



ENGLISH AS A SECOND LANGUAGE (ESL) AND THE ACADEMIC PERFORMANCE OF THE STUDENTS TOWARDS ENGLISH PROFICIENCY PROGRAM

FAHIMA RAHMAN

<http://orcid.org./:0009-0004-4806-5425>

fahrahman@pcu.edu.ph

Philippine Christian University

Manila, Philippines

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ABSTRACT

This quantitative study assesses the efficacy and challenges of using English as the medium of instruction for secondary-level education in Bangladesh, specifically in Math, Science, and English subjects. The rising popularity of English instruction in educational institutions, driven by global demands for English proficiency, prompts an investigation into the language acquisition gap among Bangla-speaking students taught in English despite their non-native background. The research explores the balance between using the first language (L1) and English within English as a Second Language (ESL) classrooms, recognizing the benefits of L1 for understanding complex concepts while acknowledging its potential hindrance to English exposure. Academic performance in English, Math, and Science subjects is analyzed alongside challenges faced by teachers and students in implementing English instruction. The study delves into concerns surrounding the erosion of Bengali identity due to English prevalence, stemming from historical colonial associations. By examining language skill development across subjects, this research aims to inform language policy and instructional approaches in Bangladesh's education system. The findings underscore the need for policy-makers and educators to balance English instruction with preserving the Bengali language and culture, emphasizing considerations for language policy, teacher training, and curriculum design to optimize language acquisition and subject comprehension while honoring Bangladesh's heritage.

Keywords: English as a medium of Instruction, Language acquisition in Bangladesh, ESL classroom, Academic performance, Language policy, Curriculum design.

INTRODUCTION

The study highlights the status of English as a foreign language in Bangladesh, particularly in English-version schools, where it serves as the primary medium of instruction. Despite efforts to integrate English into education, students, especially those from Bangla-speaking backgrounds, face difficulties in conversing and understanding the language. This challenge persists due to shortcomings in teacher proficiency and the historical context of English in the country.

Developing the necessary English language skills, including speaking, listening, reading, and writing, is crucial in ESL education. Numerous studies have underscored the importance of language acquisition in facilitating students' comprehension and participation in class instructions (Baker & de Kanter, 2020)

English has gained prominence in Bangladesh's educational landscape, extending from primary to tertiary levels and even into public and private universities. However, its adoption as a medium of instruction presents both opportunities and challenges.

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While English Medium Instruction facilitates globalization, it also poses obstacles, particularly in countries like Bangladesh where English is not the native language. This is consistent with the findings of Md. Sayeed Anwar (2017), Osunde & Ogiegbaen (2005) revealed that lack of trained English language teachers, poor instructional delivery, lack of infrastructural facilities, teachers' attitude towards innovation, the traditional content/knowledge-oriented curriculum and general students' apathy in the English language were factors associated with students' poor performance and effective use of ESL in the classroom.

Other findings also revealed that the main challenges of using English effectively as a medium of instruction as identified by (Karvonen, Heidi, 2017) were: teachers' lack of proficiency both in the English language and in teaching in English, lack of student involvement, loss of culture and lack of support from the school and government.

Debates around the use of the first language (L1) and target language (L2) in English as a Second Language (ESL) classrooms are pertinent. While L1 usage can aid comprehension, excessive reliance on it may hinder L2 acquisition. Conversely, using English in ESL classrooms offers numerous benefits, including improved proficiency and confidence among learners. Findings revealed that language barriers can hinder ESL students' ability to engage with academic materials fully, participate in class discussions, and express their ideas accurately, impacting their overall academic performance (Rahman, 2019).

In Bangladesh, striking a balance between English instruction and the preservation of the mother tongue, Bengali is crucial. Addressing these challenges requires thoughtful policy-making and robust support systems to ensure an optimal learning environment for all students.

OBJECTIVES OF THE STUDY

The study aimed to assess the impact of ESL on Grade 9 students' performance in English, Math, and Science during the 2021-2022 academic year. Specifically, it sought to:

1. Assess the level of effectiveness of ESL in English, Math, and Science.
2. Determine the academic performance of Grade 9 learners in English, Math, and Science for the specified academic year.
3. Investigate the potential relationship between the effectiveness of ESL and the academic

performance of Grade 9 learners in English, Math, and Science.

4. Identify and analyze the challenges encountered in using ESL in the areas of English, Math, and Science.
5. Based on the findings, propose a proficiency program for ESL that addresses the identified challenges and enhances the effectiveness of ESL instruction in English, Math, and Science for Grade 9 learners.

This understanding is crucial for higher authorities to evaluate current policies and make informed decisions on whether to maintain the existing classroom language approach or modify it for more effective results in a proficiency program.

METHODOLOGY

The study examined 120, 9th-grade students in Bangladesh with nine years of English education. Taught in English classrooms, the research used quantitative methods to assess the effectiveness of ESL instruction and its impact on academic performance. Participants from two schools were chosen through purposive sampling based on specific criteria.

The self-made research questionnaire underwent a validity test with five education experts providing feedback. Validation criteria were documented. After refining, a reliability test using Cronbach's Alpha involved 39 individuals resembling the target respondents. The responses were encoded in Excel and processed using SPSS to assess internal consistency.

The researcher got school approval in Dhaka, distributed Google Form questionnaires, and analyzed data using a Five-Point Likert Readiness Scale for 25 questions, focusing on the effectiveness of English in ESL classrooms.

The study used a sample T-test in SPSS to assess result strength and mean profile significance. Questionnaires utilized a Five-point Likert scale, with 5 indicating very high effectiveness and 1 very low effectiveness.

RESULT AND DISCUSSION

1. Level of Effectiveness of the Use of English as a Second Language (ESL)



1.1. As a medium of delivering class instructions in the English Subject

Table 1
Level of Effectiveness of the Use of English as a Second Language (ESL) as a medium of delivering class instructions in the English Subject

Statement – Indicators	Mean	SD	Verbal Interpretation
Easily understand the English-to-English word meaning/ vocabulary.	3.40	0.89	Moderately Effective
Easily understand the use of suffixes and prefixes properly.	3.28	1.04	Moderately Effective
Changing sentences from one form to another by using different kinds of tenses.	3.41	1.01	Moderately Effective
Easily understand the rules and use of capitalization and punctuation marks.	3.21	1.03	Moderately Effective
Constructing sentences by using different parts of speeches.	3.35	0.99	Moderately Effective
Overall Level of Effectiveness of the Use of ESL in English Subject	3.33	0.85	Moderately Effective

Legend: 1.00 – 1.49, Not Effective; 1.50 – 2.49, Less Effective; 2.50 – 3.49, Moderately Effective; 3.50 – 4.49, Effective; 4.50 – 5.00, Very Effective

Table 1 assesses the effectiveness of using English as a Second Language (ESL) for delivering class instructions in English, revealing moderate effectiveness (Overall Mean=3.33, SD=0.85) in aiding learners' understanding of vocabulary, grammar, and sentence construction. Learners with moderate English proficiency may face challenges with complex language structures, necessitating improved language acquisition strategies. Cultural and linguistic backgrounds significantly influence language acquisition, impacting comprehension. Tailored instructional approaches and additional support are crucial to enhancing English proficiency among learners with varying abilities.

The moderate effectiveness of ESL instruction in English has implications for schools and learners, affecting learning outcomes and potentially widening educational inequities. Learners with different language proficiency levels may require additional support, underscoring the importance of educational equity.

Schools and educators must adapt instructional strategies to address diverse language needs, possibly through differentiated instruction and targeted interventions. Teacher professional development is essential in improving instructional practices and fostering positive learning outcomes. Research suggests incorporating meta-cognitive strategies and facilitating reading activities to enhance language learning. Ultimately, understanding the factors influencing ESL effectiveness can guide the development of effective instructional practices and support mechanisms to promote educational equity and improve language learning outcomes. (Reference: Christian Sayson, Emerson Opancia, Jonell Macasojot, Vol 1 and 2,2020)

1.2. As a medium of delivering class instructions in Mathematics subject

Table 2
Level of Effectiveness of the Use of English as a Second Language (ESL) as a medium of delivering class instructions in Mathematics subject

Statement – Indicators	Mean	SD	Verbal Interpretation
Changing the patterns of natural numbers.	3.33	0.82	Moderately Effective
Easily understand the algebraic formula and application.	3.21	1.00	Moderately Effective
Doing the simple simultaneous equations.	3.18	1.00	Moderately Effective
Easily understanding and expressing the theory related to quadrilaterals.	3.14	0.98	Moderately Effective
Easily analyzing and solving Mathematical problems.	3.24	0.97	Moderately Effective
Overall Level of Effectiveness of the Use of ESL in Mathematics Subject	3.22	0.81	Moderately Effective

As shown in Table 2, the respondents reported that using English as a Second Language (ESL) is a moderately effective (Overall Mean=3.22, SD=0.81) medium for delivering class instructions in the subject area of Math. This means that when teachers use ESL, the learners can Change the patterns of natural numbers, Easily understand algebraic formulas and applications, can do simple simultaneous equations,



Easily understand and express the theory related to quadrilaterals, Easily analyze and solve Mathematical problems only within mediocre or fair expectations.

However, language proficiency significantly impacts comprehension of complex math topics, hindering access to advanced courses and career opportunities for those with limited English skills. Effective ESL instruction relies on strategies like visual aids and scaffolding to bridge the language gap and promote equitable learning (Kent and Wanzek, 2016). The study emphasizes the need for culturally responsive teaching and professional development for teachers. Overall, recognizing the impact of language proficiency and implementing appropriate instructional strategies is crucial for effective ESL math instruction and equitable access to mathematical opportunities.

1.3. As a medium of delivering class instructions in science subject

Table 3
Level of Effectiveness of the Use of English as a Second Language (ESL) as a medium of delivering class instructions in science subject

Statement – Indicators	Mean	SD	Verbal Interpretation
Classifying animals according to kingdom.	3.50	0.98	Effective
Describing the function of reproduction in plants.	3.36	0.93	Moderately Effective
Describing the growth and heredity of living organism.	3.23	1.04	Moderately Effective
Describing the structure of atom.	3.11	1.01	Moderately Effective
Easily understand the concept of earth and gravitation.	3.26	1.09	Moderately Effective
Overall Level of Effectiveness of the Use of ESL in Science subject	3.29	0.85	Moderately Effective

Table 3 shows that using English as a Second Language (ESL) for science instruction is moderately effective, with learners able to grasp basic scientific concepts but facing challenges with complex topics due to language proficiency barriers. Learners' English proficiency significantly affects their comprehension of scientific terminology and abstract concepts, hindering achievement in science education. Research highlights the importance of language support strategies, visual aids, and hands-on activities to enhance science instruction for learners with diverse language backgrounds (Habók and Magyar, 2018a). Limited

language proficiency can impact access to advanced science courses, research opportunities, and scientific careers. Addressing language barriers through teacher support and instructional strategies is essential for promoting equitable access to science education and improving learning outcomes for all learners.

1.4. Summary of level of Effectiveness of the Use of English as a Second Language (ESL) as a medium of delivering class instructions

Table 4
Summary of level of Effectiveness of the Use of English as a Second Language (ESL)

Subject Areas	Mean	SD	Verbal Interpretation
English	3.33	0.85	Moderately Effective
Mathematics	3.22	0.81	Moderately Effective
Science	3.29	0.85	Moderately Effective
Overall Level of Effectiveness of the Use of ESL as a Medium of Delivering Class Instructions	3.28	0.79	Moderately Effective

Table 4 presents the effectiveness of using English as a Second Language (ESL) for class instructions across various subject areas, including English, Mathematics, and Science. The mean ratings for all subjects fall within the moderately effective range (between 3.22 and 3.33), indicating that ESL instruction enhances learning outcomes across these subjects. Although there is some variability in ratings (standard deviation ranging from 0.81 to 0.85), the overall effectiveness level remains consistent. The legend provides guidelines for interpreting ratings, with scores between 2.50 and 3.49 considered moderately effective. While ESL instruction is beneficial, there is still room for improvement.

Research by Li and Lin (2020) in Taiwan showed positive effects of ESL instruction on students' academic achievement in mathematics and science, aligning with the moderate effectiveness observed. Brown and Larson-Hall (2012) found that students



perceived ESL instruction positively, enhancing both language skills and subject comprehension. Lee and Hsiao (2018) highlighted the importance of teacher proficiency and instructional strategies in ESL effectiveness. These studies collectively suggest that ESL instruction contributes to improved learning outcomes, with teacher preparation and instructional methods playing significant roles.

2. Distribution of Academic Performance of the Grade 9 Learners

2.1 In terms of English

Table 5
Distribution of Academic Performance of the Grade 9 Learners in English

Point Interval	Grade Equivalent	Frequency	Percentage
4.00	A	4	5.00%
3.50	A-	4	5.00%
3.00	B	23	28.75%
2.00	C	49	61.25%
Total		80	100.00%

Legend: 0.00 – 0.49; Fail (F); 0.50 – 1.49, Pass (D); 1.50 – 2.49, Average (C); 2.50 – 3.49, Satisfactory (B); 3.50 – 3.54; Good (A-), 3.55 – 4.49, Very Good (A); 4.50 – 5.00, Excellent (A+)

Table 5 provides data on the academic performance of Grade 9 learners in English for the academic year 2021-2022. By analyzing grade equivalents and corresponding frequencies, we can discern the distribution of grades:

The majority of students (61.25%) achieved a grade equivalent of C, with a significant portion (28.75%) attaining a B grade. A small number of students (5.00%) received either an A or A- grade. Notably, no students received an A+ grade, a D grade, or F grade in English.

This analysis provides insight into the academic performance of Grade 9 learners specifically in English. To assess overall academic performance in other subjects or areas, additional information would be necessary. The findings align with previous research by Md. Sayeed Anwar (2017) and Osunde & Ogiegbaen (2005), identified factors contributing to students' poor performance in English, including lack of trained

teachers, poor instructional delivery, and curriculum issues. Additionally, challenges in using English effectively as a primary instruction, such as teachers' lack of proficiency and student engagement, were highlighted by Karvonen, and Heidi (2017).

2.2. In terms of in Mathematics

Table 6
Distribution of Academic Performance of the Grade 9 Learners in Mathematics

Point Interval	Grade Equivalent	Frequency	Percentage
5.00	A+	4	5.00%
4.00	A	4	5.00%
3.50	A-	49	61.25%
3.00	B	23	28.75%
Total		80	100.00%

Table 6 provides the distribution of academic performance for Grade 9 learners in Mathematics. Among the 80 students, the breakdown of grades is as follows:

The data shows that the majority of students (61.25%) achieved an A- grade, followed by 28.75% who attained a B grade. A small percentage of students (5.00%) received either an A or A+ grade. The findings are in line with research by David Wafula Waswa (June 2020), which suggests that using English as a medium of instruction in Mathematics poses challenges for learners, requiring higher English proficiency for better performance in the subject.

2.3. In terms of Science

Table 7
Distribution of Academic Performance of the Grade 9 Learners in Science

Point Interval	Grade Equivalent	Frequency	Percentage
4.00	A	4	5.00%
3.50	A-	4	5.00%
3.00	B	24	30.00%
2.00	C	48	60.00%
Total		80	100.00%



Table 7 presents the distribution of academic performance for Grade 9 learners in Science, with 80 students in total. The breakdown of grades is as follows: The majority of students (60.00%) achieved a C grade, followed by 30.00% who attained a B grade.

A small percentage of students (5.00%) received either an A or A- grade. Research in Bangladesh indicates that English as a Second Language (ESL) students with stronger English language skills tend to perform better in subjects taught in English, while those with lower proficiency may struggle to comprehend and succeed academically. Language barriers can impede ESL students' engagement with academic materials and expression of ideas, impacting their overall academic performance. (References: Ali, 2018; Rahman, 2019)

3. Level of Academic Performance of the Grade 9 Learners

Table 8
Level of Academic Performance of the Grade 9 Learners

Subject Area	Mean Grade Points	SD	Verbal Interpretation
English	2.46	0.63	Average (C)
Math	3.46	0.44	Satisfactory (B)
Science	2.48	0.63	Average (C)
Overall	2.80	0.46	Satisfactory (B)

Legend: 0.00 – 0.49, Fail (F); 0.50 – 1.49, Pass (D); 1.50 – 2.49, Average (C); 2.50 – 3.49, Satisfactory (B); 3.50 – 3.54; Good (A-); 3.55 – 4.49, Very Good (A); 4.50 – 5.00, Excellent (A+)

Table 8 presents the academic performance of Grade 9 learners across different subject areas, including English, Math, and Science. The data includes mean grade points, standard deviation (SD), and a verbal interpretation of performance. Here's a breakdown:

- English: Mean grade point of 2.46, interpreted as "Average (C)"
- Math: Mean grade point of 3.46, interpreted as "Satisfactory (B)"
- Science: Mean grade point of 2.48, interpreted as "Average (C)"

Overall: Mean grade point of 2.80 across all subjects, interpreted as "Satisfactory (B)"
Research in Bangladesh emphasizes the importance of providing adequate language support and specialized instruction to ESL students to overcome language barriers and improve academic outcomes. Teachers' proficiency in English and effective instructional strategies also play significant roles in ESL students' academic performance. (Khan, 2017; Ahmed & Begum, 2018)

4. Test of Significant Relationship between the Level of Effectiveness of the Use of ESL as a medium of delivering class instructions

Table 9
Test of Significant Relationship between the Level of Effectiveness of the Use of ESL as a medium of delivering class instructions as a medium of delivering class instructions in the English Subject and the Academic Performance of Grade 9 Learners in English

Paired Variables	Computed value of r	Strength of relationship	Computed value of r	Tabulated value of r at alpha = 0.05	p-value	Decision If p < or = to 0.05, reject Ho	Interpretation
Level of Effectiveness of the Use of ESL as a Medium of Delivering Class Instructions in the Math Subject	-0.008	Very Small Negative Correlation	-0.008	-0.220	0.941	Accept Ho	Not Significant

Legend for Strength of Relationship = 0, No correlation; 0.01 – 0.25, Very small positive correlation; 0.26 – 0.50, Moderately small positive correlation; 0.51 – 0.75, High positive correlation; 0.76 – 0.99, Very high positive correlation; 1.00, perfect positive correlation (for negative correlation, same ranges only with negative sign)

Table 9 examines the impact of using English as a Second Language (ESL) for teaching Mathematics on Grade 9 students' academic performance. Despite a small negative correlation between ESL effectiveness and Math performance, the null hypothesis of no significant relation is accepted. Previous studies emphasize addressing language barriers to enhance ESL students' academic success through strategies like language support and visual aids, Haque (2017) and Alam & Halima (2020). Language proficiency significantly influences academic achievement, highlighting the importance of ESL education. Reasons for the negative correlation include difficulty understanding Math concepts in a second language and increased cognitive load. Additional research suggests that English as a medium of instruction significantly affects ESL students' Math learning trajectory (Baker & de Kanter, 2020). While the



correlation analysis supports the accepted hypothesis, the findings may not generalize universally. In conclusion, optimizing ESL and Math learning requires nuanced pedagogical approaches.

Table 10
Test of Significant Relationship between the Level of Effectiveness of the Use of ESL as a medium of delivering class instructions in the Science Subject and the Academic Performance of Grade 9 Learners in Science

Paired Variables	Computed value of r	Strength of relationship	Computed value of r	Tabulated value of r at alpha = 0.05	p-value	Decision If p < or = to 0.05, reject Ho	Interpretation
Level of Effectiveness of the Use of ESL as a Medium of Delivering Class Instructions in the Science Subject	0.021	Very Small Positive Correlation	0.021	0.220	0.853	Accept Ho	Not Significant

Table 10 reveals a small positive correlation between the effectiveness of using English as a Second Language (ESL) for Science instruction and Grade 9 students' Science performance. However, this correlation is not statistically significant, aligning with previous studies emphasizing the importance of considering factors like language proficiency and instructional strategies. While effective ESL instruction can enhance understanding, other factors like student engagement and motivation also influence academic success. The study highlights challenges in ESL instruction, including teacher proficiency and student involvement. Overall, while ESL instruction may benefit Science learning, its impact on academic performance requires consideration of various factors beyond language alone.

Table 11
Test of Significant Relationship between the Level of Effectiveness of the Use of ESL as a Medium of Delivering Class Instructions and the Academic Performance of Grade 9 Learners

Paired Variables	Computed value of r	Strength of relationship	Computed value of r	Tabulated value of r at alpha = 0.05	p-value	Decision If p < or = to 0.05, reject Ho	Interpretation
Level of Effectiveness of the Use of ESL as a Medium of Delivering Class Instructions	0.041	Very Small Positive Correlation	0.041	0.220	0.719	Accept Ho	Not Significant

Table 11 presents findings on the correlation between using English as a Second Language (ESL) for instruction and Grade 9 students' academic performance, showing a marginal positive correlation ($r = 0.041$). However, with a p-value of 0.719, surpassing the significance threshold of 0.05, the null hypothesis is accepted, indicating no statistical significance in the relationship. This suggests that while there is a slight positive correlation between ESL effectiveness and

academic achievement, it is not statistically significant. Factors such as individual learner characteristics, instructional methodologies, and the complexity of academic performance may contribute to this lack of significance. Understanding the multifaceted nature of educational outcomes is crucial, considering various factors beyond ESL instruction that influence student achievement.

Table 12
Challenges Encountered in the Use of English as a Second Language (ESL) as a medium of delivering class instructions in the areas of English, Math, and Science

Challenge Statements	Mean Response	Verbal Interpretation	Ranking
Developing the necessary English language skills like speaking, listening, reading, and writing.	3.83	Challenging	3 rd
Participating actively in class discussions.	3.70	Challenging	5 th
Expressing thoughts and ideas accurately	3.69	Challenging	6 th
Understanding, Comprehending, or Interpreting cultural references, and idiomatic expressions within the school environment.	3.88	Challenging	2 nd
Receiving language support or specialized instruction	3.71	Challenging	4 th
Balancing language learning with the rest of the curriculum.	3.60	Challenging	8 th
Adapting to a new culture and educational system can involve learning new social norms and customs.	3.95	Challenging	1 st
Understanding complex instructions effectively within the time constraints of exams.	3.68	Challenging	7 th
Forming connections and friendships with their English-speaking peers.	3.49	Moderately Challenging	10 th
Showing Confidence or Finding motivation due to their struggles with the language.	3.59	Challenging	9 th

Table 12 outlines the challenges encountered in using English as a Second Language (ESL) for instruction in English, Math, and Science classes among Grade 9 students. The challenges identified include adapting to a new culture and educational system, understanding cultural references, developing English language skills, receiving language support,

actively participating in discussions, expressing thoughts accurately, understanding complex instructions, balancing language learning with the curriculum, finding motivation, and forming connections with English-speaking peers. Moreover, language difficulties can affect students' confidence and motivation (Al Hayek et al., 2018). ESL students may need more motivation to participate in class due to their struggles with English actively. Forming connections and friendships with English-speaking peers can be challenging for ESL students due to language barriers (Nishida & Lasgaard, 2020). These challenges reflect difficulties in cultural adaptation, language acquisition, academic engagement, and social integration. Addressing these challenges requires comprehensive language support, cultural understanding, and effective instructional strategies to facilitate ESL students' academic and social integration into the educational system.

CONCLUSIONS

The study led to the formulation of the following conclusions.

1. English as a Second Language (ESL) was moderately effective in teaching English, Mathematics and Science.
2. The level of academic performance of learners in English, Mathematics, and Science for AY 2021-22 was Average or Satisfactory
3. There was no notable correlation between the level of effectiveness of English as a Second Language (ESL) and the Grade 9 academic performance in English for A.Y. 2021-2022. This means that the observed correlation is not statistically significant thus accepting the null hypothesis.
4. The research examines the challenges encountered by ESL students as they navigate a new cultural and academic environment. Key difficulties include social integration, understanding cultural nuances, language proficiency, and academic involvement. The primary challenge lies in adapting to new social norms, followed by grasping cultural references in academic settings. Comprehensive language support is essential to overcome

communication barriers. Active class participation and effective self-expression are vital for meaningful engagement. The study underscores the complexity of comprehending exam instructions and emphasizes the need for a tailored approach to balance language learning with other subjects. Language limitations can impact self-confidence and motivation while forming connections with English-proficient peers can be challenging. By addressing these challenges directly, targeted interventions, improved support systems, and inclusive practices can be implemented, ultimately enhancing ESL students' academic success and well-being in their educational journey.

RECOMMENDATION

Based on the conclusions drawn, the subsequent recommendations are formulated.

1. In Bangladesh, educators are encouraged to utilize code-switching and translanguaging techniques in English classrooms, integrating elements of the local language, Bangla, to enhance comprehension among ESL learners. Research and teacher training on the effective implementation of these strategies are recommended.
2. Flexible assessment methods should be considered to cater to the varied learning requirements within English classrooms.
3. Integrating digital content and ICT tools into English classes can enrich the learning environment and engage students through interactive activities and multimedia resources.
4. Incorporating culturally relevant English materials into the curriculum can enhance student interest and comprehension by selecting texts and examples that resonate with the local culture.
5. A holistic language support approach, including bilingual glossaries and visual aids, is proposed to assist ESL learners, particularly those from Bangla-speaking backgrounds, in developing their English language skills. Comprehensive teacher support and training are also



recommended to enhance their proficiency in using English as the medium of instruction effectively.

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AUTHOR'S PROFILE



Fahima Rahman, a multifaceted professional, thrives as a Public Relations Officer at RNZ Trading Phils Inc., adept in communication, relationship management, and brand representation. With a commendable five-year PR tenure, Fahima has propelled successful campaigns, enhancing brand visibility. Simultaneously, she champions English education, inspiring students' literary passions for three years. Armed with a Doctorate in Educational Management, alongside Master's and Bachelor's degrees in English Language and Literature, Fahima excels in curriculum development, differentiated instruction, and literary analysis. Notable accolades include the Outstanding Contribution to Student Learning award (2017). Beyond work, she delves into classic literature, creative writing, art, and global exploration, enriching her teaching ethos.

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