EXPERIENCE OF TAKING INSTRUCTION AND PERFORMING ACADEMIC PRESENTATION IN EMI BASED CLASSES IN PRIVATE UNIVERSITIES OF BANGLADESH: STUDENTS' PERSPECTIVES

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ABSTRACT

In line with global market demand for English language and increasing propensity of implementing English medium instruction (EMI) in tertiary academia all over the world in non-English speaking countries the universities especially private universities in Bangladesh offer academic programs in English medium instruction without addressing the realities and problems which students may face in EMI based classes. The aim of this study is to explore these real experiences faced by students in taking instruction and performing academic presentation in English medium instruction (EMI) based classes in private universities of Bangladesh. For conducting the research, this study has followed qualitative approach and purposive sampling technique has been used to investigate Bangladeshi private university students' study experiences of taking instruction and academic performance in EMI based classes. The data have been collected through open-ended, face to face, in-depth semi-structured interview protocol of phenomenological study in deep conversational mode of sharing the actual lived experiences of the interviewees about the topic of interest. The data have been analyzed manually and through the identification of the inductive thematic analysis process of coding themes. The findings of the study show that EMI creates various obstacles for the students for taking instruction and performing academic presentation in classes and have negative impacts on their grades.

KEYWORDS: *English medium instruction, higher education, taking instruction, academic presentation, learning experiences.*

1. INTRODUCTION

English medium instruction got its initial momentum in the world higher education with the Bologna declaration of 1999 (Walkinshaw et al., 2017). Over the last two decades regionally and internationally English medium instruction has become one of the most important issues of higher education policy and planning (Zumor & Qasem, 2019). Following this current international tendency of higher education, transformation of education into EMI is considered as alternative to mother tongue in almost all non-Anglophone nations of the globe (Shimauchi, 2018). Now in the recent modern world of academic communities in many non-English speaking nations English medium instruction is recognized prominently and significantly (Galloway, 2020). Dearden and Macaro (2016) have found in their qualitative research conducted in Poland, Austria and Italy that EMI based education is expanding and it is getting support for introducing day by day. But the reality is that there is a definite lack of initiative that is needed to be taken to fine tune with EMI and its negative impacts on students. This tendency of global higher education may create inconsistency and may pose the different complexities that can hamper quality education and it may be responsible for the deterioration of the abilities of students' potentiality in taking instruction and performing academic presentation in classes and may have negative impacts on their grades and on the quality of tertiary education in non-Anglophone states like Bangladesh.

English has been taken for granted as medium of instruction to a great extent in private higher education sector in Bangladesh since the early 1990s (Rahman, et al., 2018). In addition to this, in Bangladesh English medium instruction is reasonably highlighted in higher education in National Education Policy-2010 (Nur, 2021) in spite of being Bengali as official, functional and mostly used language. Accordingly, though Bengali is declared as main medium of instruction, English medium of instruction is also very prominent in Higher education. In Bangladesh Bengali is declared as common medium of instruction in primary, secondary and higher secondary

education level (Rahman et al., 2020). But the reality is that no private universities in Bangladesh now use Bengali medium instruction for conducting their tertiary education curriculum. Moreover, they always like to proclaim themselves as English medium universities and prepare their website to advertize this (Rahman et al., 2020). As a result, All Bangladeshi private universities have willingly selected EMI as their only medium of instruction and have chosen English language as their de facto medium of instruction for offering courses to cope up with the global fashion of higher education system (Sharkar, 2019).

Following mixed method Akter and Mitul (2020) in their study in Bangladesh have demonstrated that the students, who come from Bengali medium instruction in pre-university education, get disappointed being unable to communicate in English language in EMI based classes. They also have observed that in classes the students become alienated as they are not able to understand English speech properly. Consequently, it becomes tough for the pupils to cope up with English medium instruction (Akter & Mitul, 2020). For this reason, a qualitative phenomenological research is essential now to explore the real scenarios of English medium based classes to go into the deep of this current issue of using English language in higher education sector as it is said by Dibley et al. (2020) that phenomenology guides us towards the deeper understanding of the verities of realities.

OBJECTIVES
1. To explore the students' experiences of the taking instructions in classes in private universities of Bangladesh
2. To explore students' experiences of academic presentation in classes in private universities of Bangladesh

2. LITERATURE REVIEW
Impacts of English Medium Instruction in Classes
A great number of articles on demand of English medium instruction have observed the positive impacts of conducting courses in tertiary stage of education in non-Anglophone countries worldwide. Hung (2020) has advocated that EMI based classes should be encouraged at university level education to promote English language kill, content learning skill and also intercultural relation of the pupils of higher education. Similarly, Costales (2017) has asserted in the survey conducted at University of Oviedo in Spain that in EMI based education system the overall satisfaction level of the students is comparatively high because of the global demand of communication in English. As a result, students are very much motivated and enthusiastic to continue their study in EMI for their access to global community. Other study done by Zenkova and Khamitova (2017) in Kazakhastan similarly has reported that teaching courses EMI has many productive impacts and it is favourable for the profession of students and for academic strength and for job and migration opportunity of manpower to the developed countries.

In contrast, EMI frequently is viewed as an obstacle to the quality of teaching and learning in non-English speaking countries by a large number of researchers and is criticized. Zumor (2019) in Saudi Arabia, Aizawa and Rose (2019) in Japan, Hengadeekul et al., (2014) in Thailand, Rahman et al., (2018) and Sultana (2018) in Bangladesh, in their studies focusing on field level EMI based education have noticed notable negative impacts of EMI in the issues of comprehension of texts, taking instruction in classes, classroom language use, motivation to learning, anxiety of speaking, psychological stress of the students. Lack of English language skill, students' low motivation for using English language in classes, conservative attitudes etc. are also considered as obstacles for adaptation of EMI based courses (Zenkova & Khamitova, 2017). Similarly, the students' lack of English skill and burden of extra work load for the preparation for EMI based classes to get a quality service is liable for causing negative impact on students' performances in EMI based education system (Zenkova et al., 2017). That is why for adjusting with the students' complications of learning with their comparatively low level of English language skill simplified contents are required. Thus, loss of content and decline of quality of education happens (Zenkova et, al., 2017). So, the insufficient English skill level of students is marked as main problems that can be stumbling block for enactment of EMI based education at tertiary level (Zenkova et al., 2017). Similar report has been circulated by Zumor and Qasem (2019) about the major negative effects on specific subjects in their survey done in the Middle East. Besides this, Bradford (2016) has investigated other challenge related to students studying in non-English language speaking environment which is the inability of students to comprehend academic texts that results in declining of the quality of the academic programme. It is now obvious that the studies that mainly have given emphasis much on the implementation of EMI in field level education, have great number of negative consequences of English medium instruction in non-Anglophone countries.

Apart from this, Hung (2020), Costales (2017), Zenkova and Khamitova (2017), Dafouz and Miñano (2016), Koksal and Tercan (2019) have obtained some mixed results in their research on EMI in higher education in non-English speaking countries. They have not identified any mentionable difference among L1 and L2 based study with the business students in three subjects offered in first year (Dafouz & Miñano 2016). On the other hand, Koksal and Tercan (2019) in their study in Turkey have claimed that most of the learners have good perception to English medium instruction because they think they get opportunity to improve their English competency, gain confidence in conversation and comprehend more text books, journal articles in English and thus they can be more exposed to international culture. However, Koksal and Tercan (2019) also have found that learners are tensed about taking notes in classes, academic presentation, class discussion, motivation to learn and their academic result due to EMI based courses.

Challenges of EMI based Classes
Hung and Lan (2017) in their research conducted in the Mekong Delta in Vietnam have identified five major challenges in EMI classrooms. They have mentioned that low English language skill, less engagement in classroom interaction, shortage of time for preparation for lectures, and minimum access to the resources is the main challenge which the stakeholders face. Similarly, Macaro and Han (2020) in their study conducted in China have asserted that the teachers and students who do not have English as their first language but teach and learn majority of academic programmes in English face the complexities in teaching and learning in English medium instruction instead of Chinese medium instruction.

The similar result has come from the study by Hung (2020) in Taiwan that some students and teachers may not feel friendly and comfortable environment in EMI based classrooms. That is why not only the competence of students but also the competence of teachers to teach and learn in English language is important for EMI based education which requires enough pedagogical and linguistic knowledge (Macaro et al., 2019). Besides this, it is noticed that in the EMI based classroom situation simplification, scaffolding and translanguaging exist frequently (Demova, 2020). The linguistic challenges also may occur in EMI based education environment in non-Anglophone nations and even in English speaking countries where immigrant pupils may also face difficulties with EMI to understand the lectures delivered in English (Gimaraes & Kremer, 2020). Similar result is observed by Cao and Yuan (2020) that English medium instruction always generates challenges for less proficient students and large numbers of students may become upset in preparing course assignment. Meanwhile, EMI in higher education have raised some relevant questions about the situation of EMI based classes to identify the challenges faced by the students coming L1(non-English) background to university EMI based academic programmes (Macaro et al. (2017). Finally, Field level stakeholders of EMI have expressed existing struggles to understand the topic taught to them following English medium instruction (Galloway, 2020). Along with this, the lack of English language skill of the students is also an argument against EMI implementation in higher education (Dafouz et al., 2016).

Status of EMI in Private Universities in Bangladesh
All privately run universities of Bangladesh have adopted English medium instruction for conducting their education (Sharker, 2021) though Bengali is the medium of instruction in pre-university education for those Bangladeshi students who seek for higher education in private universities (Rahman, 2021). At present a large number of students amounting 398737 (Sarkar et al., 2021) are pursuing higher education in private universities in EMI based education system. Currently 103 private universities are operating their academic activities in EMI in Bangladesh and the number is increasing day by day (Sharker, 2019). But the reality is that all subjects other than English language and religious studies are conducted in Bengali medium instruction in pre-university education in Bangladesh (Rahman, 2021).

Impacts of EMI based Classes on Students' Academic Performance in Private University of Bangladesh
Belhiah and Eelhami (2015) in their study in the Gulf countries have said that present EMI situation in Arab countries has some disadvantages. Then as well, Sarkar et al. (2021) in their qualitative research have reported that multiple challenges are caused for EMI for a large number of the students of tertiary education and the teachers also face struggles in teaching only in EMI. Sultana (2018) in her ethnographic investigation on students in a private university in Bangladesh has explored that a noticeable demoralization takes place among the students as they find themselves incompetent to understand the lectures and to participate in classroom activities. Sarkar et al. (2021) have provided serous report in their research that quality of higher education in EMI based academic system in the private universities in Bangladesh has been alarmingly problematic and most importantly the success rate in promoting EMI based higher education is very limited.

Akter and Mitul (2020) have explored that low English proficiency of the students is the reason for main challenge in implementing EMI based higher education. One of the reasons behind declination of quality of higher education is the EMI installation without thinking about the consequence of the system. Bangladesh is satisfied with a high pass rate in public examinations in pre-university education level (Nur, 2021) but most of the students are Bengali native speakers and have had their school education mainly in Bengali medium. After coming to university, they are trying to use basic English in university which is not enough for them to cope up with higher education. It keeps them slow in thinking in English. Moreover, students are under pressure to compromise with the EMI system by using both English and Bengali together as they need their English to be supplemented by Bengali for better understanding and thought provocation (Akter & Mitul, 2020).

It is now obvious that in EMI setting the difficulties faced by students in taking instruction and performing academic presentation can affect their note taking, participation in group works and successfully completion of their courses. It is likely due to unconfident attention given to the practicality of the EMI based setting in non-English speaking communities on which issues the more research are needed (Hung, 2020). As yet there have been minimum numbers of researches on the effects of using EMI in classes (Chen, et al., 2020). Dafouz & Miñano, (2016) have claimed that second language (English in this study) learners naturally face more difficulties in taking instruction of the lectures and performing academic presentation for which the students achieve lower score. Apart from this, the everyday experiences of the stakeholders in field level higher education have been given little or no importance (Rahman et al. 2019).

Akter and Mitul (2020) have identified in their study conducted in Bangladesh that some current specific complications and barriers faced by the students in implementation of EMI regarding the cognitive ability of students to make notes, to take instruction, to write reports, to respond to questions, to participate in academic discussions or to understand topics which affect negatively on learning outcomes in the higher education. All these issues indicate that academic performance of the students may be compromised. So, a clear gap is observed between EMI based education policy and its implementation in Bangladesh which requires more study and research to find way out to face the problems to address for better adaptation of EMI based classes for better quality higher education. A clear gap between policy level and implementing level of EMI academic practice in Bangladesh is observed and it is now necessary to conduct in depth study to sort out the complexities to address proper implementation of EMI in higher education (Alam, et, al., 2022) Therefore, it is in now essential to explore the ability of the universities that are conducting their study in English medium instruction (Rahman, et. al., 2019).

To fill up this gap of studies concerning the EMI in higher education, farther large-scale in depth research is needed regarding classroom activities and interaction in EMI based classes with a view to critically analyzing the perceptions of realities experienced by university students. For this reason, the current study aims at sharing the lived experiences of the students to explore the complications of EMI based classes and identifying students' problems in taking clear instructions, responding to others and participating in group discussions from the participants' perspective. This study mainly aims to explore lived experiences of the students exposed to EMI academic setting in order to identify the complexities of taking instructions and performing academic presentation in classes in private universities of Bangladesh.

3. METHODOLOGY

This study aims to explore several perspectives to achieve insights into the real nature of the impacts of English medium instruction on students' comprehension of contents, taking instructions and performance of academic presentation in classes in higher education level. The present study is exploratory in nature and qualitative in approach to analyze and synthesize stories that are told by participants from their lived experiences. Open-ended, face to face, in-depth semi-structure interview protocol of phenomenological study has been followed to explore the actual ideas and experiences of participants and the interviews were audio recorded and transcribed verbatim in May 2023.

4. PARTICIPANTS AND SAMPLING

The study has followed the non-probability purposive sampling system to select 18 students from various faculties of 3 private universities in Dhaka metropolitan city area conducting their academic programmes in English medium for interview as the purposive sampling system prioritizes selecting samples from the students with a specific purpose in mind (Showkat and Parveen, 2017). According to Etikan (2016) the aim of the purposive sampling is to deliberate focus on people who are suitable for relevant research. All of participants were born in Bangladesh and as a consequence they learnt English as a foreign language (EFL) in their pre-university education. They usually speak Bengali, their mother tongue, at home and outside classroom. Before

entering the higher education level, they learnt English for twelve years (Grade-i-xii) during their primary and secondary education (pre-university education in Bangladesh) which integrated English as a compulsory course in their curriculum. The figure:1 below illustrates the demographic characteristics of the participants.

Sampling	Location	Participants (Students)		No. of Participants
Non-probability Purposive sampling	Private University 1 (Dhaka)	Newcomers Sophomore Senior Alumni	3 1 1 1	Students-6
Non-probability Purposive sampling	Private University 2 (Dhaka)	Newcomers Sophomore Senior Alumni	3 1 1 1	Students-6
Non-probability Purposive sampling	Private University 3 (Dhaka)	Newcomers Sophomore Senior Alumni	3 1 1 1	Students-6
				Total= 18

Figure: 1 Participants and Samples of the study

5. ANALYSIS METHOD

The analysis has been done manually and through the identification of themes and codes following Braun and Clarke's (2006) six phase guide of thematic analysis ('familiarizing oneself with my data', 'generating initial themes', 'searching for themes', 'reviewing themes', 'defining and naming themes' and 'producing the report') was employed to code and analyze the data (P-35). This study has followed the inductive process of thematic analysis without trying to fit it into a pre-existing coding frame, or the researcher's analytic preconceptions (Braun and Clarke, 2006) In this sense, this form of thematic analysis is data driven (Braun and Clarke, 2006).

6. FINDINGS AND DISCUSSIONS

The researcher assumed that listening to the voices of the students would give the real picture of the situation of the classes in EMI based higher education level. The participants of the semi-structured interviews were given symbolic numbers SPN (Students Participant Number) (SPN1, SPN2, ---------------, SPN18) for references to the reporting of findings of RQs. Then, the students' perspectives on EMI in their university education has been explored which is followed by the discussion of the difficulties face by the students in taking instruction and performing presentation in classes of their major departmental subjects in EMI setting.

7. STUDENTS' EXPERIENCE OF TAKING INSTRUCTION IN CLASS

Bradford (2016) have observed that the students who study in non-English language setting face inability to take notes from academic texts which result in declining of programme quality. In the interview session one and all interviewees of the current study similarly reported that the students always face some sort of difficulties in comprehending lectures in the classes and this is more problematic at the beginning of their study in university. 12 of the participants directly have added that they are able to comprehend only the basic parts of topic discussed in the class but not the detail as some topics are very tough and new for them. So, they often miss some points and cannot understand clearly the contents of the lectures properly and they need further help to understand. Besides, 14 participants have agreed that they miss many words and phrases while listening to the lectures and try to take help from other students next to them. SPN8 has asserted,

At the beginning I could not understand what my teacher tried to say to us. Because I have lack of vocabulary. As I said, English is our second language so we have lots of barriers to understand English speaking. I cannot feel easy to listen to quick utterance. The pronunciation is another problem for me. That's why it's kind of complex thing to me for giving attention.

This finding is similar to the finding by Sultana (2014), in her study conducted in Bangladesh where she has found mentionable negative consequences of EMI implementation in the issues of content comprehension and instructional motivation etc. Those participants also have said that they are always keeping themselves busy in learning English words and terms not giving enough time and concentration to their own major subjects. In

contrary only 4 of them has said that they do not have serious problems in taking notes as they think they are comparatively better in English. SPN12 has mentioned,

Yes, I feel very nervous. Because our first priority to understand our lessons. I couldn't understand what my teacher tries to say. I think main problem is my weakness in English Language.

Further, 11 participants have agreed that taking notes is not even very smooth and fast. They have reported that in order to compensate for their partial comprehension in class they need extra effort such as asking friends for help, memorizing or need extra self-study time. They have claimed that translation of unknown words to comprehend the material was an unavoidable extra effort as it is discussed in inner speech hypothesis of Vygotsky (1987) where he has examined that learners fail to express motion in L2 frequently which shows that the students cannot think about the activity in L2 frequently but can do it in L1 more easily and comfortably. All the above-mentioned issues create the various crucial problems related to taking instruction in classes on their major courses and their academic subjects. That is why the lack of confidence has negative impacts on their expected score in major courses. The participants also have noted that comprehension is affected by the difficulty of the content and the ability of the teacher to deliver the content. At least 8 participants have pointed out that the teachers deliver the contents mainly through reading the slides. They have said that they need explanations especially in difficult and crucial topic. Following thematic graph of the present study clearly shows the pictures of the taking note in classes stated above by the participants.
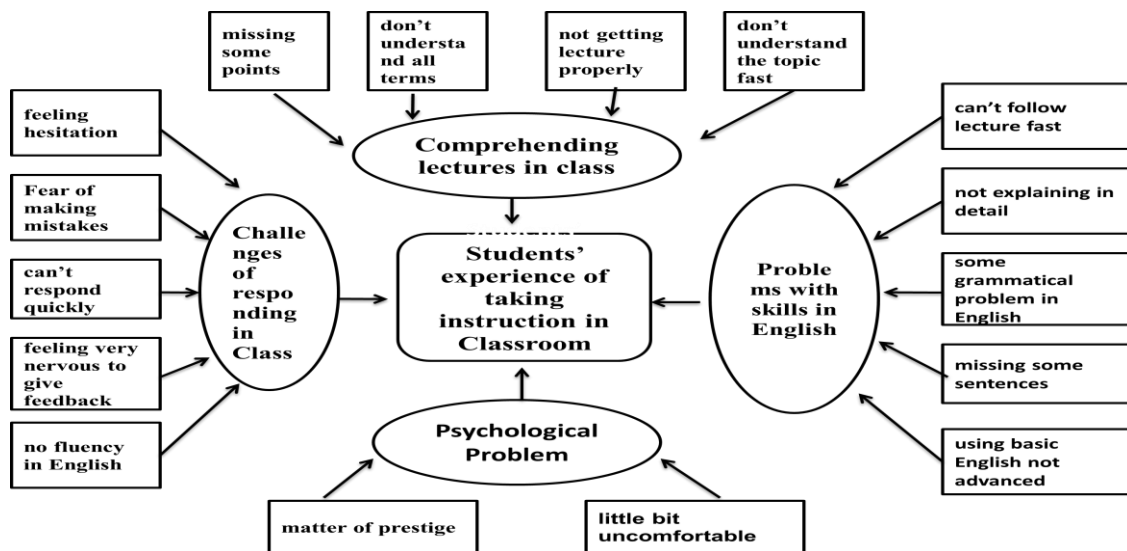
Graph: 1 Students' Experience of taking Instruction in Class

8. STUDENTS' EXPERIENCE OF ACADEMIC PRESENTATION

There are manifold problems with academic presentation mentioned by almost all student participants of this study. All 18 participants have consented that they always struggle with speaking English for academic presentation which is the integral part of the course. They have mentioned that sometimes they feel stuck in presenting their topic of interest in English language. They also have concurred that they know the topic well but cannot explain properly in English. This kind of finding related to the language skill is similar to inner speech hypothesis of Vygotsky (1987) where he examines that learners fail to express motion in L2 frequently which shows that the students cannot think about the activity in L2 frequently but can comfortably do it in L1. 11 participants raised the matter of nervousness and discomfort. They feel nervous and stressed in executing their presentation in front of others. One them (SPN5) has claimed,

I don't feel comfortable. Though our teacher is helpful and he tells us to use English. He makes us to choose a topic to give a peach for 2 minutes but I am not confident enough so I don't practice it again and again, I feel a little less confidence. All my sentences are not correct. I feel discomfort to do it and practice it. If it's in Bengali language, it would be much more comfortable. When our teacher notices that we're not getting his lecture, he tries to speak in Bengal to make the topic clear. Then we only can know the points clearly.

This sensitive condition is the obstacle on the way of gaining of their confidence in academic presentation. Surprisingly almost all participants have agreed that on this account their presentation in English medium is not up to the mark and consequently the teachers are not satisfied with their performance of presentation and they cannot achieve satisfactory marks in presentation. As a consequence, they have claimed that their grade point remains low which is hampering their final result. Besides, 7 of them have asserted that if they are allowed to do their presentation in Bengali, they can pull off more marks and their results might be more satisfactory. SPN7 has stated,

When I do our presentation sometimes, I feel stuck. I feel very nervous. In oral presentation I thought I could do better. But I could not. I am getting less marks. Because if I don't do proper presentation, obviously teacher will not be satisfied. They've to give me low score. I am always getting low scores. It hampers my confidence. And I face lot of complexities. My confidence level also decreases. Obviously, there is cultural discomfort for me. From my part communication is a key to our culture. If I don't communicate properly there will be a lack of communication. If it is Bengali, I can understand better. My marks could be a little better.

Challenges of Responding in Classes
Fifteen participants of this study have shared that the interaction in English between the students and the teachers or among the students is very limited which is very common features in the EMI classrooms. The students' participation in the classes is limited to only taking notes and nodding to show understanding of certain concepts. Taking notes is not even very smooth and fast. Only 3 students have mentioned that they can respond individually to some questions although very briefly. It is shared that in the classes few students stood out and is able to respond to a question in rather fluent in English. Important fact is that 4 students pointed out some cultural issues. They also mentioned that they do not ask questions in classes because they lack confidence asking in English as it is found in the study of Sultana (2018) in Bangladesh which has found mentionable negative consequences of EMI implementation in the issues of content comprehension, classroom language use, code switching, instructional motivation, and speaking anxiety. It seems that the teacher centered approach is going on. Many kinds of challenges in responding in classes are mentioned by the students interviewed. 13 participants showed their experience of hesitation and fare of making mistakes in English. That is why they have agreed they feel nervous in giving feedback in time due to not having fluency but they have claimed they have the clear idea of the topic which is being discussed in classrooms. Some of them have informed that they understand lectures but cannot give feedback instantly for their lack of English-speaking skill. Others have reported that they even cannot understand lecture properly so they are not able to give feedback in classes instantly.

Grammatical Problems
Among the interviewees 14 participants have agreed that they have some phobia of uttering any sentences in English as they think when they start speaking, there will be grammatical errors in their utterances. So they always avoid speaking English. They also shared that they cannot find the correct words and phrases in right time to speak which makes them stuck in learning their own subject contents. One of them (SPM12) has said,

At starting I really felt very shy and I did not feel comfortable. The thing that always struck in my mind is that if I try to say something in English, I will do some grammatical mistakes or I cannot find the correct words to express my feelings. So, that time I feel uncomfortable.

Like her others have similarly mentioned some discomfort in using English especially in speaking and stop talking frequently. But only 5 participants feel comfortable as they mentioned that they like it and want to learn to improve it. They are very much motivated and enthusiastic.

Psychological Impacts
The interviews have found that EMI also can have psychological impact on students especially those who are less proficient in English. 11 out of 18 of the interviewees have mentioned that they are very much interested to participate in classes but they feel shy speaking in English because of being mocked at as they think they cannot speak English well. The students think they may lose face if they fail to continue speaking. They also have mentioned that they feel uncomfortable in speaking English. It creates humiliation and thus they usually stay quite in class and avoid participating in giving responses. These 11 participants also have remarked that they even cannot share their own opinion properly so they are not able to give feedback in classes properly. Akter and Mitul (2020) in their mixed method study in a university in Bangladesh have demonstrated the similar problems that the students, who have come from Bengali medium background, get frustrated being unable to

properly express their views in classes in Englhsh language. They also have observed that these students feel alienated in class for their inability to understand English lectures properly and to express themselves thoroughly in English. That is why students try to speak less in classes. The opposite view also exists as only 4 of them have said that they do not feel uncomfortable and less confident.

So, it is clear from the study that EMI crates some psychological problems that the students regularly face which hampers their normal potentiality of presentation skill. The alarming repot is that 3 participants have stated other students consider speaking English as showing off status and creates class division among the students studying together. Among the students many don't understand English language properly and feel that they are underestimated. This psychological problem is an obstacle on their way to come out of medium of instruction related problem easily. They think that they are socially humiliated and that is why their confidence level is not easily boost up. Following thematic graph clearly shows the pictures of the problems students face in academic presentation stated above by the participants of the current study.
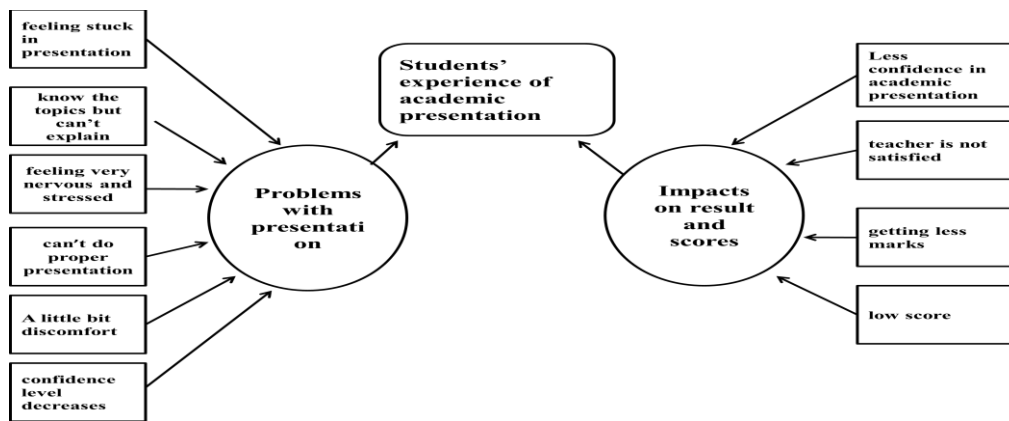
Graph: 2 Students' experience of academic presentation

9. SUMMARY OF THE FINDINGS

The Interview result of this study shows that though EMI based classes creates opportunity for the students to enrich their English skill, they face difficulties in taking instructions in classes and doing their academic presentation in classes. This study clearly shows that many of the students face real challenges to cope up with the EMI based courses. Along with some good prospect of EMI based education, EMI is also a hurdle for them who come from Bengali medium education to understand the lectures in English medium of the major courses and consequently it has immediate negative impacts on their result.

For higher education proper understanding of the major subject is vital but the students cannot understand lectures given in English properly in detail and so there is a possibility of content loss. There is also a possibility of losing terms and points which are essential for the study. The lack of interaction between teachers and students remains significantly in classes and even outside of the classes. As a consequence, the students usually avoid asking questioning due to their lack of skills in English which creates shyness and lack of confidence. First, the students usually miss some points while listening to lectures. Second, the students at the beginning don not understand majority of the technical terms and points. Third, at the beginning of the course the students understand only basic parts of topic discussed in the classes but not the detail. Fourth, the students need further help to understand the subject contents properly. Fifth, the students' comprehension is affected by the difficulty of the content and the ability of the teacher to deliver the lectures.

Regarding academic presentation this study finding shows that the students do not comfortably speak English in classes. They feel uncomfortable using English frequently in classes. They also feel stressed and face psychological problem that creates nervousness and cultural problem. Sometimes the students also feel themselves humiliated. The students are sometimes afraid of being mocked in the classes. So, they usually stay quite in classes and avoid participating in giving responses. To say specifically, first, the students feel stuck in their academic presentation. Second, the students moderately know the topics but cannot explain in front of others properly. Third, the students feel very nervous in speaking English which creates discomfort for them. Forth, the students' confidence level becomes low and their teachers are not satisfied with their performance. As a result, their score remains low. That is why many participants have stated that Bengali medium instruction would help them to do better academic presentation because it would be easier for them. Thus, the findings of the study show that EMI creates obstacles for the students for taking instruction and performing academic

presentation in classes and have negative impacts on their grades. There is also a contrasting scenario that very few of the students are really motivated to EMI based classes and enthusiastic in using English and continue their study in EMI.

10. RECOMMENDATION

This study has observed that lack of English language skill is the main obstacle in taking instruction and academic presentation in EMI based classes for the Bangladeshi students who come from Bengali medium instruction in their pre-university education. Bangladeshi private universities need to address this issue comprehensively to implement EMI policy in real sense for tertiary education level. Besides, English language teaching in pre-university education level can be rearranged keeping in mind the EMI based higher education system ensuring listening and speaking activities in schools to make the students exposed to English medium environment from their early education life. This can make the students prepare for EMI based classes in tertiary education. Otherwise without making the students ready for EMI based education adopting EMI policy in tertiary education level may create several obstacles for the students who are cooperatively less proficient in English language. Other recommendation is that the new comer students must be given extra support by the university and other academic institutions for English language learning to cope with the EMI based classes. In this study it is shared by the participants that Bengali is comfortable for them to deal in classes for taking instructions and presentations. In that case the researcher recommends that bilingual approach can be introduced in classes to encourage students' participation in taking instruction and academic presentation.

11. SUGGESTIONS FOR FURTHER RESEARCH

More in depth critical studies in the field level of EMI based education level are essential to get the highest benefit of EMI based classes to the address of EMI implementation. More similar studies on the students' experiences and academic performances in EMI based classes in public and private institutions in Bangladesh are needed to be taken to cope up with the current global de-facto system of EMI in higher education. Further separate research is needed to investigate the psychological and social effects of the EMI on the students' learning experiences since this is the area that has not been given proper attention in educational research in Bangladesh. More qualitative study is needed to know in details of how students manage to get instructions and take notes from lectures and perform oral academic presentation in their major subjects. In Bangladesh most studies are done on small scale to write articles in journals. That is why a comprehensive research in public and private tertiary EMI based institution could give more practical scenario which can make a platform to share voices of the students from which the real beneficial planning of EMI implementation in classes of tertiary courses could be drawn for national and institutional level.

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