

The Influence of Apprenticeship of Observation on Business Teacher's Beliefs and Attitudes Towards English-Medium Instruction: A Case Study

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ABSTRACT

English medium instruction (EMI) in higher education is now a widespread practise around the world. Teachers' beliefs and attitudes concerning EMI can be both barriers and facilitators to implementing EMI in their classroom instruction. However, this important issue has not been studied widely. This study explores a case of an EMI teacher from the business discipline working in a private university in Bangladesh, whose beliefs regarding English and EMI adoption were influenced by the apprenticeship of observation. The site of the reported study is the University of Future (pseudonym), a medium-sized private university based in Dhaka. Avro (a pseudonym) was chosen as the case in this study as he was taught in an English medium university and now teaches business courses at the focal university where medium of instruction (MOI) is English. Two thought-based data collection instruments were used to collect the data: a semistructured interview and a narrative frame. The findings of the study show that the language-related beliefs of Avro are consistent with the rationale for the language policy adopted by his university, and his prior educational experience has played an important role in shaping his attitude towards English and EMI adoption in higher education.

Keywords: Apprenticeship of observation, English medium instruction, higher education, internationalization, language attitude, language beliefs

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INTRODUCTION

Over the last decade or so, English medium instruction (EMI) has grown as a dominant trend in higher education in non-native English-speaking countries (Macaro et al.,

2018; Rahman et al., 2018; Sarkar et al., 2021). EMI functions exclusively at different levels of education in non-native English-speaking contexts that range from secondary to tertiary. EMI has been perceived as a key strategy by which universities respond to the impact of globalization (Altbach & Knight, 2007). Thus, English has become the universal second language of higher education (Brumfit, 2004). A growing body of research has been conducted on several issues related to EMI, such as parallel language use (Rahman, Singh, & Karim, 2020), English as a language of international research (Hu & Lei, 2014), stakeholders' views (beliefs, ideologies, perception) regarding EMI adoption and implementation (Rahman & Singh, 2020) in several disciplines in tertiary level, ranging from STEM to social sciences. However, this case study will explore the beliefs and attitude of a business teacher at a private university in Bangladesh regarding English language and EMI in relation to his prior educational history or what Lortie (1975) has defined as an apprenticeship of observation.

Theoretical Underpinnings

The term EMI has been defined and re-defined by experts in the field. However, one of the widely accepted definitions of Macaro is as follows:

EMI refers to the observable facts that it is an academic subject other than itself being taught in English and that English is an L2

for the majority of the students and typically for the majority of the teachers. (2018, p. 154)

The three key elements of this definition are that in EMI (a) non-English-speaking contexts are typical, (b) English is used to teach content or academic subjects, and (c) the aim of EMI is not to teach English to learners as subjects, which distinguishes EMI from CLIL courses where the aim is to teach both the content and the language.

EMI is a major trend in language policy adoption in higher education globally. Although the adoption of language policy used to be a macro-level state mechanism in the past, considering its top-down nature of implementation, language policy scholars (e.g., Bernard Spolsky) have viewed the phenomenon as a micro-level affair since the implantation of language policy largely depends on the micro-level stakeholders who are perceived as the policy implementer. Consequently, their ideology or beliefs regarding language are key to adopting and implementing the language policy. Language belief(s) is/are one the main components of language policy and planning (LPP), as it constitutes the deeply held attitudes and assumptions about what is thought to be an appropriate language choice or practice in a community or a context of communication (Spolsky, 2009). As highlighted by Pinto (2017), the language beliefs of higher education (HE) institutional actors may be important obstacles or enhancers of the development of language policies as Rahman and Singh (2021) have pointed out

that micro-level stakeholders may accept or reject to implement any language policy based on their language ideology.

Shouhui and Baldauf (2012) see teachers as influential people in LPP. They are passively or unconsciously involved in making decisions about the use of language. In the mainstream education reform, as Fullan (2007) argued, policy-makers often wonder why teaching reforms are not enacted by every teacher. For example, some EMI instructors insist that teaching English is not part of their job; as one EMI teacher in Sweden put it: “I don’t teach language; I teach physics” (Airey, 2012, p. 74). In a recent case study conducted in a private university in Bangladesh, Rahman and Singh (2021) also pointed out that Bangladeshi lecturers do not support an exclusive English-only language policy for instruction and restated the importance of mother tongue in the language policy for higher education. In this situation, as Shouhui and Baldauf (2012) explained, teachers act as the “people with influence in LPP” (p. 5) because of their ability to influence language decision-making passively and unconsciously. They further say:

Teachers’ under-the-radar participation in formal LPP may be extremely intermittent and ad hoc, but their individual attitudes towards language use, taken collectively, can affect societal language behavior in a significant way. (2012, p. 5)

In this backdrop, how subject teachers perceive EMI and their beliefs, ideologies, or attitude regarding the English language and its use as a medium of instruction (MOI) have become an important element of research since beliefs can positively or negatively influence the language policy implementation (see Karim et al., 2021).

This research further problematizes the influence of EMI teachers’ prior educational experience in their language-related beliefs regarding the use of English and English as MOI. In his seminal work, Lortie (1975) coined the phrase *apprenticeship of observation* in teaching. Apprenticeship of observation explains teachers’ beliefs as the outcomes of their experiences and suggests that teachers form their primary beliefs from their observation. This sophisticated cognitive development of the teachers is contextually grounded, and their learning history contributes to conceptualizing their beliefs. Teacher belief or attitude is considered a construct of teacher cognition (see Borg, 2015) in language teacher education. Teacher beliefs or attitude regarding language teaching is important since they shape the teaching and learning philosophy of teachers in a language classroom (Borg, 2015) and other subject areas of educational research (see Pajares, 1992). Teachers’ beliefs are shaped by their prior educational experiences in formal educational settings, which Borg (2015) calls schooling.

In the context of EMI, teachers’ beliefs regarding English as a language and the adoption and implementation of English as

MOI in their teaching could be influenced largely by their previous educational history. In the mainstream educational psychology research, similar views have been confirmed for subject teachers using English as an MOI. For instance, Kagan (1992) claims that when trainees join teacher education, their beliefs and knowledge about science and science teaching have already been shaped by their own learning/school experience. It indicates that prior educational experience may shape subject teachers' beliefs that they bring into their teaching and can sustain throughout their training career (Rahman, Singh, & Fersi, 2020).

Several professional development attempts have been made at the university level to equip EMI teachers to comply with the MOI (see Bradford, 2016; Hu & Lei, 2014). However, many of such initiatives have failed due to the strong influence of teachers' existing beliefs, and these beliefs, in many cases, are not alterable. As a result, an EMI graduate would prefer to teach in English and support the adoption of EMI. In contrast, a non-EMI graduate might think otherwise. Furthermore, EMI has been implemented in the context of non-native English-speaking countries where universities usually use their mother tongue as the MOI. Due to the beliefs of stakeholders and agents (e.g., teachers), the parallel MOI in higher education is growing in these contexts (Hu & Lei, 2014; Rahman, Singh, & Karim, 2020). Therefore, it is pertinent to understand the source of belief of EMI teachers, especially how and why positive beliefs about English and EMI have emerged in higher education.

Against this backdrop, both from the perspective of adoption of EMI in higher education as well as from the perspective of teacher education of EMI teachers, it is evident that EMI teachers' language beliefs could be a powerful factor in adopting language policies (e.g., EMI) and the implementation (language practices) of such policies. Furthermore, EMI teachers' prior educational experience (e.g., studying in an EMI-based school and university) significantly shapes their beliefs regarding English and EMI in higher education. Therefore, it is important to reflect on EMI teachers' beliefs and prior educational or educational experience, which none of the previous studies has addressed to the best of our knowledge.

EMI Motives and Challenges. EMI's rapid growth is primarily due to universities' desire to 'internationalize' themselves, which can be translated as attracting foreign students and faculty members to gain a global profile and a higher ranking among the Western universities (Lourenço & Pinto, 2019). For example, Lourenço and Pinto (2019) found that teaching English is, according to EMI teachers, a way to attract international students outside the Portuguese-speaking world. In addition, the local needs for producing English-speaking graduates have become important in obtaining a job, locally or abroad. It is assumed that by equipping non-native English-speaking students with the knowledge of this global language, they will excel locally and globally in the job market (Hu et al., 2014). Similarly Rahman

and Singh (2020) and Song (2019) have revealed the desire of Bangladesh and China to adopt EMI.

English as an economic resource to meet local needs has become relevant as the language of foreign trade is English. Furthermore, the status of English as a global lingua franca, the prestige of the language in society, and as the language of global higher education and research (Kirkpatrick & Liddicoat, 2017; Liddicoat, 2016; Macaro et al., 2018; Rahman et al., 2018) have played a key role in the adoption of EMI. These EMI-based innovations have also been undertaken and introduced as a result of the aspiration to internationalize higher education in non-English contexts to meet the criteria for educational change and restructure higher education in line with the culture of higher education around the world (Evans & Morrison, 2018).

Existing research has highlighted several challenges in adopting and implementing EMI. One of the main issues is the belief and ideology of higher education stakeholders as shaped by a nationalist approach to language policy. It highlights the resistance and linguistic uncertainty experienced by home students and teachers in full EMI and parallels MOI contexts (Kuteeva, 2014; Rahman, Singh, & Karim, 2020). Furthermore, there is a lack of language skills among students and teachers and a need for additional work and training (Hu & Lei, 2014). As Rahman et al. (2018) have highlighted by summarizing case studies from China, Indonesia, Malaysia, and South Korea, there are several challenges related

to teachers' EMI competence, such as proficiency, perception, classroom practices, and code-mixing do exist. In addition, there is a lack of educational infrastructure to implement EMI and provide pedagogical support for students (Hu & Lei, 2014) to cope with English as MOI and professional support for EMI teachers to be effective in teaching a content subject in English (Hu et al., 2014; Macaro et al., 2018).

Bangladesh as an EMI Context.

Bangladesh is one of the largest countries where English is taught and learned as a foreign language (Rahman & Pandian, 2018a, 2018b). However, no explicit MOI policy has been enforced for the higher education level, although macro-level language policy and planning (Rahman et al., 2019; Rahman & Pandian, 2018b). The general trend across publicly funded universities indicates that English use has been prevalent in science, technology, engineering and medicine, while Bangla continues to dominate the humanities and social sciences (Hamid & Baldauf, 2014; Rahman, Singh, & Karim, 2020). In the 1990s, the Englishisation of higher education emerged as a parallel to native language medium education (Karim et al., 2021), with the emergence of private universities. These universities have adopted EMI as their policy pursuant to the Private University Act of 1992, revised in 2010, but did not specifically mention the MOI (Karim et al., 2021; Rahman, Singh, & Karim, 2020). Although EMI has been adopted as the MOI in private universities, the use

of Bangla has also been found in existing studies (Rahman & Singh, 2021; Sultana, 2018). According to Hamid and Baldauf (2014), the adoption of English in private universities is surprising, given Bangla's dominant discourse of linguistic nationalism in public universities (Rahman, Singh, & Karim, 2020). Therefore, it is important, as pointed out by Sultana (2014), to reveal what has prompted these universities to adopt EMI and analyze it from sociolinguistic and educational perspectives.

Earlier sections mentioned that apprenticeship of observation can shape teachers' beliefs in education and how stakeholders' language beliefs can influence the language policy adoption and implementation. EMI views of teachers have been investigated in previous studies in the context of Bangladesh (see Hamid et al., 2013; Rahman, Singh, Johan & Ahmed, 2020) and generally found teachers to have a pro-English pro-EMI ideology and beliefs. Furthermore, in a recent comparative study, Rahman et al. (2021) found that Bangladeshi EMI instructors possess a less considerate approach towards the language challenges of learners than Malaysian EMI lecturers, which influences learners' learning experiences. Thus, the source of Bangladeshi EMI teachers' beliefs and attitudes towards EMI would provide an in-depth understanding of the issue. However, the content teachers' prior educational history regarding MOI can influence their beliefs has not been studied previously. As Rahman, Singh, and Karim (2020) recommended, further research is required

to find out how the apprenticeship of observation with respect to MOI influences the beliefs of content teachers regarding English and EMI since they found that teachers who graduated from Bangla medium universities and teachers who graduated from English medium universities viewed the rationale behind EMI differently. Against this backdrop, in Bangladesh, it is important to understand the language beliefs and attitudes of university teachers about EMI and how their prior educational history shapes their EMI-related beliefs. According to Rahman, Singh, and Karim (2020), there is a gap in the existing studies that needs further investigation. Thus, this study explores a case of an EMI teacher from the business discipline working in a private university in Bangladesh, whose beliefs regarding English and EMI adoption were influenced by the apprenticeship of observation.

METHODS

Guided by the theoretical framework of language beliefs and ideology in language policy and apprenticeship of observation in teaching presented above, the current study adopts a case study approach which allows a contemporary phenomenon to be examined for an in-depth understanding (Yin, 2018). The following research objectives are formulated for the study:

- To explore the business teacher's language-related beliefs regarding English and EMI adoption in the current university.
- To find out the influence of his

educational experience in shaping his language-related beliefs regarding English and EMI adoption

The case and data reported in this study are part of a larger study that demonstrates language policy in public and private higher education in Bangladesh. The site of the reported study is the University of Future (pseudonym), a medium-sized private English medium university based in Dhaka. Like other private universities, it has adopted the EMI policy since its inception. In the EMI programs of the university, English textbooks are used, lectures are given in English, and exams are held in English. In addition, knowledge of English has been explicitly mentioned as required in the job circulations for teachers.

Avro (pseudonym) teaches business at the focal university. He was selected as a case purposefully to generate a thicker description and understanding of his present and historical account, both in his educational and professional capacities. His bachelor's and master's degrees are from a top private university in Dhaka, where the MOI is English. Furthermore, he completed a second master's from a native English-speaking country. He has worked in this

university for three years, where English is used as MOI.

This study has adopted the case study method to avail maximum opportunity to obtain the belief statements from Avro regarding English and EMI adoption, both as an EMI teacher and as a former EMI student. According to Creswell and Poth (2017), the case study approach provides an in-depth understanding of any phenomenon. It has allowed us to obtain information on Avro's beliefs regarding English adopting EMI and how his prior educational experience at English medium universities shaped his beliefs.

The data were collected using two thought-based data collection instruments (Cross, 2010). See Table 1 for more information on the corresponding objectives, instrument, and overarching themes of findings. A semistructured interview was conducted (see Appendix A) to explore Avro's beliefs regarding English and EMI adoption in the university. In the questions, Avro was asked questions about the MOI in the university where he is teaching, such as the rationale, educational outcomes, students' adoption of EMI, etc.. The interview was recorded using an

Table 1
Corresponding to the objectives, instruments, and themes of the study

Objectiveness of the study	Instrument	Corresponding themes
EMI business teacher's beliefs of English and EMI adoption in the current university	Interview protocol	<i>MOI in Avro's university</i> <i>The rationale of EMI adoption</i> <i>Educational outcomes and students' adoption of EMI</i>
Influence of prior educational experience in shaping beliefs regarding English and EMI adoption	Narrative frame	<i>MOI in Avro's prior university studies</i> <i>The rationale of EMI adoption in those universities</i> <i>Educational outcomes and adaptation strategies in the EMI environment by Avro</i> <i>Avro's positive experience of EMI in prior universities</i>

audio recorder (Creswell & Poth, 2017). A narrative frame was used (see Appendix B) to find the influence of the prior educational experience studying at an EMI university on his teaching beliefs regarding English and EMI. According to Farrell (2020), teacher narratives potentially could unveil important events identified by EMI teachers. Narrative frames guide teacher narrative writing in terms of style and content (Barkhuizen & Wette, 2008). This writing task asked Avro to reflect on his educational experience attending EMI programs at the tertiary level and creating an autobiographical account. Avro's past experiences in his universities related to EMI were explored through the narrative frame.

Data collected from the narrative frame and the semi-structured interview were analyzed using qualitative content analysis. The interviews were audio-recorded and lasted about 30 minutes each. Interviews were transcribed with narrative writing responses and repeatedly scanned for coding (Creswell & Poth, 2017). The analysis process included coding the data and evaluating the themes in three steps, as a data analysis method mentioned by Creswell and Poth (2017). The interviews were first transcribed and then examined for common patterns (Creswell & Poth, 2017). The codes were carefully read in the second phase. The first phase of thematic analysis involves an inductive data analysis approach from codes to emergent themes. Then, a deductive approach was used to develop key themes in response to the study's objectives. In reporting the data, the findings are presented based on the research aims.

FINDINGS AND DISCUSSION

EMI Business Teacher's Beliefs of English and EMI Adoption in the Current University: The Case of Avro

MOI in Avro's Working University. Avro is a senior lecturer in the Department of Business at a private university based in Dhaka, Bangladesh. He has worked at the current university for the last three years. The MOI at the university has been in English since its inception. In Avro's words:

I work at the University of Future, a private university in Dhaka. EMI has been adopted from the outset in line with many other private universities in Bangladesh. In line with the policy of the university, our Department of Business also adopted English as a medium of instruction.

In the context of Bangladesh, EMI is largely adopted by private universities in their programs (see Rahman & Singh, 2020) as opposed to public universities, where Bagla is the MOI. In line with the national context, English has become the de facto language of private higher education in Bangladesh. Therefore, Avro's university requires him to teach in English.

The Rationale of EMI Adoption. During the interview, Avro articulated his beliefs regarding the adoption of English as MOI in his university. In line with the global and national trend in private universities, Avro believes that EMI is a legitimate adoption in higher education. According to him, "it

is globalisation that fuelled the spread of English as the MOI in my university, and other universities in Bangladesh.”

He views English as a “passport in this globalised world to succeed.” Avro also believes that his university adopted the policy because the demand of employers, students, and parents is growing. He said:

As you know, it is a private university. We do not even receive any government funding but have to pay taxes to the government. Thus, we need to attract students to sustain. We, therefore, need to be informed about the demands of the market. If a student knows English, his or her chances of getting a job are higher. Today, all stakeholders associated with the university, from employers to students and parents, demand knowledge of English. EMI did not appear out of vacuum.

Zhang’s (2018) study in China and Rahman and Singh’s (2020) study in Bangladesh indicate the economic importance of adopting English as the MOI in universities, as it helps to get a better job. In addition, immense importance has been given to English in education and society in Bangladesh. Similar social (and educational) perceptions of English are also evident in other South Asian countries (see Haidar, 2019). Haidar’s study (2019) reported the perceived role of English in Pakistan as a passport to a better life. Thus, the adoption of EMI is a consensual decision of the stakeholders in Bangladesh’s private

universities, including the one where Avro works.

In the process, instead of being a mere MOI, EMI is perceived and translated into a tool of English language learning. According to Avro, the goal of his university is to produce a graduate who will be able to communicate with the world in the language that has become the language of international communication. According to him:

I think students are going to improve their English through the EMI. They are more exposed to the language through the use of English as an MOI through the relevant input. And because the official language of the university is English, they are forced to communicate in English and think in English, both inside and outside the classroom.

Such beliefs of using English as MOI would help to learn English better is not a belief of Avro alone. In China, Hu and Lei (2014) have revealed that EMI has been adopted to cope with the international trend and develop the English of learners. In addition to this, English is currently the lingua franca of the world and Bangladesh (see Roshid et al., 2022), and therefore employability is largely dependent on it.

Educational Outcomes and Students’ Adoption of EMI. Avro explained both sides of the educational aspects of EMI in higher education. He explained the importance of English as the academic

lingua franca in the world, as well as the issues associated with the adaptation of EMI by the students. In his words:

See, the reality is that after sixteen hundred years of losing dominance of Latin, English has emerged in the world as the language of knowledge in the 21st century. It is important for me to read and publish academic articles in English and give presentations in English at international academic conferences. Our students would need the same. Without learning English or learning content in English, it has become difficult to excel in academia. Furthermore, an EMI-based university would develop student competencies for intercultural dialogue, recognizing the personal and societal value of learning itself.

In addition, today English is widely referred to as the lingua franca of academia. As Avro and his university perceived, knowing English is both to gain academic advantage in the globalized academic world as a university and to help students' professional careers. The views of Japanese EMI teachers on the status of English in today's worldwide higher education, as reported by Aizawa and Rose (2019), are largely similar to those of Avro. However, the need and significance of EMI were explicitly expressed in Japan, given the pressure of international rankings and competition to attract international students

to Japan. The study by Song (2019) in China also reported similar views among lecturers and international students studying at a master's program in China.

Avro also realizes there is an issue of language proficiency among the learners in understanding the critical concepts of business studies when it is taught in English. However, he adds that learning might be difficult in the initial stage, but it would help the learners to prosper in the future. As Avro pointed out:

When you lecture in English, and most of your students come from Bangla medium schools and colleges, it is hard for the students to adapt to English-only classrooms initially. However, as soon as they start adapting to the language, it motivates them to aspire to further higher studies because the language of higher education is largely English in the world. It would help them later when they need to read, write, and communicate extensively in English.

As Avro explained the difficulties students face in the beginning to cope with English, he commented on his assistance in overcoming these challenges. In terms of students' adoption of EMI, he believes they need help from the course teachers most. He explains:

See, I ask my students to discuss whether they find anything difficult to understand during my lecture.

Not only in terms of language but also the content. If they do not know a term, I try to explain it in simpler words, using synonyms or sometimes using *Bangla to make them understand the concept. Besides, I always ask my students to come and see me about the content of the class. My students have adapted well to EMI after the course. And many of my students have gone to college abroad, including those in English-speaking countries.*

Educational outcomes and support for students in EMI are also key issues identified in other contexts. However, the challenges of adopting English as the MOI are often time-consuming in the context of mother tongue education. In previous studies, university professors (and other stakeholders) have given less emphasis to the educational outcomes of such policies in higher education (see Bradford, 2018), coupled with the lack of English support during an EMI course, which has often led to barriers to implementation at a later stage (Rahman, Singh, Johan, & Ahmed, 2020), particularly in relation to student achievement. However, Avro is aware of these difficulties and helps students overcome the need for consultation on subjects he teaches and the occasional use of Bangla in the classroom. He describes:

A lot of students struggle with English instruction, so I am using Bangla in some of the lectures in

addition to English. So, it is not always in English. However, it is not just a decision of the university or mine, but the priority given to the needs of the students.

Despite such linguistic challenges in the context of his university to implement EMI and reported elsewhere (see Airey, 2012), Avro restates the significance of English and EMI in the educational achievement of his students in a global scenario. Therefore, as discussed above, he has adopted several strategies, including code-switching in the classroom and providing extra consultation to students who face difficulties due to EMI.

Influence of Prior Educational Experience in Shaping Beliefs Regarding English and EMI Adoption

MOI in Avro's Prior University Studies.

The interview data reflected the strong beliefs Avro has regarding the benefits of English as the MOI. His beliefs are not formulated in isolation but are rooted in his educational history. In the conceptual activity, Avro wrote about his educational background and the MOI of the university he graduated from:

I graduated from the 'University of Past' (pseudonym) with a BBA degree. After that, I completed my MBA from the same department. I further went to the USA for another MBA. After returning, I joined my current university where I am now working now as a senior lecturer. My entire tertiary education was

attended in universities, where the medium of instruction is English. However, my secondary and higher secondary studies were from Bangla medium school and college.

The Rationale of EMI Adoption in Those Universities. In explaining the rationale of English as the MOI in his previous universities, he mentioned several reasons, which corresponded to his explanation for the EMI policy of his current university. According to him:

Oh, I think that several aspects have led to the adoption of English at the university where I studied. The impact of globalization was one of the reasons for this. However, during my university days, the country's economy was booming [...] and growing private sectors where English was needed. Besides, English was back then the most widely used language in higher education, and so on. It was the need of the moment. I chose to enroll at a university where I could train for the future. And without English, it was not possible.

As Avro articulated his belief in his previous university using English as the MOI, similar beliefs reported in recent EMI literature similarly express positive views on the need for English and adopting EMI in universities. In Bangladesh, Rahman and Singh (2020) explored the positive outlook

of learners regarding the adoption of EMI, taking into account the benefits of learning the subject content in English. In Rahman, Singh, and Karim (2020), the ideological stance of teachers regarding their MOI adoption of MOI in their universities often followed the path of their previous universities from which they had graduated.

Educational Outcomes and Adaptation Strategies in The EMI Environment by Avro. The educational outcomes of studying in an EMI university were positive for Avro. He explained how EMI helped him comply with the current trend in higher education globally, that is, English as the medium of instruction. He said:

EMI helped me save time translating everything into English, which my friends in Bangla medium universities used to do when they faced difficulties in understanding English even of the later stages in academia. Later it helped me to learn content quickly and I could retain a good CGPA in my courses. This indicates that learning was not abrupt due to EMI. Moreover, many concepts of business studies today are in English. Thus, I believe the knowledge of English helped me to understand the content more. Not to forget, my English competence allowed me to adapt linguistically and culturally in foreign soil, which happened when I studied at an English medium university.

Although Avro believes that EMI at his previous university was important in his academic and professional career, he also articulated the difficulties as a Bangla medium learner he had to face, which have influenced his teaching strategy. He described:

It was not easy at the beginning, I had to go to my lecturer in consulting hours to get to know the complex concepts he explained in English. I often ask my students to do the same to address language or content issues. Once I had a conversation with my teacher about any part of the lesson, it was sorted out. That is how, despite my Bangla-medium background, I attended my studies in the EMI environment.

EMI students often report their difficulties in coping with English as their MOI and end up compromising content learning (Hu & Lei, 2014). Avro revealed the difficulties he had encountered during the early stages in coping with the new MOI; however, he also understood the educational potential of English as the MOI in higher education, which he later accomplished. These educational beliefs are evident in the study of Ali and Hamid (2018) in the context of Malaysia. In addition, Avro believes that consulting with his course teachers/instructors gave him tremendous confidence and he benefitted from dealing with their English lectures. Remarkably, his experience and understanding of the importance of EMI have largely influenced his beliefs as an EMI business teacher today.

Avro's Positive Experience of EMI in Prior Universities. In the narrative, Avro mentioned his positive experience with EMI in his university, which later became a reason to accept and encourage the current EMI adoption and practice of EMI by his university. He wrote:

The most important part of the MOI in my university was the expanding use of English in my educational and professional life. Once you get adapted to a lecture in English, you become familiar with the terminologies of business studies around the world. In addition, you attain the ability to read and write business discourses through such use of English. It helped me to go abroad for higher education in a native English-speaking country and is helping me greatly with my current job as a teacher at an EMI-based university. Last but not least, learning English not only allowed me to be multilingual but also transformed me into a multicultural global citizen.

In his statements, Avro mentioned that the knowledge he had constructed in his higher education was helped by EMI immensely. It also opened new doors to him academically, linguistically, and culturally. A similar dimension of the benefit of English and EMI has emerged in the study of Hamid et al. (2013) in Bangladesh, where the participants expressed the cultural value attached to the language encouraged

EMI adoption. In a nutshell, English made several significant contributions to Avro's educational and professional life through his previous educational experience at EMI universities. The relationship between the impact of previous MOI education on shaping the beliefs of the EMI business teacher.

CONCLUSION

The case study of Avro explains the complex and predictable trajectory of the beliefs, perceptions, and orientations of EMI teachers for any given language policy in higher education based on their prior educational experience. Although case studies are difficult to generalize, the current case has made it possible to capture similar instances from other contexts and analyze the relationship between the beliefs of EMI teachers and their prior learning experience by providing them with meaning.

The positive outlook of Avro regarding the adoption of EMI is evident in the findings. Language policy adoption, as indicated in Spolsky (2009), beliefs associated with language play a key role. In EMI adoption in higher education, stakeholders such as teachers' beliefs about English and EMI are crucial to EMI adoption in higher education.

The case reported in this study is an ideal example of how a positive English language ideology converges on the deep-rooted belief that English proficiency would benefit both students and the teachers at the individual level. Internationalization of higher education plays an important role in the development of such a trajectory of teacher beliefs regarding English and EMI

adoption in higher education (see Rahman & Singh, 2020, for a similar view in their case study). Furthermore, the undeniable role of English in private sector jobs and studying abroad has also influenced the language-related beliefs of Avro in this study (see a similar Chinese case study in Hu & Lei, 2014). Furthermore, as Kirkpatrick and Liddicoat (2017) indicated, the status of English as a global lingua franca and the prestige and importance of English in society is an important factor in the Anglicization of higher education which is in line with the case of Avro in this study.

In the case of Avro, the apprenticeship of observation was found to have a strong influence on his beliefs and attitude toward English and EMI (Lortie, 1975), which theoretically implies that teachers' beliefs are the source of their experience and that teachers form their primary beliefs from observation. Avro's beliefs regarding English and EMI adoption at his current university derived from his prior positive experiences in English medium universities where he studied. He rationalized the adoption of EMI and the importance of English on the basis of several benefits. He also discussed the educational outcomes of EMI in a positive way, mentioning the initial struggle of his students from the Bangla medium. As a result, in his teaching at the current EMI university, he adopted similar approaches as an EMI business teacher to support the students he learned from his teachers, which was not the case in the study by Rahman et al. (2021). This study discovered that a positive EMI experience as a learner could lead to a better positive

shape in an EMI teacher's consideration of learners' language challenges reflecting on prior educational history. Dearden and Macaro (2016) study reports a near-close scenario. They collected data from three counties on the beliefs of EMI teachers and found that EMI teachers (qualifications from L1 English-speaking countries) have more generous beliefs about the adoption of English and EMI.

In language policy adoption and implementation, beliefs and ideology play an important role. The professional development programs with EMI should therefore be informed about the beliefs of teachers in relation to their prior educational experience. Elsewise, as explained by Borg (2015) and Kagan (1992), teachers join the teacher education program with their beliefs regarding teaching and learning of content that has already been formed based on their own learning/educational experience, including the medium or the language of the instruction. Teachers may or may not possess a positive approach towards EMI, which consequently will determine the adoption and implementation of a language policy in higher education (Spolsky, 2009).

It is, therefore, important to discover the source of the language-related beliefs and attitude of EMI teachers and should be explained contextually as to how and why content teachers' positive beliefs about English and EMI have emerged in higher education. The findings of the study explain the complex relationship between prior educational experience and adoption of EMI by exploring teachers' EMI-related beliefs and attitudes. This study also contributes to

an EMI teacher professional development program at an EMI university. Given that prior educational experience influences the rejection or acceptance of any teaching practices while offering training to EMI teachers, their prior educational experience should be explored and handled sensitively. For example, the language-related beliefs of Avro are consistent with the rationale for the language policy adopted by his university, and his prior educational experience has played an important role in shaping his attitude towards English and EMI adoption in higher education. Furthermore, he has adopted several teaching and learning strategies from his teachers.

Based on the prior educational experience, one can reject the adoption of EMI. Therefore, Avro's beliefs and attitudes towards the EMI adoption could also take a different trajectory. Therefore, to let content teachers adopt the EMI policy and implement it in classroom instruction and facilitate teachers' incorporation of new knowledge into university-led professional development programs, it is important to explore their prior educational experience so that EMI policy and practices do not clash with their prior educational experience and their attitude towards EMI.

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APPENDIX A

Interview Protocol

Date and time of the interview:

Place of the interview:

Interviewee code:

Semi-Structured Interview questions:

1. What is the medium of instruction of the courses or program that you teach in your university?
2. Why do you think English is important in the society and education (or higher education)?
3. Why do you think English as MOI have been adopted in your university?
4. Would you please explain further about the goal of this MOI in the context of global and national higher education?
5. How effective would be current MOI of your course or programme to achieve the educational outcomes?
6. How do you think the students have adopted English as MOI? Are there any challenges they face?
7. How can you help them to overcome the difficulties?

APPENDIX B: NARRATIVE FRAME

Date and time:

Author:

Sentence starrer of narrative frame: MOI of my higher education.

The MOI of my graduating universities were

I think my previous universities chose the MOI because

The educational outcome of the MOI of the programmes was

My positive/negative reason(s)/experience(s) related with the MOI of my graduating university that influenced to accept/avoid the MOI in my current courses I teach

