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## Teaching of Academic Subjects in English and Challenges in English Medium Instruction

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## Teaching of Academic Subjects in English and Challenges in English Medium Instruction

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### Abstract

Teaching English as a foreign language is an apparently challenging task, especially when it is done in an area where English learn a very slight purpose. This study sought to investigate the challenges of English teaching as well as solutions adopted by English teachers in the Savar area. Moreover, the main objective of this research is to find out what kinds of challenges the teacher community faces in the context of the English teaching infrastructure and how to get rid of those problems. Qualitative methods in a phenomenological approach have been used in the research through which in-depth research has been conducted and data collected through semi-structured interviews using purposive sampling. This study captured the perspective of English teachers in facing the challenges of English teaching in the classroom and the solutions they implemented to solve them through interviews. Participants in the study intended to improve the institution's EMI environment and foster nice interactions between teachers and students. 'Teaching techniques among content teachers,' 'challenges and constraints that content teachers encounter,' and 'Training courses for content teachers' are the primary themes that emerged from the study. To be sustainable, EMI activities incorporate teachers' self-development and institutional support, as well as students' self- and perceived peer learning practices. Students' and teachers' adaptive tactics provide information into how other EMI programs might optimize their deployment.

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### Introduction

Language diversity and the support of language education has been the most precedence of every country not only due to the results and consequences of several reasons but also as a natural condition for the citizens to be skilled by at least two languages other than their mother tongue. The language that is used to communicate comfortably around the world. English has been used as a medium of international communication in many countries for centuries. Nowadays it has gained appeal all over the world and has become a vital topic in the field of multifaceted communication. To keep pace with the world today, humans need to have good skills in English. They need to learn English to keep in touch with other countries and with international organizations. Humans need to learn English to enter the world's most advanced knowledge and research. Moreover, humans should learn it to get higher education. Education is the backbone of the nation. Just as no animal can stand up straight without a spine,

the human race cannot prosper without education. The key to a country's development is a well-educated human resource. Therefore, besides Bengali education, English education is also important for achieving a good education. There has been a growing trend toward teaching academic subjects in English at educational institutions in countries where English is not a native language (Wächter & Maiworm, 2014; Macaro, Curle, Pun, and Dearden, 2018). Additional manpower should be educated with technical and engineering knowledge. The impact of English education is also immense. The present age is the age of information technology. And in this age of information technology, everything that is done on the computer, on the internet, depends entirely on English. For the sake of globalization, many countries of the world are living under the same roof today. Everything is changing, from culture to business.

In the current context, the spread of the English language is increasing and it's not centered in one country. As a result, the English language as a Lingua-Franca has a tremendous impact on every educational level (Kırkgöz, 2009; Kuteeva, 2019). (Extra,G., Yagmur,K., 2012) One of their projects was conducted in 24 countries and the results showed that the countries emphasize international languages directly from primary school. Students need to focus on reading, writing, speaking, and listening to improve their language skills. In addition, it is very important to motivate the students mentally as they need to know their mother tongue as well as try to learn English as a second language, which requires the efforts of the teachers (Derakshan, 2015). Above all, through the sincerity of the teacher, the students can develop the habit of speaking English by teaching effectively in a direct method. Although communicative language teaching may seem very difficult in the classroom, it can be easily taught to students by adopting certain techniques. The methods that are being adopted in the teaching of English in Bangladesh do not seem to be working. With the establishment of various schools and colleges, including kindergarten schools and English medium schools, with the predominance of English education, the dominance of our nation over the English language seems to be declining day by day. Teachers have to face the challenge of teaching because they do not have adequate proficiency in English. On the other hand, students are losing interest in learning English. The question system that has been introduced in the education policy of Bangladesh called Competence-based at the primary level and Communicative Approach at the secondary level has become a big question today as to how much priority has been given to the age, talent, and taste of our students at these levels.

Although Bengali is our mother tongue, on the flip side, English is very essential to us. That's right, the British ruled the subcontinent for almost two hundred years and introduced their language as English in Bangladesh. During British rule, the textbooks of this country were read in English only. The British government emphasized the English language to speed up their administrative activities (Golap, 2021). Today, in the 21st century, when the new generation of children does not get the expected standard of English language, it hurts. We know that English language skills depend on four criteria. These are listening, speaking, reading, and writing. These are less practiced by our students. So we see that the English foundation of primary or secondary level students in this country is very weak. According to a national level survey, students' reading of English subjects in grades three to four in the primary is not as expected. This is why a significant number of students in the English language are very miserable. National Educational Policy (2010), ICT, Science, and English education are given due importance to building a technology-based digital Bangladesh.

### **Limitations of the Study**

This research was conducted during epidemic time only in the Savar area, which is located in the Dhaka division. There are enough English medium schools in this city but not all schools could be covered due to the epidemic situation. So some specific schools have been selected for this research. As a result, this research might not describe the entire picture but the researchers tried to find out the important information through depth research.

### **Purpose of the Study**

The main purpose of this study is to find out what kind of challenges the teaching community faces in the context of English teaching infrastructure and how to get rid of those problems. In addition, to find out if students are initially interested in learning English and to identify the need for students to learn English in real life.

### **Research Question**

The following questions have been followed to raise this research to a specific standard.

- a) What challenges do English teachers face?
- b) Which areas need to be improved?

### **Literature Review**

Researchers in the past have examined various causes and provided an in-depth look at Understanding EMI (English Medium Institute/School) results. To run a systematic review, I began with a review of Spolsky's (2004) language policy framework, the challenges of implementing EMI, and past research.

#### **Spolsky's Language Policy Framework**

I have analyzed its relevance to the stimulus of Spolsky's theory to conclude the current English language policy of Bangladesh. Whether, and if so, how this force inspired the Bangladeshi Language policy. Spolsky (2009, p. 1) suggests that language policies at the national level are determined by four common and co-existent forces, viz. (i) claim to national (or ethnic) norms or identities; (ii) As an introduction to English A global language; (iii) the socio-linguistic situation of a nation; And (iv) increase Interest in linguistic rights within the framework of human rights and civil rights.

National ideology and identity belief infrastructure and Principles relevant to a collective mind can be articulated in language Policy. In the context of Bangladesh's non-colonial past and lack of the internal role of English in the country (Suntornsawet, 2019), whereas the state language, the Bangla language has gained national and predominance Cultural identity (Spolsky, 2004). The role of English is defined as "the tide of English Moving into almost every socio-linguistic repertoire" throughout the global language ecology (Spolsky, 2004, p. 220).

Because of English as a language In the case of global communication, it has come down to a cosmic social index of Economic dynamism.

The ultimate strength of Spolsky's theory (2004: 220) claims that there is a growing global interest in "the recognition of linguistic pluralism and the need to recognize the right of individuals and groups to continue using their language." Spolsky (2004) expresses international awareness of minority issues, particularly those created by the American civil rights movement and the twentieth-century international human rights instruments that explicitly or implicitly establish and protect language minorities. Language is located as an aspect of human rights, it encourages countries to grant language rights to their minorities, such as the provision of minority language medium schools (Spolsky 2004). This is of course the case, for example, in New Zealand (May and Hill 2005) and French Canadians outside Quebec (May 2014). Spolsky's ultimate power, therefore, predicts Countries are inevitably anxious to create and implement liberal languages for the rights of their minorities.

### **Challenges of EMI Implementation**

The literature review identifies four major EMI challenges that lecturers face, including students' language skills and abilities, appropriate methods, and inadequate resources (Garcia, 2020). Similar vein, Bradford (2016) the four categories of challenges found in EMI are proposed, namely linguistic challenges, cultural challenges, structural challenges, and identity-related (Institutional) Challenges. The linguistic challenge is a language problem that both the lecturer and the student involved in the EMI program face. These are the issues Often non-native students encounter when they struggle to understand English spoken by native lecturers (Ammon & McConnell, 2002), and generally, it is difficult to understand the content of a lecture given in English (Hellekjær, 2010). Students, on the other hand, face many challenges in EMI, where they are unable to understand the published academic literature. The English language is due to their inadequate English skills. This, as Reported by Wilkinson (2013) refers to Dutch students who have problems. Due to their inadequacy to follow EMI programs at Maastricht University English language skills. Overall, there is a general concern in the EMI literature, often linked to self-perception or touching on basic assumptions, that students may not be proficient inadequate English Skills (Huang, 2015; Wächter, 2008). On the other hand, the EMI lecturer was Concerned with neo-hippies and their global warming, Major language-related. The challenge that lecturers face is their ability to cope with such diversity. As well as mastering the language itself.

The cultural challenge is defined as a discrepancy between characteristics and the expectations of students outside and inside the country (Bradford, 2016). Is highly influenced by the cultural challenges Experience by EMI lecturers and teachers. For example, a lecturer in Britain One can get accustomed to a teaching delivery style that is highly interactive although this style is not considered the main dynamic in school classrooms in Bangladesh where students prefer to be passive students (King, 2013).

Another type of cultural challenge is the cultural concern EMI and a corresponding perceived superiority of instruction in English over the loss of local languages, especially in countries that have previously experienced subjugation to indigenous "minority" languages. In this case, In the case of Flanders in Belgium, where Dutch

was not recognized Until the 1930s, the official language and French scientific and cultural domination prevailed Life in that region for a century or more (Splunder, 2010). Although there may be little evidence that EMI is, in fact, as harmful as some fear (Coleman, 2006; Hu, 2009; Jenkins, 2013), the fear is real and can't be ignored.

The structural challenges in the EMI program were related overall including problems related to programmatic coordination and an insufficient number of EMI courses and support staff who cannot work with different populations (Bradford, 2016: 4). Several studies point to reluctance as part of the possibility of the Absence of training due to the lack of confidence of EMI lecturers or a Lack of financial incentives (Byun et al., 2011). About lack, Confidence has an overlap with the aforementioned language challenge, with a vicious cycle of administrators and potential EMI lecturers that very high skill level is required to teach EMI courses, still with little or no institutional support to achieve such a level. As a result, the results of this study may contribute even more Perform a systematic analysis by exploring problems and challenges Encountered by Lecturer. As a result, the researcher would want to concentrate on the significance of the EMI Teaching and Learning English program, as well as the management practices that need to be improved.

### **Review of Past Research**

Wächter and Maiworm (2014) conducted a comprehensive survey of EMI Programs across Europe. They established that the purpose of the EMI strategy was to attract learners from other nations, prepare students for mobility and prepare for a globalized labor market, and improve university profiles and ranking positions.

Kirkpatrick (2017) saw a significant increase Number of institutions of higher learning in the Asia Pacific region going to offer courses and programs through EMI, especially in Malaysia and Myanmar. However, Kirkpatrick argued that EMI was a step towards implementation that has been done without adequate planning and preparation for lecturers and students.

In addition, Kirkpatrick (2017) has requested everyone concerned for lecturers to consider the potential impact of this move on EMI and Suggests that students and higher education institutions need a huge Inclusive language learning policy for taking EMI courses. Kirkpatrick claimed that higher education institutions that have adopted EMI policy and programs need to consider the use of English as a language and ensure that policies identify and encourage bilingualism in Higher education institutions.

Galloway (2017) investigated the effectiveness of EMI use in higher education institutions in Japan and China. Galloway said there is one misconception that is believed by both the Japanese and Chinese governments is That the EMI program will improve the English of higher education students, therefore workforce make English more fluent. EMIs are thought to offer a double benefit, such as knowledge of their course content and English language skills. The challenge of supporting quality EMI delivery internationally in the colleges that are running in Dearden's (2014) research report are (i) Deficits Linguistically qualified lecturers; (ii) There are no stated expectations of English language skills; (iii) Some organizational or Educational guidelines that can lead to ineffective EMI education and Learning and (iv) Primary Lecturer Education has no EMI content Continuous professional development along with preparatory training programs (In-service) course.

Curriculum, textbooks, qualified lecturers, and, despite good planning Effective administration, the teaching-learning process is sometimes felt in vain when the actual skill development is not up to the mark. At this point, we need to note that although our students spend a lot of time in language classes, they do not achieve the desired level of proficiency in different languages and not being able to express themselves in simple English sentences. This section explains the research gap as well as the research perspective's background. The themes that emerged from the research findings were investigated by the researcher. Due To the shortcomings in their learning, the English language EMI for the main course, desired results cannot be achieved (Tang, 2019). Thus, it can be concluded that an EMI has a rhetorical aspect of English, and if further investigation is not addressed, there are no academic results in Problem-solving.

## **Method**

The study is a phenomenological study where the perceptions of the teaching community are described. By analyzing the information obtained through this and revealing the common issues among the teachers as they taught in English Medium School. Creswell (2007), explained that the purpose of phenomenology is to try to minimize individual experience with an event in the description of the overall or universal essence. The key point of phenomenological is to design an unprecedented study to generalize perceptions, descriptions, and essence (Fraenkel, Wallen & Hyun, 2012). To wrap up, this study focused on the ideology and experience of different teachers in different schools. In doing so, researchers have provided an opportunity to create a universal understanding of the English Medium phenomenon within schools and to reach a deeper and holistic understanding, which may allow these or other universities to re-control their language policies and engage their teachers in providing service training.

## **Participants**

The participants were the English teachers from 4 different schools located in the Savar area. It is the closest to Dhaka City in Bangladesh. A total of 8 participants have participated in this study. Purposive sampling has been conducted in this study. Teddlie & Yu (2007) stated that "Purposive sampling is used for a variety of studies, including gaining representation, enabling comparisons, focusing on specific, unique problems or cases. A group of English teachers from 4 different schools was selected due to some criteria. First, they have joined and participated in teaching training outside of school. Second, they have contributed and taught English for over 4 years. To better understand the phenomenon, semi-structured interviews were conducted using a mixture of both English and Bengali language (mother tongue). According to Merriam & Tisdell (2016), the semi-structured interview is one of the spatial and non-spatial interviews that uses solutions to the underlying or relevant questions in the study.

## **Data Collection and Analysis**

The research data has also been compiled for relevant research and in a proper manner appropriately. Based on this research, the researcher used a semi-structured interview in English & Bengali Language and the interview

was conducted via Skype interview. Consent of all participants has already been obtained. Also, it is further agreed that they will disclose all essential information in light of their overall perceptions and for appropriate application to research purposes. The interview discussion was conducted by the researcher and each discussion lasted 30-40 minutes long. Intending to secure the confidentiality of participants' answers, in the case of copying and analyzing interview demographic information, participants' real names were coded instead. The thematic method was used in this study, where participants' responses were coded & discussed in detail from different points of view. It points out data as well as analysis through the array (Bazely, 2009). Data generated from interviews were analyzed by identifying central themes based on participants' feedback, transcripts, coding, and research questions.

## Findings

The key topics arising from the participants' responses were categorized under two main categories: 'Problems of student's side,' 'Challenges and limitations faced by teachers (teacher's side)' or 'Training courses for teachers' (improvement). The collected data were structurally examined in the light of the questions raised in this study and the results were presented under the research theme.

### Students Side

All students are interested in learning English and they are eager to learn the English language. Whereas some students feel comfortable while reading and listening to English poetry, stories & comic books. On the other hand, some students are afraid to learn English. The findings revealed that students as well face challenges in learning English. These challenges include students' lack of vocabulary capability, low concentration on the study, lack of parental support, lack of diligence, lack of enthusiasm, and oral problems. Respondents have expressed their points of view based on these aspects in different ways. The following transcripts are mentioned below as evidence through depth observation.

*Lack of vocabulary capability: The key challenge in teaching English in the classroom is students' lack of vocabulary capability. This obstructed students from understanding the lesson. "Some students may lack vocabulary skills that prevent them from actively contributing to their lessons." According to Hasan (2016), the most challenging task that students face is mastering new vocabulary. On the other hand, day by day students lost their interest to learn English. Participants also asserted that several reasons made it difficult for students to learn new vocabulary (1) the written form differs from the spoken form in English, (2) the number of words students need to learn is too large, (3) source limitations, information about words, (4) complexity of word knowledge.*

*Oral Problems: One of the reasons for not being able to master English well is not practicing speaking in real life. As a student, if you do not live in an English-speaking country or do not have a familiar native speaker in your area, you may not find someone with whom you can practice regular speaking. From the point of all participants, although our students can read and write English, they feel embarrassed during the conversation with each other.*

*Low concentration on the study: Lack of concentration often makes it difficult for students to understand even the simplest things. According to some participants, one of the reasons why teaching is not successful is due to the distraction of some students. When students make noise in the classroom, teachers lose their concentration on teaching. As a result, students suffer from it.*

*Lack of parental support: Although parents always play a vital role in their student's education, on the flip side, that confirms their critical role in helping both teachers and students succeed academically. According to participants' responses, when schools, families, and community groups work together to support learning, students choose to do better in school and would like to stay longer in school. But on the other hand, some parents are often indifferent about their children's education. Most of the time the students do not complete the school lessons properly and do not bring required teaching materials. But the parents do not seem to care. As a result, students lag far behind in their studies.*

*Lack of diligence: Diligence issues are related to students' age and gender, differences, parental behaves, inexperience, not sharing feelings with students, and keeping students motivated. According to participants' views, most of the students are not able to learn new things due to not paying much attention to their studies. Student life is the best time to take themselves to unique heights. But they waste time doing unnecessary things during this time. By disobeying the teachers and parents, they are wasting their student life by giving their own free will.*

## **Teachers Side**

Teachers also face challenges in teaching English due to their limited teaching knowledge and improvement. From a teacher's perspective, English teaching challenges such as lack of training, limited mastery of teaching techniques, unfamiliar with ICT, and shortage of professional development.

*Lack of training: According to a research report by the United Nations Educational, Scientific and Cultural Organization (UNESCO) entitled 'Global Education Monitoring (GEM) Report', half of the country's school teachers are untrained. Participants point to the lack of coordination between supply and demand as the reason for lagging in ensuring quality education. In addition, they also explained that new schools have been set up. But none of the time and infrastructure has been created to train the huge number of teachers who are engaged in teaching in those schools. Despite the spread of education, the lack of training of teachers has become an obstacle for the students to get a quality education.*

*Teaching techniques: The main responsibility of the teacher in the classroom is to develop the student by achieving learning outcomes according to the content. Learning-Teaching Methods and strategies ensuring student learning through the sound implementation of curriculum, i.e. achieving learning outcomes mainly depends on two things. The most important thing is the active cooperation of the class teacher and the proper application of appropriate teaching-learning methods and techniques. Most of*

*the teachers do not pay attention to these directions and teach the students according to their fiction, which is very sad.*

*Unfamiliar to ICT: ICT can play an effective role in integrating information and communication technology (ICT) to improve reading skills, learning standard pronunciation, improving comprehension, creating interest in reading, and, above all, creating reading habits. Participants' responses, Multimedia classrooms make it easy to present lessons, highlight difficult topics, engage students in easy learning activities, and conduct creative questioning activities very easily.*

*Shortage of professional development: Skill is the basic ability to achieve the desired goal by taking advantage of talent, labor, and time by performing the assigned task. To bring success in the life of any human being, it is necessary to develop professional knowledge skills. Achieving real success is not possible without acquiring professional skills. The same applies to education as to other professions. Classroom teaching has to be made successful by combining the professional values, self-confidence, and comprehension of the teacher. And to master these methods and techniques, one has to develop the knowledge skills of the teacher and also pay attention to the practical aspects in the appropriate container at the right time. Therefore, from a teachers perspective, to develop the cognitive skills of a teacher, the things that need to be looked at based on authority are- professional attitude, self-assessment, acquisition of professional knowledge, personal philosophy, personal values, professional sense of responsibility, the attitude of service, vocational training, skills acquisition plan, the desire to know the unknown and regular study.*

## **Discussion**

This research presents an overview of English medium instruction and the issues that teachers confront when instructing students. The discussions demonstrate the need of teachers paying attention to the quality of EMI sources by monitoring the process and addressing the needs of students. The findings revealed that most teachers provide a simplistic explanation when their students do not comprehend a certain material due to their teaching practices, lack of training, unfamiliarity with ICT, and lack of professional development.

Furthermore, students and teachers both face difficulties when teaching English. It was observed that the students lack of adequate English abilities and professional development of teachers. When there was a dearth of interaction and conversation between students & teachers. In addition, some teachers were oblivious to the importance of using useful teaching materials. It occurred as a result of their lack of experience or knowledge of ICT. Students are known to suffer from their lack of English language abilities and nomenclature, which are two crucial prerequisites for language interpretation. The majority of teachers in this research believe that students in the EMI program are nervous to speak English because they believe they are pronouncing words incorrectly. This study looked into the actual medium of instruction in some Savar schools and uncovered evidence that English is not native language of Bangladesh & on the contrary students and teachers in comparatively new EMI programs occasionally circumvent English-only policies by adopting MOE. Many teachers believe that pre-service and in-

service training will always be needed. Even teachers with past experience teaching in Bangladesh have trouble teaching in English, according to the responses, and believe that teaching in English requires ongoing professional development and genuine involvement from the management.

Generally, respondents felt that explicit specific guidance on the use of topic teachers' language in the classroom and language supervision is lacking in schooling. Number of respondents believe that academic teachers should be in charge of monitoring teaching performance and offering periodic help in methodology of teaching and modes of English language instruction. Research also shows that due to the non-availability of English as a mother tongue, students express reluctance, not being attentive and persevering in learning a new language hinders the expected success. Furthermore, the parents' support is essential to the students' success. The child falls behind due to the parents' inattention and unwillingness to always allocate time to the child for multitasking. This respondent thinks that if the students' parents had supervised and regulated their children's learning at home, nothing like this would have happened.

Another significant aspect is that coordination between language teachers and management is required for effective EMI delivery in attempt to optimize students' and teachers' academic skills. This study also suggest that implementing EMI necessitates a fundamental shift in simultaneous teaching approach and synchronization, requiring interactions between students and language teaching professionals.

## **Recommendations**

A culture of English practice has developed in English medium schools, though not in all. In the educational activities, the teaching, examination activities, and evaluation process are done following the international standards like Cambridge, Ed excel, IB, etc. There is no specific English medium school policy in our education policy. The matter has been neglected a lot. And so the exact number of English medium schools in the country is not mentioned anywhere like that. The goal is to develop the English education system in a modern and need-oriented manner with a planned policy of nationalization of educational institutions, MPO enrollment, enhancement of teacher-student facilities, modernization of curriculum, popularization of technical and girls education, extensive infrastructure development, and education information. It is very important to take some necessary steps to standardize and expand English education:

- The goal of accelerating English medium schools is to set up need-based formats and make their learning programs accordingly.
- An expert committee should be formed to formulate the curriculum and syllabus. The committee will fulfill all the responsibilities.
- Strong steps have to be taken to recruit subject-based teachers.
- For proper teaching, the basic infrastructural development of the educational institution will be carried out and the availability of necessary educational materials will have to be ensured.
- Untrained teachers need to be trained immediately. For newly recruited teachers, basic teaching training should be arranged before joining the work.

- The educational institution should make arrangements for regular and functional inspection and monitoring.

In addition, Reform attitudes can be achieved through the efforts of students, teachers, and schools to develop English teaching and learning. Full commitment should be made between teachers and students to understand English (Fatiloro, 2015). Participants also said that, School's efforts to facilitate teachers through workshops or training, as well as to facilitate students to learn English through study clubs. One way to overcome the shortage of teacher training is to conduct professional development activities for teachers in partnership with universities and experts (Ajibola, 2010). Moreover, much of the teaching-learning process depends on the methods and techniques administered by the teacher. The teacher needs to select methods and techniques based on the abilities and tendencies of the students and the characteristics of the lesson. If the methods and techniques are correct and applied properly, the student can learn easily. For successful and fruitful teaching, the teacher has to apply any method or part of the method at any time. The teacher does not teach from one or more specific methods, but by applying various strategies according to the situation; these are the teaching techniques. Students' mental activity and physical activity, if they keep active in the learning process, learning is possible in less time and easily. Which method to use depends on the teacher? However, the student's mind and freedom of thought must be remembered. Practice measures are needed to stabilize learning. When the newly acquired knowledge and skills are practiced, again and again, the learning becomes permanent, on the other hand, the opportunity to perform the learning is created.

## **Conclusions**

This study highlights the different types of problems faced in teaching English at Savar area English medium schools. This study found that teachers were challenged due to lack of training, limited skills in teaching techniques, unfamiliarity with ICT, and shortage of own professional development. On the other hand, other challenges that come from the students' side include lack of vocabulary capability, less concentration on the study, lack of diligence, and oral problems. In order to face these problems, this study also found strategies implemented by the study participants. Each of them had their own strategies to overcome the challenges of their education in the classroom, such as reforming the attitudes that are done by schools and teachers. This includes training of study clubs and teachers, as well as improvement of facilities and resources. Other strategies implemented by participants during a teaching in the classroom are the application of different teaching methods and techniques, the level of students' skills and learning situations, managing the classroom, using available resources, giving motivational feedback, and self-reflection. The research findings lead us to believe that consistent language policy across an institution will inevitably cause both short- and long-term problems in an EMI school. Each institution is distinct, and as a result, its requirements differ from those of others. Furthermore, the purpose of this study is to strengthen institutional language regulators' comprehension of the need of linguistic education using English. The substance and language teachers in a training session will bear a big responsibility for the successful execution of EMI programs. In addition, future investigations into the challenges of teaching English can effectively focus on the diversity of students' attitudes in the classroom and the training that participants have joined. In various ways, the current study is constrained. Because there was no way to assess instructors' ability to teach in English,

it's impossible to say whether the potential of inappropriate confidence influenced participants' responses, which could have implications for future study.

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## **Conflicts of Interest**

The authors declare no conflicts of interest regarding the publication of this paper.

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