discussion

This study's results have portrayed a very complex situation at Khwaja Yunus Ali University regarding EMI teaching and translanguaging, which is what students go through and what teachers also do in such a multilingual academic setting. Apparently, there seems to be a taste for bilingual education in these data. Other studies point to social, political, and belief-based reasons for maintaining strict rules about EMI.

## Student Attitudes and Pedagogical Implications

As in previous studies, Doiz et al. (2014) and Hamid et al. (2013) found students to believe that proficiency in English was an important part of achieving success at school and getting good jobs. However, students felt that the use of only one language for instruction created difficulty in understanding, reduced participation, and anxiety. Particularly for Bangla-medium students, this happens to be the case. On the contrary, translanguaging helped them to understand better, it made things easier and made them feel sure of themselves. That implies that the use of both languages makes teaching easier. These findings corroborate the 2010 study by Creese and Blackledge and the 2014 study by García and Wei, which propose that flexible use of both languages serves as a bridge to understanding and creates inclusive learning spaces.

## Translanguaging as a Teaching Tool

As in previous studies by Doiz, Lasagabastar, & Sierra (2014) and Hamid, Nguyen, & Baldauf (2013), students believed that knowledge of English would help them get good grades at school and, later on, good jobs. Students, however, reported that teaching solely in English often complicated understanding and made them less engaged and concerned. This is particularly true for those coming from Bengali language schools. Translation, on the other hand, helped them comprehend better and made it easier to feel confident about themselves. This proves that the use of both languages assists in teaching. These findings correspond to those from Craze and Blackledge (2010) and Garcia and Wei (2014) in stating that flexible use of both languages helps in building bridges of understanding and opening up learning space for all.

### **Ideology and Power in EMI Policy**

Translanguaging clearly helps in teaching while the rules for EMI at KYAU remain strict. Larger social, political, and belief-based motivations are revealed in this. From a post-colonial perspective, the preference for English over Bangla could be seen as a form of language takeover. It is portrayed that English is the language of international knowledge, status, and opportunity. The symbolic power indicating social success and civilization creates belief in the superiority of pure EMI. Even in cases when one would clearly believe that teaching in a purely English environment might not be conducive for students, the belief remains resilient. This is the language order that flexible bilingual rules, as requested by teachers and students, question. By accepting Bangla along with English, translanguaging goes

against the common notion that doing good at school and at work equates to teaching only in English. The high instrumental value of English for employment, prevalent system, and school policies maintain stringent practices of EMI. This thus creates a tug-of-war between what works for the students and what society, and the economy believe in. Implications for Policy and Practice Results have shown that a flexible language policy, utilizing both languages, would balance the need-to-know English with what works in multilingual classes. Putting translanguaging in official school policy would not only help students understand and be involved but also challenge English as symbolic power, which would help in offering the opportunity for more equitable learning. Teacher training, bilingual learning materials, and assistance from other students could go further to make such practices normal. This would align language policy with teaching methods known to work.

### **Theoretical Contributions**

This paper contributes to the already known on EMI and translanguaging in post-colonial situations by showing how language beliefs and symbolic power influence both policy and what happens in the classroom. While previous studies often refer to teaching outcomes, this study underlines the social and political aspects of the choice of language. The study therefore explains why teaching methods, such as translanguaging, are not exploited as they should be, even when they obviously serve in a positive manner.

In other words, even though students and teachers prefer bilingual teaching for learning, strict EMI reflects social, political, and belief-based pressures: language takeover, symbolic power, and the importance of English about jobs. Such issues, along with others, need to be addressed, together with the use of flexible bilingual approaches, to develop more open, useful, and contextually apt language policies within Bangladeshi higher education.

## 10. Conclusion and Recommendations

The current research explores students and teachers' perceptions regarding the use of both EMI and the multilingual approach to teaching at Khwaja Yunus Ali University. Even though the data show that EMI is the dominant medium of instruction, this single medium may create barriers to conceptual learning for students with diverse linguistic backgrounds and obstruct their participation in classroom discussions. Most of the students reflected apprehension due to anxiety and a lack of safety in an exclusively English environment. In this respect, using Bengali in a lesson along with English resulted in better understanding and raised confidence, hence promoting participation and creating an inclusive and supportive learning environment.

Similar views were also shared by the teachers. They explained that multilingualism has allowed the students to express themselves, reflect, and communicate. In his opinion, when only English was employed, comprehension started to be an issue while the bilingual approach favours learning and values his students' linguistic diversity. The findings

point toward the utilization of language policy permitting EMI and recognizing students' mother tongue. It is from this premise that the realization of intended learning outcomes would be probably achieved besides reducing challenges related to the language barrier. Based on these findings, KYAU could take several forward steps. First, it can issue official language guidelines that allow both English and Bangla and encourage the use of multiple languages in the classrooms. These can include making learning resources available in both languages, asking students to assist other students by translating, and training teachers for bilingual classroom instruction. Furthermore, language support regarding tutoring or language classes can reduce these gaps in the skills of students and make sure that all are on an even playing field for participation at school. Feedback through surveys and discussions with students and teachers regularly can be elicited to comprehend the effectiveness of the language guidelines in service and improve teaching over time. Future studies can be done comparing how the use of different languages affects students over time. Other research can be done on comparing schools that have different policies on languages and assessing how multiple language usage works for different subjects. In this matter, KYAU can build a learning community that is accessible, supportive, and responsive to the evolving needs of its membership, and, in so doing, enhance student learning and teacher performance in linguistically diverse classrooms.

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