

# Impact of EMI Policy on the Academic Result of Private University Students in Bangladesh

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## Abstract

This paper is an attempt to scrutinize the impact of EMI policy (English as a Medium of Instruction) on the academic result of the students of a renowned private university in Bangladesh, based on the teachers' and students' perceptions. After passing twelve years of education in Bengali medium instruction, when the students get themselves admitted into different private universities, they are confronted with EMI policy in their academic contexts. In most of the cases, it has been observed that the MOI (medium of instruction) used in classrooms is purely English. This may raise the affective filter of the freshers, coming from Bengali medium schools and colleges, leading towards gaining poor grades in their academic results. Hence, this research attempts to find out whether there is an association between the poor examination results and EMI policy according to the teachers' and students' perspectives. However, the research findings expose that the majority of the students encounter problems to upgrade their academic results because of using EMI strictly both in classrooms and in examinations. In addition, some teachers pointed out, due to EMI policy students face some problems initially, but there is no other way than accepting EMI /English as a medium of instruction to make the students adapted with the globalized world. On the other hand, a great number of the teachers think that a bilingual medium of instruction actually helps the students to study with interest and motivation, and to have a sound grasp over the content.

**Keywords:** Affective filter, Medium of instruction, Self-esteem

## 1. Introduction

English has been used as a medium of instruction in various universities throughout the world. In Bangladesh, universities specially the private ones use English as their medium of instruction to conduct all of their academic purpose. It is seen that, after passing the S.S.C and H.S.C examination from a Bengali medium background, when the students get admitted into private universities, they are immersed into English language-oriented settings. They have to read, write and speak in English in the university campus; especially inside the classroom. Due to the EMI policy, they might find it problematic to organize and express their ideas in a correct way. This may lead the tertiary level students towards gaining poor grades in their academic results. Therefore, this paper is to inspect the teachers' and students' perception towards EMI policy and how far EMI policy is responsible to

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shape the academic results of freshers (students from the first three semesters) at a private University in Bangladesh.

However, this study limits to focus only on the teachers' and students' perspective about the impact of EMI policy on the academic result of the freshers. So, the research is an in depth case study that narrows down the area only on the freshers of that private university. To make the research precise, the research only focuses on how far EMI policy is responsible for the students' academic result.

## 2. Literature Review

Dearden (2014) mentioned the working definition of EMI policy in her report of British Council. According to that, EMI policy is "the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English" (p.2). Madhavan and McDonald (2014) said, 'EMI essentially refers to the teaching of a subject using the medium of the English language, but where there are no explicit language learning aims and where English is not the national language' (p.1).

A number of researches have been done on English as a medium of instruction for academic purpose in different universities throughout the world. In Bangladesh, there are a few papers on this topic. Islam (2013) conducted a case study in a private university of Bangladesh involving the teachers' and students' perception towards the accomplishments of EMI policy, educational choice and usefulness of this policy by critically observing the language practice and implementation of EMI policy in the context of Bangladeshi higher education (p.126). Again, Sultana (2014) tried to find out whether EMI policy is empowering or disadvantaging students. She specifically focused on the academic discourse and socialization practices of 1st year students in universities of Bangladesh (p.11). Afroz (2014) tried to find out the effects of linguistic transition among the tertiary level students from Bangladeshi private universities and the ways to overcome those in her dissertation (p.7). But there is no in depth research on whether there is any impact of EMI policy on the academic results of tertiary level students in Bangladeshi private universities.

### 2.1 EMI Policy in different Universities all over the world:

According to Marsh (2006), in the period 1995-2000, educational systems worldwide have expressed their concern in the adoption of English as a medium of instruction. He said, English as a medium of instruction may bring positive or negative educational consequences and it varies. In some continents, EMI policy has led students to be confused, hopeless and it also has increased the dropout rates. On the

other hand, in some others, it was seemed appropriate and has brought successful and supportable outcomes (p.30). Crystal (as mentioned in Al-Jarf, 2008, p.197) mentioned that, English is taught as a foreign or second language at schools and universities in almost every country. Al-Jarf (2008) said, English has become dominant in all spheres of life more than ever before because of the latest developments in information and communications technology. On the other hand, according to Ebad (2014), EMI policy has brought many 'challenges and obstacles' in educational condition in Saudi Higher Education setting and in other parts of Arab world as well. He explained that, due to the EMI policy, there have been created communication, connection and cultural gaps between the teachers and students in classrooms.

## 2.2 EMI Policy in the context of Bangladeshi Universities

Like Europe, many Asian countries have started adopting English as a medium of instruction (Naun, 2003; as cited in Islam, 2013, p.128). Islam (2013) noted, the number of private universities in Bangladesh is increasing so fast since the introduction of the University act 1992 (p.134). But there is no large scale research regarding the implementation of EMI in Asian countries as like as Europe (p.133). In his paper, Islam (2013) mainly examined the implementation of EMI policy, choice and preference of EMI policy, and how EMI policy is enhancing educational effectiveness in a private university in Bangladesh (p.133). In addition, Sultana (2014) tried to identify to what extent using English as the only language policy in higher education advantage or disadvantage students. Her attention was particularly focused on the experiences of students who came from a Bangla medium educational background (p.12). In our higher education context, majority of students come from Bangla-medium education background. They study English only as a content-based subject in their school and college. Moreover, Rouf (2012) conducted his study that focuses on exploring the general effects of linguistic transition ((Bengali to English) on the beginner level students at private universities in Bangladesh (p. 11). Since there were no research on linguistic transition at Bangladesh before Rouf's study, he felt that, Freshers at tertiary level suddenly found English as the medium of instruction at private universities though at their secondary and higher secondary level it was Bengali (p.11). His study shows, this linguistic transition has some negative effects on the beginner level students. In addition, Afroz's (2014) dissertation findings show that linguistic transition occurs for some motives and among them some major reasons are employability of the graduates, easy access of course resources, globalizing the education system etc. (p.33).

## 3. Methodology

The research survey was done only on a private university of Dhaka, Bangladesh. A survey questionnaire was used as an instrument to collect data from

the freshers. As the study aims to view the students' and teachers' perspective on the impact of EMI policy on their academic result, the research was designed to take a survey from the students with 17 close-ended questions, which were divided into two parts. The first part was inclined to take of some general information of the students. And, the other one was designed by following the 'Likert scale'. To explain the pattern of the questionnaire, it can be said, the first 11 statements were regarding the students' opinion on using EMI inside the classroom. Next, the rest of 6 statements were regarding their opinion on using EMI in the question paper during examination. Each statement had five options and each option had a particular score. The options were strongly agree, agree, neutral, disagree, strongly disagree; ranking from 5 to 1 point according to "Likert Scale". The whole process of the survey was like a multiple-choice test containing some options that needed students to choose the suitable one. MCQ is a helpful test of all objective type questions.

In addition, for getting the teachers' opinion, 11 open ended questions were prepared for the interview session those were analyzed by using qualitative formula. The research was designed to take a survey from 176 students from first three semester having Bengali medium background and interview from the 17 teachers from different departments. Qualitative and quantitative questions were prepared for the teachers and students respectively. Moreover, the researcher also had to get permission from the teachers earlier to conduct the interview, as some of the teachers were not agreed to be interviewed.

The theoretical framework of the study concentrates on Affective Filter Hypothesis which was introduced by a famous linguist Stephen Krashen (1982). It is a hypothesis regarding second language acquisition theory. It is also counted as an area of educational psychology. According to Krashen (1982), the 'Affective Filter Hypothesis' states how the affective factors ( for example, anxiety, inhibition, self-esteem willingness to communicate etc.) are related to the second language acquisition process (p.30). He thinks, these factors interfere the acquisition process. It is said that, these negative factors act like a blockage that prevents efficient learning. People having high affective filter will lower their acquisition whereas people with low affective filter permit more input into their language acquisition device (LAD). Generally, the filter is up when the acquirer is not motivated to learn the L2, lacking in confidence, or concerned only with failure. However, the filter remains down when the acquirer do not become anxious and try to participate in a group speaking (p.162).

### **3.1 Data Collection Procedure**

The major portion of the data was collected by providing the questionnaire to the students from various departments. Though the numbers of the students

were not same for all the departments, the researcher tried to make the number close to each other. For example : 19 students from the Architecture department, 21 students from B.B.S department, 21 students from C.S.E department, 20 students from E.E.E department, 22 students from ENH department, 17 students from E.S.S department, 17 students from L.L.B department, 17 students from M.N.S department and 19 students from Pharmacy department were participated to conduct this research.

The students were told to mark the option they think that suits to their situation most. However, the teachers' opinion was collected by face-to-face interview. For taking their interview, the researcher had to contact them before for their suitable time.

### **3.2 Data Analysis Procedure**

For each of the department, the mean scores of the 17 statements were calculated. Then, the scores were compared with each other by following the interpretation scale (Seligar & Shohamy, 1989, p.214). This is how the data from each department was analyzed. After that, the researcher tried to see the individual department's overall response on the individual statement. It was helpful to get an overall picture of the student's perception about the individual statement. The two central research questions were tried to be answered there and a graph was drawn to illustrate the scenarios better.

On the other hand, to analyze the teachers' perception on EMI policy, the researcher followed two ways. First, the teachers' response to individual question was analyzed with percentages. Second, their overall interpretation was discussed and analyzed. In this case, their department and subject area was also taken into account to see whether the impact of EMI policy acts differently in students' academic progress in department to department or not. This portion falls under the qualitative category. Lastly, the researcher compared the students and teachers responses to see, whether their responses have any similarity on the impact of EMI policy on the academic result of the BRAC university fresher or not.

## **4. Findings and Analysis**

By following the above mentioned method, the findings from the students' and teachers' response are going to be analyzed here.

### **4.1 Findings from the Students' Survey**

There are 17 statements that have five choices in the questionnaire prepared for the students (See appendix). Students were instructed to choose the option that

suits their situation most, so that the utmost correct outcome may derive. After that, the obtained data are tabulated and analyzed in terms of frequency counts and means.

In each box the number on the top indicates the number of the students that put a tick mark on that specific option and the number at the bottom points to the score after conversion into numerical figures. Moreover, the bottom ones are calculated to find out the mean scores for each statement. For example, in the first statement, 3 students from the Architecture department chose 'strongly agree' (so  $3*5$ ), 0 students 'agree' ( $0*4$ ), 3 students 'neutral' ( $3*3$ ), 7 rarely ( $7*2$ ) and 6 students chose 'strongly disagree' ( $0*1$ ). So, in the first statement (I have experienced a class/classes in my school/college where ONLY English was used as a medium of instruction.), the mean score of the statement is 2.31 (total number divided by total number of students). The mean scores of the two segments (question no. 1-11, and question no. 12-17) are also averaged to have a more precise and a single result. For example, mean scores of the first segment, impact of using EMI in the classroom are: 2.31, 2.73, 3, 3.15, 3.36, 3.47, 3.73, 2.78, 2.68, 3.73, 2.68 ; so the final mean score for the first segment is 3.05 (the sum of the mean scores divided by the number of mean score). However, the data will be interpreted with the interpretation scale by Seligar & Shohamy (1989).

- a) 1.00 – 2.25: Strongly disagree/ Never
- b) 2.26 – 3.00: Disagree/ Rarely
- c) 3.01 – 3.75: Agree/Sometimes
- d) 3.76 – 5.00: Strongly agree/ Always (p.214)

While analyzing the data, it will be predicted that, the higher the mean score is, the problem regarding EMI policy is also higher. And, the lower the mean score is, the complaints against the EMI policy is also lower.

#### 4.2 Analyzing Students' Response

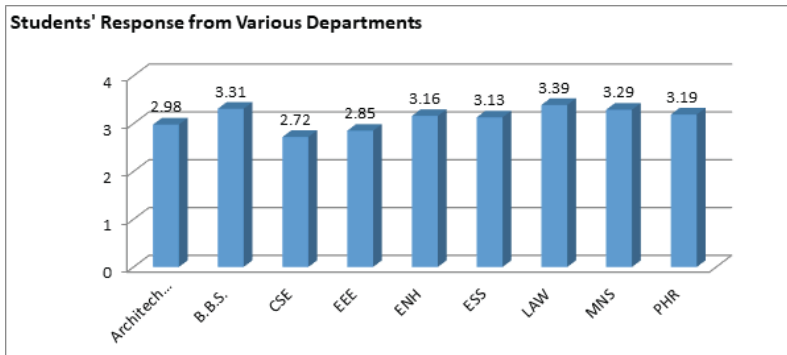
In this part, the researcher is going to find out, what is the ultimate response of the students' about EMI policy and whether any particular trend is being followed in the departments according to students' perception or not. The calculated result of all 9 departments is tabulated in the following:

| Name of the Department | Average Mean score For individual department | Average of all Mean scores of the departments | According to the Interpretation scale |
|------------------------|--|---|---------------------------------------|
| Architecture           | 2.98   | 3.11  | Agree                                 |
| B.B.S                  | 3.31   |   |                                       |
| CSE                    | 2.72   |   |                                       |
| EEE                    | 2.85   |   |                                       |
| ENH                    | 3.16   |   |                                       |
| ESS                    | 3.13   |   |                                       |
| LAW                    | 3.39   |   |                                       |
| MNS                    | 3.29   |   |                                       |
| PHR                    | 3.19   |   |                                       |

Table 4.2.1: Department wise response of the students

Table 4.2.1 shows, the overall mean score from the students’ perception on EMI is 3.11. Relating this to the interpretation scale, it can be said that, students from that university are facing troubles to reach their academic goal due to the strict EMI policy maintained in classroom as well as during examination. Majority of them agree with the point that, EMI policy plays a vital role as a barrier to obtain their desired grade.

In a graphical figure, it can be shown in the following graph:



It can be seen from the graph that, there is no remarkable trend is being followed by the individual department. Using EMI policy almost equally affects the academic result of students’ from all the departments except Architecture, CSE and EEE department. It may happen because; these departments are concerned about the scientific and mathematical terms rather than the language. They have to concentrate more on the scientific terms, theories, and their application rather than working hard to improve their language proficiency. On the other hand, others, the students from B.B.A, ESS, L.L.B, ENH, MNS, and Pharmacy department are affected

by the EMI policy as their subjects require more explanatory answers and they have to be well proficient in English to learn and discuss their subject materials in the classroom.

Moreover, while talking about EMI policy, Tollefson (2000) showed in his paper that, in Philippines, for many students it is also a key cause of tension and social division between elite and 'English-less masses' (as cited in Sultana, 2014, p.12). Sultana (2014) also found, English severely hampered their possibilities of learning and the improvement of identity (p.11). Here, in BRAC University we also can see that EMI is causing tension and social divisions. That's why the students are taking EMI as a barrier sometimes in their learning. Moreover, Sultana (2014) found in her research that, the students who come from Bangla medium background face problems in the university as the universities give intense importance in English (p.25). It also shows, EMI policy can be responsible to marginalize the students who do not have a better proficiency in English (p.25). In this research we also found the similar type of responses for the students. To answer statement 5, majority of students expresses that they feel inferior to express their thoughts properly in the classroom. They feel them substandard in comparison to others.

However, while answering question 9, students seemed agree with the statement that teachers are only connected with the students' having a good proficiency over English. That indicates, this may made them less motivated to study as the motivation plays an important part in language acquisition. In Sultana's words, sometimes weaker students are not noticed by the teachers, and that is why they get less chances to participate in the class-discussions. On the other hand, students from English medium background have a better participation in the classroom activities and they are easily noticed by the teachers (p.29).

Rouf (2012) once mentioned that, linguistic transition has some negative effects on the beginner level students. The freshers from Bengali medium institutes are very weak in reading, writing, listening and speaking because they did not experience using these skills explicitly in their previous institutions (p13). The overall finding of this research reflects these words solely as it is seen that, majority of the students have labeled 'using EMI policy' as a problematic factor in their academic life.

### **4.3 Analyzing teachers' perception**

This portion aims to analyze some teachers' perception on using only English as a medium of instruction. A questionnaire of 11 questions was prepared and 16 teachers from different department were interviewed to get their perspective on this policy. 4 teachers from Department of CSE, 5 teachers from Department of



ENH, 2 teachers from department of ESS, 2 teachers from department of MNS and 3 teachers from department of E.E.E were interviewed., The names of the teachers are not going to be mentioned in this paper. To illustrate any specific opinion from a particular teacher, the researcher is going to use T1, T2, and T3... up to T16 to mention them. To observe whether there is any impact of EMI policy in their subject matters, the researcher divided the teachers into following groups:

Group A (T1, T2, T3, T4, T5) = Department of ENH

Group B (T6, T7, T8, T9) = Department of CSE

Group C (T10, T11) = Department of EEE

Group D (T12, T13) = Department of MNS

Group E (T14, T15) = Department of ESS.

Though the researcher wanted to take some more interviews, few teachers did not allow the researcher to take their interview.

Overall, it is seen that, there are variety of answers by the teachers regarding the EMI policy. However, it is pointed out while analyzing the teachers' perspective that, the teachers from group B, C, and E (i.e. CSE, EEE and MNS department) do not much agree with the claim that EMI policy is widely responsible for the students' academic result. For example, to answer the question no. 3, T7 from CSE department said, "Creativity and technical ability does not depend on who is from Bangla medium and who is from English medium. ". (T7) To answer question no 7, T11 from EEE department claimed, "Understanding the subject matter is more important than language in EEE or any other engineering based courses". (T11)

In addition, to answer question no. 7, T12 from MNS department claimed,

"As long as math/physics are considered, I don't think organization of questions is an issue. Because the students do not explain with 'words and sentences' here. Rather, they have to be careful with the mathematical formula and equations". (T7)

However, the teacher from ENH and ESS department seems a bit different from them. For example, to answer the same question 7, T3 said, Students who come from outside Dhaka and who are weak in language proficiency, tends to have a poor grade in their first semester. Because they cannot write in proper way. So, the teachers cannot even understand whether they are understanding the content or nor. In addition, a remarkable trend is seen from the teachers' point of view. To answer qus no. 5, teachers from all the departments except ENH agree on the point that native language can be used in the classroom for make the students understand the contents better. But in ENH, 3 teachers among of 5 think; only English should be the medium of instruction. For example, T5 says :

“Native language should not be used in classrooms. Because, students will then frequently speak in Bengali and that won't be beneficial for them. Yes, I admit that sometimes it is too strict for the first year students, but over the time, they will be habituated with it. So, for their betterment they should not practice Bengali other than English in the classroom” (T5).

T4 added that, while learning a foreign language like German or French, teachers do not expect to use Bengali in the classroom. So why do they need to use Bengali while learning English? Students should be drowned in a situation where only English can be used from the very first semester. Only then they will be able to cope up with the situation within few months. Teachers from other department do not follow any of the above trends solely. They had mixed opinion about the questions. Majority of them admits that there is some influence of EMI policy in the academic results. That is why many of them are in the support of applying mixed method in the classroom. T14 from ESS department said in answer to question no 5, “I prefer a mixture of native and English language lecture. Mostly English but 30-20% of native language is fine to use in a classroom”.

After analyzing the students' and teachers' perspective on EMI policy's impact on academic result of the fresher, it is seen that both of their perspectives are kind of similar. While preparing the questionnaires of students and teachers, the researcher intentionally put some questions similar to see whether their response is similar or different from each other. For example, in question no. 6 from the teachers' questionnaire and question 7 from students' questionnaire it was wanted to know whether the students' ideas are sometimes better but they do not share that for the lack of their proficiency. To answer that, students' mean score (3.72) says, they agree with the statement. The teachers' answers also reflect the same. 56.25% of the teachers believes that student do not share because of their low proficiency and shyness. Moreover, Sultana (2014) showed in her paper, “EMI policy is affecting students' participation in classroom activities, power negotiation, and identity” (p. 38). So, the finding of the question correlates Sultana's research.

In addition, question 5 from the teachers' questionnaire and question number 10 seek to know whether using the native language in classroom makes the student understand the course materials better or not. Majority of the students agreed with this and majority of the teachers also believe the same. T2 from ENH department talked about using Bengali in class is a tool of 'Scaffolding'. One of the main benefits of scaffolding instruction is that it provides for a supportive learning environment. In a scaffolding learning environment, students are free to ask questions, provide feedback and support their peers in learning new material. (Instructional Scaffolding, p1) Students also solely believe that, if Bangla is used in the class,

that will be beneficial to their study.

Ebad (2014) states, due to the EMI policy, there have been created communication, connection and cultural gaps between the teachers and students in classrooms (p.142). One of the teachers (T1) also mentioned that while answering the question no 8. She said that, it is of course a teacher's concern to help the weaker student's solely. There will be created a communication gap between the teachers and students. Because of that, students may feel lonely and they will not be able to share their academic problems with their teachers. That will ultimately hamper their academic grade.

In addition, Islam (2013) thought, the students understood the value of Bangla in academic learning, they cannot ignore the power of English for their future (p.133). That's why majority of the teachers think, though EMI policy is creating some problems in their academic life, there is no other way to deny this or change it. Students have to come up with these phenomena and teachers have to be a little more considerate and should not blindly follow EMI policy much strictly. However, according to Marsh (2006), if EMI policy creates a language problem, it is required to explore suitable solutions which are effective in the classroom situation. In contrary, if English as a medium of instruction improve overall the learning process, it is also essential to recognize the conditions that are bringing out successes (p.31).

#### 4. Conclusion

In a nutshell, it can be said, both the majority of students and teachers accept the fact that EMI policy is creating some difficulties in terms of the freshers' academic result. It is found that, mainstream students are facing problem to upgrade their academic result because of using EMI policy firmly in the classroom as well as in the examination. It is also detected that, there is no remarkable trend is being followed by the individual departments. Using EMI policy almost equally affects the academic result of students' from all the departments except Architecture, CSE and EEE department. It may happen because, these departments are concerned about the scientific and mathematical terms rather than the language. They have to concentrate more on the scientific terms, theories, and their application rather than working hard to improve their language proficiency.

However, others - the students from B.B.A, ESS, L.L.B, ENH, MNS, and Pharmacy department are affected by the EMI policy as their subjects require more explanatory answers and they have to be enough proficient in English to learn and discuss their subject materials in the classroom. On the other hand, it is seen that,

there are variety of answers by the teachers regarding the EMI policy. Group B, C, and E (i.e. CSE, EEE and MNS department) do not much agree with the claim that EMI policy is widely responsible for the students' academic result.

Another point is, teachers from all the departments except ENH agree on the point that native language may be used in the classrooms for making the students understand the contents better.

Nevertheless, this paper contributes to the existing literature about the impact of EMI policy in higher education. It is unique in the sense that, in Bangladesh, there are very few researches done on this topic. So, after construing the survey, the teachers and the university authority can apply some necessary strategies to diminish this fact by analyzing the problems the freshers go through in their academic life. A proper guideline can bring some positive outcomes. If the university authority wants to make its students more attached to the class, they can introduce 'mixed method' in terms of medium of instruction where native language can be used if necessary.

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## Appendix

### Questionnaire

#### General Questions

Name:

Department:

Semester: 1st /2nd /3rd

School and College Background: Bangla/ English

Gender: Male/ Female

Students' Opinion Regarding Using EMI Policy in Classroom:

1. I have experienced a class/ in my school/ college where only English was used as a medium of instruction.

1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

2. I have problem in understanding the course materials written in English.

1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

3. I face problem in understanding class lectures given in English

1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

4. I think, 'English as a medium of instruction' is creating a barrier in my learning

1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

5. Many a time I felt inferior as a student from Bangla medium background while sharing my ideas in front of the other students.

1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

6. Using ONLY English as a medium of instruction in the classroom lead me to have poor grade in classroom participation

1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

7. I feel that my ideas are sometimes better than others, but I don't feel like speaking in classroom just because I do not have a good proficiency in English.

1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

8. I feel like using a dictionary always in the classroom to understand the course materials better

1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

9. I think some teachers are biased towards students who are very fluent in speaking English than the students who cannot speak well in English.)

1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

10. I think that I will understand the class lectures better if Bangla is used as well with English in class lectures.

1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

11. Sometimes I feel frustrated and hopeless that I cannot study well just because I do not understand a topic written in English.

1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

**Students' Opinion Regarding Using EMI Policy during Examination:**

1. I face problem in understanding the question paper during exams as they are written in English. 1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

2. I face difficulty in preparing my answers in the exam scripts because I have to write ONLY in English. 1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

3. I get poor marks in exams because I cannot organize my answers perfectly in English. (1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

4. I make grammatical mistakes frequently while writing my answers. 1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

5. I feel like using a dictionary in the exam hall to understand the meaning of the questions properly

1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

6. I think some teachers are biased towards the students who can write well in English rather than the students who cannot shape their thoughts properly in the exam scripts due to their lacking in English

1. Strongly Agree - 2. Agree - 3. Neutral - 4. Disagree - 5. Strongly Disagree

### Questionnaire for teachers

1. Do you think that all the students can understand all the instructions given in English in classrooms?
2. Do you think that all the students can understand all the instructions of the questions paper?
3. Do the English medium students do well in the exams? Explain.
4. Do you think that the students cannot do well enough in the classroom activities because of their lower proficiency in English?
5. Do you think that, native language should be used sometimes in the classroom to make students understand the instructions better?
6. Do you feel that some students' ideas are sometimes better than others, but they don't want to speak up in classroom just because they do not have a good proficiency in English?
7. Do you think that some students' ideas are sometimes better than others, but they cannot organize those properly in the scripts because of their low proficiency over English?
8. Do you think that the teachers should be more considerate to the students who do not have a good proficiency over English?
9. Do you think that using ONLY English as a medium of instruction in the classroom lead the students to get a poor grade in classroom participation?
10. Do you think that 'English as a medium of instruction' is creating a barrier in their learning the course materials with interest?
11. Do you think that EMI policy is responsible to make students frustrated about studying? Can it be responsible for their poor grades?