



**ENGLISHIZATION OF PEDAGOGY: AN EMPIRICAL STUDY OF THE
NEOLIBERAL DATA ECONOMY IN THE CONTEXT OF DHAKA**

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A man who has a language possesses the world expressed and implied by that language. What we are getting at becomes plain: Mastery of language affords remarkable power... Every colonized people—in other words, every people in whose soul an inferiority complex has been created by the death and burial of its local cultural originality—finds itself face to face with language of the civilizing nation; that is, with culture of the mother country. (Fanon, 1952/1967, p. 18)

ABSTRACT

Mode of economy is capable of shifting the paradigm of the teaching-learning process, and it keeps changing continuously since the inception of human civilization, and it receives unprecedented speed and impetus with the advent of industrialization. To ensure and invigorate its widespread hegemony and competitive survival, not through coercion, but through consensus, it assumes neoliberal disposition under the pretext of democratization of economy. With the wake of data technology in the first few decades of the 21st century, economy is ramified into gig economy or data economy which is surely a progeny of neoliberal economy, with the same content but a different container, and inescapably it is occupying a pervasive role in Englishizing pedagogy far and wide. Using an empirical approach, this paper seeks to show how data economy, a comparatively recent phenomenon, and neoliberal governmentality turn English a market-oriented default language and Englishize the pedagogy across the educational streams in Dhaka. A total of 60 students from secondary and higher secondary level who belonged to different streams like Madrasa, Bangla Medium and English Medium were surveyed through a structured questionnaire. Furthermore, this paper draws on theoretical



frameworks from Robert Phillipson, Alastair Pennycook, Suresh Canagarajah, Norman Fairclough, and a few more scholars in the relevant field to exhibit the entanglement of English, power-structure, and market-driven education policy, and the pedagogical autonomy in Dhaka.

Keywords: Englishizing, Pedagogy, Neoliberalism, Data Economy, Market-Oriented Teaching

INTRODUCTION

Englishization of pedagogy emanates from the globalizing process and its inherent neoliberal economy which promotes the use of English in educational theories and practices. Actually, pedagogy as a distinct discipline, more of social science than of humanities because it is empirical, quantitative while humanities are mostly qualitative (Landahl & Larsson, 2022, p. 81). If ontologically approached, pedagogy refers to the process which encompasses “an array of disciplinary and contextual foci and applications” (Demuro & Gurney, 2025, p. 85). The first and foremost objective of pedagogy is to generate new knowledge, and impart it to the learners who develop problem-solving skill and intellectual potential to navigate the world and leverage the standard of human cognitive faculty. Thus, pedagogy, in particular, aims at developing the learners’ “power to perceive critically the way they exist in the world” (Freire, 2005, p. 83). As learners are always, in relation to their own agency, cognitive capacity and response to their surroundings, pedagogy, whether it is openly declared by the educators or not, plays an intrinsic role in navigating the learners’ activities and the framework of mind, and thus, developing their critical consciousness about the ways they negotiate with the society. As such, pedagogy helps learners understand their connectivity with their comprehensibility of diverse determining and defining factors of the society, such as, economy, ethics, aesthetics, science and all other aspects which constitute their whole self. As a result, it is mostly connected to praxis which triggers up the transformation of cognitive faculty and action. In this connection, Demuro and Gurney relevantly argue:



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Critical pedagogy is a response to material inequality and the inequalities of an unjust world, with an aim of better understanding the position and constraints placed upon the subject/self and hence, of transforming the conditions of inequality through education. (Demuro & Gurney, 2025, p. 86)

But the connectivity that critical pedagogy promises for is determined by the mode of economy and other ideological state apparatuses, and that is why, Freire argues that pedagogy is concerned with the material world which alienates the working class of people from the privileged class, and dehumanizes them and leads them to inequalities (Freire, 2005, p. 15). This process of dehumanization and alienation gets an impetus while English taking up neoliberal role turns into a sole instrument of pedagogy, and it happens in Bangladesh where English language teaching and learning are considered as an investment, and profit-generating activity. It has been expedited with the advent of a new form of economy, that is data economy, a world-wide digital system where data is used to create economic value. True, with the change of the mode of economy, mode of pedagogy changes with a view to addressing the innovative and transformative issues. Since, 1971, that is, after the political independence of Bangladesh, there emerged a new bourgeois class which cherishes and nourishes the colonial bourgeois ideology. In collaboration with neoliberal economy this class attains more strength and English starts assuming instrumental role in the education system. At the same time the rise of English being supplied with a congenial environment by the neoliberal economy contributes to the creation of social discrimination as English turns into a commodity that only the haves of the society can buy. At present the most horrific impact of the Englishization of pedagogy is that the education system is split up or stratified into various streams, and most of the streams are alienated from the main stream of the society, and they cannot participate in the present mode of economic enterprises. The recent phenomenon is also drastically affecting the pedagogy. Digitalization, advent of AI, cyber technology are transforming pedagogy into a transformative tool which is snatching away the agency of the learners and transforming them into human resource with necessary skills essential in the job market.



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It is widely argued that digital transformation provides growing economies new scopes and opportunities to expedite industrial age infrastructure, “to draw on the vast knowledge spillovers from the internet, to take advantage of new markets offered by digital platforms and to exploit production possibilities enabled by digital technologies” (Ciuriak & Ptashkina, 2019, p. 1). Teaching-learning, in the corporate economic set-up turns into an industry which is increasingly aided by machine learning, a very common mode in the pedagogy in vogue in the developed countries which are now putting emphasis on the development of knowledge-based economy. Even research-work has been industrialized with the wake of this knowledge-based economy or data-driven economy which “promises to take the optimization of production processes to a new level through the use of data generated by Internet of Things (IoT)” (Ciuriak & Ptashkina, 2019, p. 3). IoT refers to the devices like smart phone, computer etc. interconnected through internet at a broad scale and it ensures autonomous monitoring or surveillance. As it is an interconnected network, it enables everybody connected in this network to know each other’s data and information. This process has got cost involvement which creates profit center. Data management job is expensive and it is usually in the control of the developed countries. They have rich libraries with rich data bank, data analysis cells and experts and hence, they are always in advantageous position enjoying the status of the manufacturers while the developing countries take up the role of consumers. Thus, data economy is created and it, in the framework of neoliberal market policy, that is, open market policy and privatization of institutions, goes on exploiting the developing countries which, with huge population, are unable to claim jobs in the global distribution of work without potent skill and education in digital technologies. With less revenue these countries cannot afford updated education to their learners. Intellectual property is the pivotal factor of data economy, and its development requires a huge investment, and it is difficult for the developing countries to cope with this huge cost-involvement for the development of digital literacy. Though some developing countries, for example- Rwanda, are adopting the mode of digital economy, the main challenge for the countries like Rwanda is to control Rural to urban migration of the people because if it happens it will mar every possible means of overcoming the impoverished situation.



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But data-driven economy poses some crucial threats to the existing establishments, such as market, government and even society. Market may fail because the data-driven economy promotes the emergence of highly competitive superpower which may devour the small entrepreneurs. Government may fail because it empowers the government with absolute surveillance agency which challenges the individual liberty of self-entity. But collective action and consensus are needed for the success of the government. In such situation, the balance between these two parties collapses and it leads the government to failure. Even social dysfunction is caused by the data economy as it offers the truth which is virtually post-truth; it creates man who is already dead; it creates the past which never existed and constructs the future which is unpredictable. In this way, data economy constructs a society which is already past. Thus, the advent of data economy will frustrate many of the features of the industrial era that provide opportunities for developing countries to converge. It can even put the Global South under pressure from the Global North geopolitically. In such a very crucial situation, the developing countries, for survival, have to take a combination of strong leadership, clever digital economy, industrial strategies and leveraging the possibilities of digital transformation with an addition to ensuring participatory democracy. It is only then implementation of digitalization of pedagogy will bring positive impacts on all probable sectors of life.

Now English is primarily the language of data economy in which digital data becomes a central resource for value creation. In this world of cyber technology companies, institutions, governments collect, process, and monetize it through algorithms, analytics, and Artificial Intelligence (AI). Obviously, data economy relies on global digital platform such as, Google, MS Teams, Coursera, Canvas, Turnitin operate data primarily in English. In addition, academic contents in English are more easily indexed. As English dominates the academic corpus, it suits machine learning, too. Finally, education inevitably moves into data-driven environment, and so, English becomes a default language of pedagogy. Datafication of academic performances is usually done in English. University rankings, downloads and digital engagements are done in English. Times Higher Education database, SCOPUS or Web of Science indexing or any



other digital engagement are done in English. Even educational platforms and global pedagogical market are implemented in English. Google Classroom, Zoom, MS Teams, Google Meet and various other support materials, AI tools are primarily in English. Knowledge visibility worldwide is next to impossible without English. Thus, data economy promotes the Englishization process of pedagogy.

LITERATURE REVIEW

Pedagogy which is one of the most powerful means of raising a nation to an elevated status, plays, no doubt, a transformative role and it impacts both the instructors and the learners. Not only that, the medium of instruction has got an intrinsic connectivity with the receptive dynamics of the learners. The instruction's objectives are also directly influenced by the medium of instruction. Actually, "An objective is a description of a performance you want learners to be able to exhibit before you consider them competent" (Mager, 1975, p. 5). True, performance-oriented pedagogy also intends the learners to "communicate something to somebody. If that somebody doesn't get the message as intended, don't argue or defend, fix" (Mager, 1975, p. 68). Objective based pedagogy aligns the neoliberal economy which slides into data economy in place of, grossly speaking, factory-manufacture based economy. Neoliberal economy promotes open market policy with a fervent advocacy in favor of privatization of the mode of production and the distribution of goods in a highly competitive environment. The concept of globalization melts the whole world into a pot, creating a disorderly mixture of diverse elements, marked by confusion and paradox, leading the countries of the world into an unequal competitive arena. It essentially transforms human beings into human things, humanity into human resource manufactured, constructed and commoditized as per the required demands of the corporate-controlled job market. In such a highly competitive era of de-humanization, universities are inescapably taking up the role of manufacturing bodies producing human resources with demanded problem-solving skills needed in the corporate world whose motto is to maximize profit.



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In such an era, Bangladesh cannot but assume English as a medium of instruction in its universities, which historically recalls Babington Macaulay's confident affirmation in 1835 that "There never, perhaps, existed a people so thoroughly fitted by nature and by habit for a foreign yoke" (Chakravarti, 2017, p. 174). Similarly, English falls upon the shoulder of the Bangladeshis as a 'foreign yoke' beyond which there is no other alternative excepting fortifying the neoliberal economic dynamics, leading to derangement and non-entity, devoid of originality. As the corporate economy is unmasked in many ways and questioned from different angles, it is innovatively revolutionizing into data economy in collaboration with cyber technology and artificial intelligence (AI) which is threateningly challenging the agency of the Global South, a transformed consumer, not manufacturer, a market of the Global North.

Robert Phillipson rightly argues that pedagogical practices are embedded in power relations, ideology, and policy (Phillipson, 1992). He also believes that English language teaching all over the world, specifically in the Global South is deliberately political, not pure or innocent. Some myths are created around the status of English language in the pedagogy. For example, unless and until you can speak good English you are not fit for the job market. Job market-oriented pedagogy assumes it unquestionably and Phillipson (1992) thinks it is an initiative on the part of the imperializing countries to recolonize the natives who were once colonized by the today's imperializing forces. True, language, a very powerful ingredient of culture serves as a memory bank of a community which speaks the language which "do not grow, age, and die. They do not become irrelevant to the 'modern age' due to some intrinsic fault in their composition... They are lost when the predominant class in society has no use for them" (Ngũgĩ wa Thiong'o, 1993, p. 54). Ngũgĩ wa Thiong'o appears to be true when we hear Gayatri Chakravarti Spivak saying, "We know no world that is not organized as a language-languages that we cannot possess, for we are operated by those languages as well" (Spivak, 1996, p. 55). Language is symbiotically connected with its speaker-community. However, independence, in many developing countries has turned into a process of shifting the countries from colonial economic arrangement to neocolonial political arrangement because



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independence slides into the hands of those who, according to Frantz Fanon, dreams of becoming like the colonial bourgeois. The middle class which takes up the power-structure lacks both intellectual capacities to deal in the politics and take the nations to the destination saturated by the all and sundry. They also lack sufficient competence in technology. That is why, a kind of nervousness works in their minds and this fatal drawback weakens nationalism and leads the nations to neocolonial realities. At present, it is a common fate of most of the postcolonial countries. In such a very ambivalent situation, the imperialist countries in the name of co-operation come forward and impose their curriculum and English as a medium of instruction. Their purpose is to produce intellectual slaves for their job market with a view to maximizing profit. Hence, Robert Phillipson, like Ngũgĩ wa Thiong'o, is true when he detects the imperializing germ in the process of imposing English as a medium of instruction.

In the same vein, Pennycook (1994) argues that English and English language teaching encompassing methods, curricula, materials, teacher-student relations, classroom arrangements cannot be understood without acknowledging colonial histories. At present, English Language Teaching course is getting immensely popular, and even outdoing literature teaching course. Students are preferring English language to literature as its job opportunities are great. On the other hand, literature is getting marginalized. True, literature has the power to make connectivity with history, heritage and culture which English language does not have as it totally alienates the learners from his own linguistic realities. That is why, Pennycook (1994) claims that the teaching of English is not apolitical, and even the classroom is a political and cultural site. Englishizing pedagogy is utterly beneficial for fortifying the hegemony of the foreign culture and challenges the agency of the learners, and thus transforming the learners into others. In the same vein, Canagarajah (1999) argues that English should be taken critically in the pedagogy. Even in the margin or periphery the negotiation between English and the local community of learners is needed to overcome the challenges related to the hegemonic role of English.



METHODOLOGY

Research methodology is a strategy for carrying out research as well as the framework through which the research is conducted. In one of his studies Gamage (2025) explained that, research design serves as an essential part more specifically a blueprint of a study that details the methods, procedures and strategies by using them to collect and analyze data (p. 93). It reflects a researcher's systematic and logical process for investigation of a research problem and outlines what information will be collected, from where the data will be collected, along with the process of the data being collected and analyzed.

This is an empirical study based on primary data, combining quantitative and qualitative analysis. As Creswell and Creswell (2018) explain, empirical study serves as a form of investigation that systematically collects and analyzes data to generate evidence-based insights about real-world phenomena (p. 4). Here, the choice was made based on the nature of the research topic, the availability of data and the researchers' expertise in using structured statistical tools to analyze educational trends.

According to Willie (2024), the study population is the complete set of individuals who meet the study criteria (p. 77). And this study population includes students enrolled in different streams like Madrasa, Bangla Medium and English Medium public and private schools and college in Dhaka. As explained by Ahmed (2024), the sampling techniques are fundamental to ensuring the nature and generalizability of research due to its process of involving the selection of a subset from the larger population (p. 1). Thus, the study used a stratified random sampling method to ensure fair representation across three major educational streams. Where one Madrasa, one English Medium school, one Bangla Medium school and college were selected from Dhaka division. The selected madrasa, school and college locations include: Tejgaon, Laal Matia and Dhanmondi area.

In one of his studies Ahmed (2024) defined that, sample size is the number of participants or unit selected from a population which is very crucial for the validity and



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reliability of research outcomes (p. 2). So, students from secondary and higher secondary level were selected from the identified area who participated individually in the survey. The sample size of N=60 with 20 respondents drawn equally from each educational stream is appropriate for cross stream analysis. As Cohen (1992) explained, sample size adequacy in group comparison designs is evaluated per group rather than in aggregate (p. 158). Thus, the mixed-method nature of the study prioritizes depth of cross-stream comparison over statistical generalization.

To carry out the research survey questionnaire sets were formed in both English and Bangla languages. The self-administered questionnaire comprised 26 items in mixed-method format that covers 8 thematic dimensions of Englishization in education which include: demographic background, exposure to English in pedagogy, neoliberal and data-economy influence, power and colonial legacy, learner agency, inequality, policy orientation and qualitative lived experience. The questionnaire included Likert-scale, multiple choice and one open ended item and was provided to 60 participants. The data collection took place from November to December 2025 and secondary data from publications, research papers and journals supplemented the primary data.

After gathering the data by manually providing survey questionnaires and completeness before analysis responses to the questions (Q1-Q25) were numerically coded and entered into Microsoft Excel. The dataset was cleaned through manual verification to minimize entry errors and descriptive statistics including frequencies and percentages were calculated and presented using charts to summarize responses patterns in relation to the research questions.

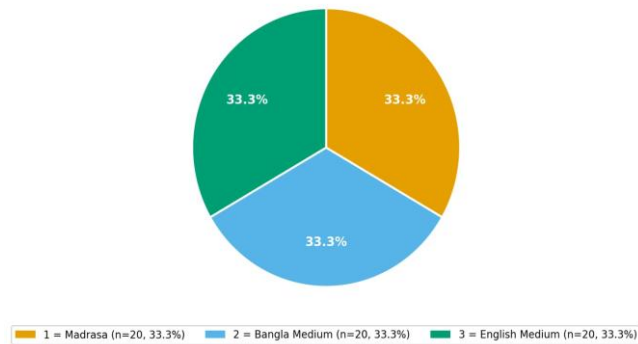
The responses to the open-ended question (Q26) were analyzed using thematic analysis. The answers were read repeatedly, coded inductively and grouped into broader themes reflecting participants' experiences of Englishization, learning confidence and perceived opportunities. Therefore, the quantitative and qualitative findings were interpreted together to provide a comprehensive understanding of the research problem.



The researchers' provided participant institutions' a consent form that clearly states the purpose of the study and their involvement in it. The research only included those who willingly agreed to participate and the researcher assured the participants that their privacy and anonymity would be completely accepted as well as the data obtained would be used solely for research purpose. Ethical standard shall also be maintained by avoiding plagiarism and properly citing sources throughout the study process.

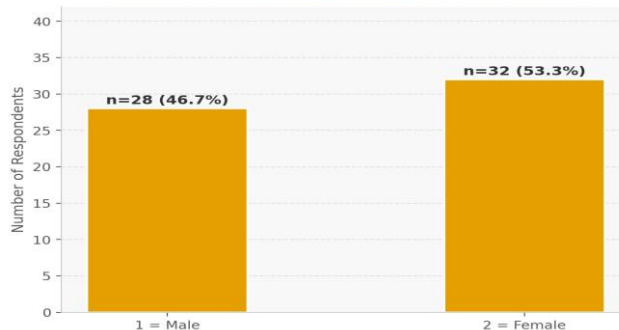
DATA ANALYSIS AND RESULT

Distribution by Institution Type (Q1)
(N = 60, Englishization of Pedagogy Study, Dhaka)



The study's sample comprised 60 students from three different streams in Dhaka with an equal distribution of 33.3% students from each stream consisting Madrasa as type 1, Bangla medium as type 2 and English medium as type 3.

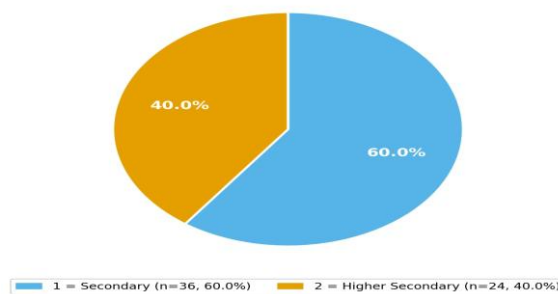
Gender Distribution (Q3)
(N = 60, Englishization of Pedagogy Study, Dhaka)





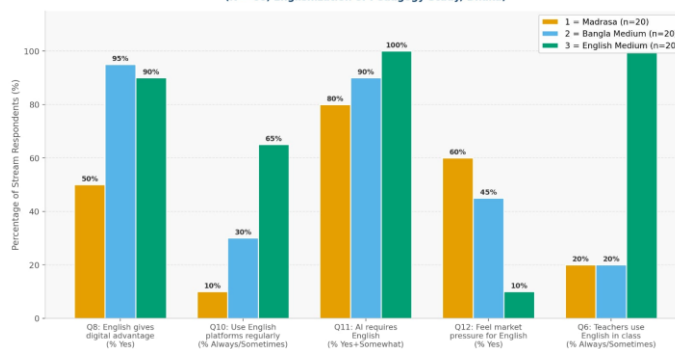
The majority of respondents 53.3% (n=32) fall within the numeric value 2 which indicates female participation and the minority respondents 46.7% (n=28) are male who are identified within the numeric value 1.

Distribution by Level of Study (Q2)
(N = 60, Englishization of Pedagogy Study, Dhaka)



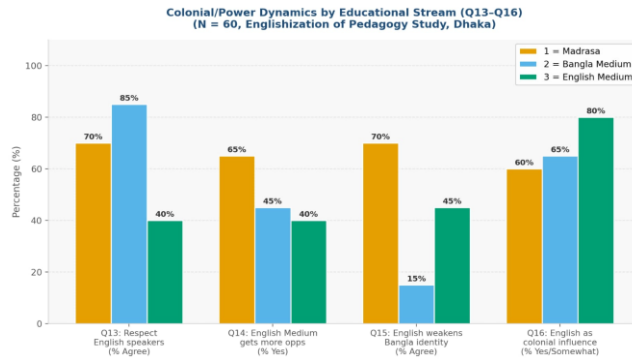
In terms of academic background, the study sample comprised approximately 60% (n=36) respondents from type 1 which is secondary level and remaining 40% (n=24) from type 2 which indicates higher secondary level.

Data Economy & Digital Platform Access by Educational Stream
(N = 60, Englishization of Pedagogy Study, Dhaka)

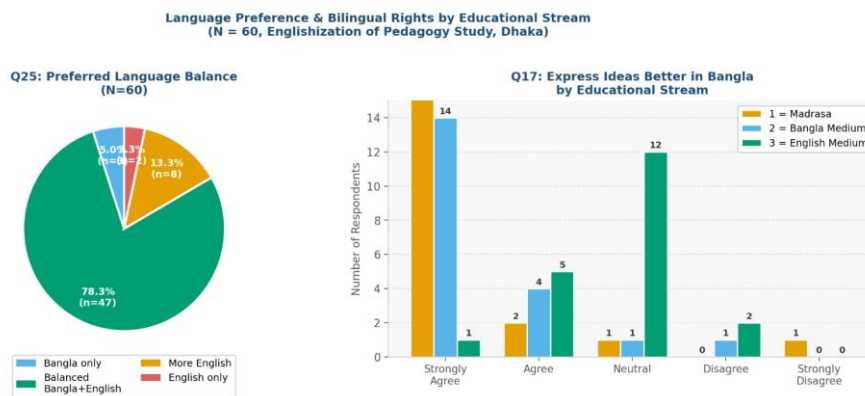


The chart compares students views about English and digital access. Where nearly all students agree especially English medium (100%) that AI requires English (Q11), most agree that English gives digital advantage (Q8) but Madrasa students (50%) are less convinced, then using English platforms (Q10) English Medium leads (65%) in comparison to that Madrasa students rarely do which is (10%). Also, the market pressure for English (Q12) Madrasa feels

it most (60%) where English Medium scores least (10%) and teachers use of English (Q6) is exclusive in English Medium (99%) but very low elsewhere (20%).



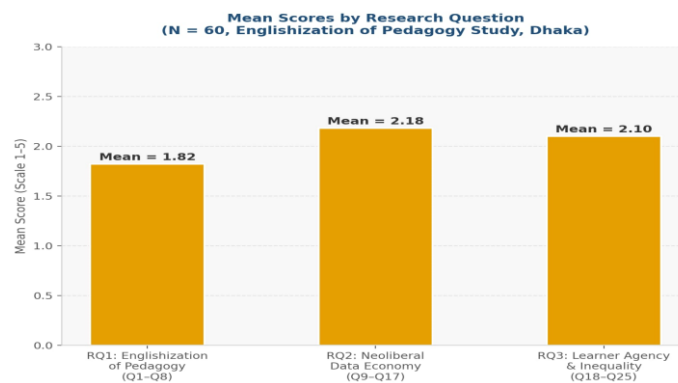
On the view of English and colonial power dynamics the chart shows students from Bangla Medium feel respect for English speakers (Q13) most strongly (85%) while English Medium least (40%), students from Madrasa agree English Medium gets most opportunities (Q14) most (65%) which English Medium students somewhat agrees too (40%), Madrasa students agree English weakens Bangla identity (Q15) strongly (70%) but Bangla Medium shows least concern (15%) while English Medium is moderate (45%) and in English as colonial influence (Q16) students from English Medium are most aware (80%) followed by Bangla Medium (65%) and Madrasa (60%).



In terms of preferred language balance (Q25) the pie chart shows most students want both languages where 78.3% prefer a (Bangla + English) balance, 13.3% want more (English),



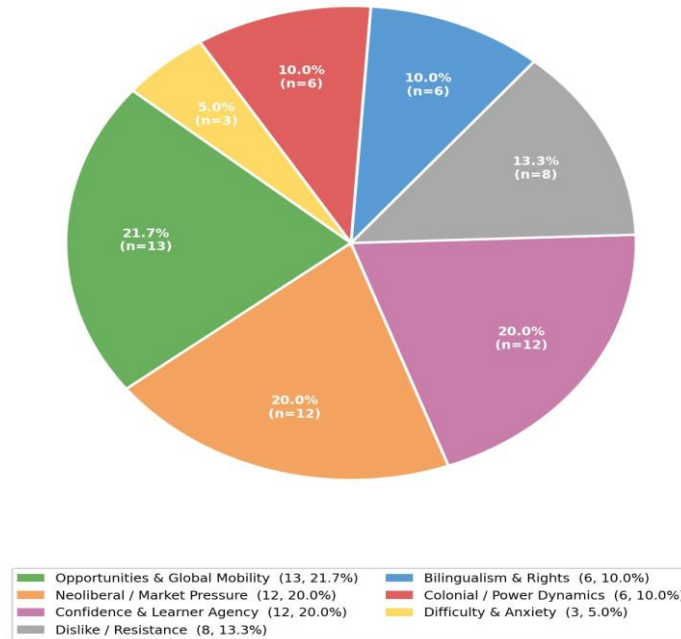
5% only want (Bangla) and 3.3% want only (English). Then, (Q17) in the bar chart shows in terms of expressing ideas Madrasa and Bangla Medium students (14 each) strongly agree that Bangla is their natural voice. While, English Medium students reflecting their English-dominant schooling are more divided like many are neutral (12) or disagree (2).



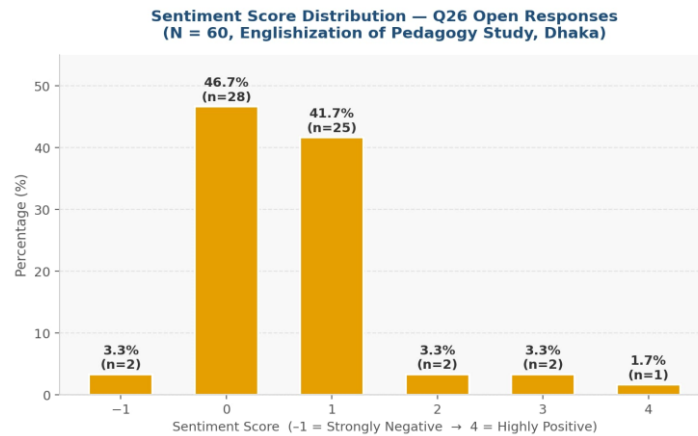
The chart shows the mean scores of three research questions from the study conducted. Among the three question areas RQ2(Q9-Q17): Neoliberal Data Economy received the highest mean score (2.18), then RQ3(Q18-Q25): Learner Agency & Inequality (2.10) and RQ1(Q1-Q8): Englishization of Pedagogy received the lowest mean score (1.82). Though these mean scores are below 1-5 scale of the midpoint the stronger responses of RQ2 and RQ3 indicate the concerns of the participants about digital educational structures, inequality and learner positioning in English dominated pedagogical environments.



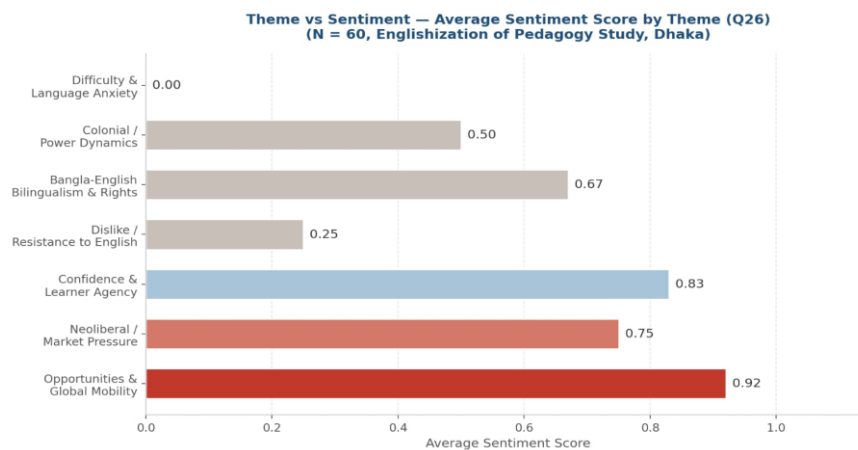
Q26 Thematic Distribution (Pie)
(N = 60, Englishization of Pedagogy Study, Dhaka)



This pie chart shows that the largest portion of students 21.7% see English as a gateway of opportunities and global mobility, 20.0% students feel pushed to learn English due to neoliberal/market pressure, also 20.0% students connect English proficiency with confidence and learner agency, 13.3% students express dislike/resistance, 10.0% students advocate for bilingualism and rights in education, 10.0% students recognize English as tied to colonial/power dynamics and the smallest group of students 5.0% find English difficult and feel anxiety.



The sentiment score distribution regarding students open ended responses to (Q26) in the histogram chart about English in education (scale: -1 to 4). Among the students 46.7% are neutral (scored 0), 41.7% were mildly positive (scored 1), 8.3% were genuinely positive (scored 2-4) and just 3.3% were negative (scored -1). This suggests students view Englishization as practical reality rather than something they are deeply against.



In the horizontal bar chart students' responses discussing the themes about English in education scores range from 0 (neutral) to 1 (positive). With (0.92) Opportunities and Global Mobility theme scored highest, students linking English to Confidence and Learner Agency scored (0.83) that is second highest, students accepting learning English as a necessary reality: Neoliberal/Market Pressure theme in moderately positive tone scored (0.75), Bangla-English



Bilingualism and Rights theme suggesting a moderate positivity scored (0.67), reflecting critical and measured responses Colonial/Power Dynamics got evenly balanced score (0.50), the most negative theme is Dislike/Resistance to English scored (0.25) and the theme Difficulty and Language Anxiety scored (0.00) where students expressing anxiety or difficulty were completely neutral in tone. This shows students are pragmatic about Englishization where they view it as a complex but accepted part of their educational reality.

FINDINGS AND DISCUSSION

The study findings show that Englishization of pedagogy in Dhaka is not a neutral linguistic shift but a structurally produced outcome of neoliberal governmentality and the expanding data economy. As, in one of his research works Khranchenko (2025) presented that, the global patterns observed in Africa and Asia represent the concept of Englishization functioning as a governance mechanism that aligns education with competitiveness, efficiency and global market integration (pp. 50–55). This is also supported by Rahman and Hu (2025), who show that the use of language in education policies reproduces neoliberal ideologies by framing English as economic necessity rather than pedagogical choice (pp. 3–7). Within this framework, the study confirms that English simultaneously operates as opportunity and control, reinforcing existing educational and class-based inequalities.

Learner Agency and Inequality (RQ3) with its high mean score indicates that respondents strongly associated marginalization with confidence, participation, and future mobility. However, this agency in general is unevenly distributed and structurally constrained. Devkota's (2025) study of marginalized EFL learners illustrates how agency emerges through constant negotiation within unequal sociocultural structures (pp. 2–4). Both Rahaman (2025, p. 13) and Wang and Jiang (2025, pp. 252–269) similarly show that English proficiency functions as linguistic capital shaping identity, aspiration, and self-worth. These findings align with Fanon's (1952/1967) insight that Englishization produces both symbolic empowerment and psychological alienation, particularly among Bangla medium and madrasa learners who lack institutional access to linguistic capital.



The strong perception of Neoliberalism, Power and Colonial Legacy (RQ2) underscores how Englishization operates through ideological state apparatuses embedded in education. Chang (2025) argues that EMI policies gain legitimacy by becoming “common sense” through the masking of their neoliberal foundations (pp. 7–9). Cornelissen (2025) similarly conceptualizes this process as neoliberal imperialism, wherein colonial power is rearticulated through market logic rather than direct political domination (pp. 5–9). Respondents’ belief that English is essential for employability confirms Fairclough’s (1989) claim that neoliberalism discursively transforms learners into human capital, a process also evidenced in MOI discourse analysis by Rahman and Hu (2025, pp. 4–6).

Exposure to English and the Digital Economy (RQ1) scored comparatively lower, which does not suggest weaker influence but rather ideological normalization. Chang (2025) notes that when English becomes infrastructural to academic systems, its dominance escapes critical scrutiny (pp. 10–13). The ideological invisibility described by Pennycook (1994) is evident in the pervasive reliance on English in LMS platforms, academic indexing, online classrooms, and AI-mediated pedagogy. This finding aligns with Khrumchenko’s (2025) argument that digital globalization renders English the default language of data circulation, knowledge validation, and academic legitimacy (pp. 58–62).

Throughout the study findings 78.3% respondents who prefer a bilingual model in (Q25), Madrasa and Bangla Medium students (14 each) strongly identify Bangla as their comfort language in educational spaces (Q17) and the 13.3% of respondents who expressed dislike or resistance to Englishization in thematic and sentiment analyses reveal a strong emotional and pedagogical attachment to Bangla in spite of being aware about the instrumental value of English. This mirrors Alonso and Rojo’s (2025) claim that resistance to linguistic dominance often takes subtle, affective, and identity-based forms rather than overt rejection (pp. 4–6). Bawm’s (2025) documentation of cultural displacement among indigenous students further supports the view that linguistic dominance destabilizes identity and belonging (pp. 47–54). The preference for Bangla in this study reflects no anti-English sentiment but rather



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resistance to the monopolization of pedagogy, echoing Ngũgĩ wa Thiong'o's argument that language carries culture, memory, and cognitive grounding.

The sentiment that are rendering around neutrality and moderate positivity suggests that Englishization is experienced less as liberation and more as compulsion. Akbar (2025) in accordance to that reveals the process through which young people often internalize dominant success narratives while remaining ambivalent about their cultural costs (pp. 55–57). In alignment with that Ichikawa and Törngren (2025) emphasize the reason because of which pedagogical processes are affective and embodied, producing emotions such as anxiety, fear, and resignation (pp. 5–9). These findings support Canagarajah's (1999) argument that learners engage in critical negotiation, positioning English simultaneously as capital and constraint rather than fully embracing or rejecting it.

Through all the study findings, this discussion confirms that Englishization in Dhaka is driven less by pedagogical necessity than by neoliberal demands of the global data economy. Bosio and Waghid (2023) warn that such instrumentalization of education gradually undermines its capacity to cultivate critical consciousness (pp. 133–136). Mehrin et al. (2025) further demonstrate that linguistic inequality in Bangladesh's mainstream education reproduces social injustice (pp. 5–6). Giroux (2020) also argues that, without critical pedagogy, Englishization risks transforming education into a technocratic system that prioritizes market compatibility over emancipation, equity, and cultural plurality. Therefore, the findings and supporting literature confirm that Englishization of pedagogy in Dhaka operates as a neoliberal, data-driven, and ideologically normalized process rather than a purely pedagogical choice.

CONCLUSION

This study within the specific context of Dhaka's urban educational landscape concludes that Englishization of pedagogy is a structurally rooted phenomenon driven by the data economy and neoliberal ideology. The findings show that English is far from being a neutral instructional tool but operates as a form of symbolic capital that aligns education with market imperatives



rather than emancipatory learning. The data economy further entrenches this dominance by privileging English in digital platforms, academic visibility, and knowledge production, thereby marginalizing learners and institutions that lack linguistic and technological capital. As a result, pedagogy increasingly serves corporate and global interests at the expense of cultural authenticity, critical consciousness, and social justice. Thus, in the globalized world, English as a language cannot be evaded, but the negative impact of the Englishization process can be mitigated through equitable distribution of resources among students. It is anticipated that this research will attract successive scholars to advance these findings further.

LIMITATIONS

- The geographic scope of the study is confined to three urban localities of Dhaka division. Rural areas, semi-urban regions and other administrative divisions of Bangladesh have not been represented in the sample.
- The findings may resonate with broader trends in the Global South as they reflect the experiences of secondary and higher secondary students in Dhaka and can not be generalized to rural Bangladesh or other divisions without further empirical investigation.
- The study does not capture the perspectives of teachers, school administrators or policymakers whose roles are central to the Englishization process and incorporating these voices would provide a more comprehensive picture of the structural and institutional forces in future research.

RECOMMENDATIONS

- A balanced pedagogical model should be followed by the educational institutions where English is taught as a critical and functional resource instead of a hegemonic default medium.
- The structural disparities among Madrasa, Bangla Medium and English Medium institutions need to be reduced by policy interventions.



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- National education policy should ensure equal access to quality English education, trained teachers and learning resources across rural and urban setting in all the streams.
- Teacher education programs should include training on language ideology, neoliberalism and data economy to implement inclusive, reflective and socially responsive pedagogy.

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