



A STUDY ON IMPLEMENTATION OF ENGLISH AS A MEDIUM INSTRUCTION IN UPPER PRIMARY SCHOOLS OF VISAKHAPATNAM DISTRICT

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Abstract

The study was made on English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District. The purpose of the study was to know the perceptions of teachers towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District. Descriptive Survey method has been used in this study. The study was conducted over a sample of 100 teachers working in Upper Primary Schools of Visakhapatnam district using stratified random sampling method. Questionnaire was constructed for the teachers working in Upper Primary Schools to find out the opinions on the Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District. The objective of the study was to know the perceptions of teachers according to their socio-economic variables on Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District. There were some difficulties faced during the Implementation of English as a Medium of Instruction. Findings of the study were made on the fulfillment of the objectives to ensure a better result. Suggestions were also given for future endeavors.

Key Words: education, English, language, medium, school, skill, science, technology

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Introduction:

English is in India today a symbol of people's aspirations for quality in education and a fuller participation in national and international life. Its colonial origins now forgotten or irrelevant, its initial role in independent India, tailored to higher education (as a "library language", a "window on the world"), now felt to be insufficiently inclusive socially and linguistically, the current status of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena. It is predicted that by 2010, a surge in English-language learning will include a

third of the world's people (Graddol 1997). The opening up of the Indian economy in the 1990s has coincided with an explosion in the demand for English in our schools because English is perceived to open up opportunities

(Das 2005). The historical circumstances of India (having been ruled by the British for over two centuries) have given the Indians an easy access to mastering English language, and innumerable opportunities for advancement in the field of science and technology. Many Indians have become so skilled in English language and have won many international awards for creative and comparative literatures during the last few years. Present-



day English is an immensely varied language, having absorbed material from many other tongues. It is spoken by more than 300 million native speakers, and between 400 and 800 million foreign users. It is the official language of air transport and shipping; the leading language of science, technology, computers, and commerce; and a major medium of education, publishing, and international negotiation. For this reason, scholars frequently refer to its latest phase as World English. After independence, the position of English has undergone a great change. However, its importance as a national and international link language, as a language of trade, as a library language and as an official language of administration is fully accepted in India.

Role and Significance of English as a Medium of Instruction:

Faced with social-economic pressure, universities, policy makers and educators have been more influenced in shaping decisions over the medium of instruction and are making the change to English medium which is regarded as the most pre-eminent language of global communication; as the language for pursuing a career in the internationally oriented business worlds and for prospect of educational advancement. In addition, becomes apparent that many students who have little or no exposure to English outside the classroom experience considerable benefits in following an English medium academic curriculum. There is opportunity to learn English language both through the use as the medium of instruction in content subjects and in English language class. This enables students to improve their proficiency in English. People of Andhra Pradesh strongly feel that without the ability to read, write, and communicate in English with competence and confidence, their children will have limited opportunities for academic and career success. They know that English literacy is the key for participating and succeeding in a democratic society and global economy. This is the reason for their demand of introduction of English Medium in schools. Introducing English Medium in Government sector High

Schools in the state had been under the consideration of the Government for quite some time. In the present educational scenario in the State, it is seen that about 95% of Private sector high schools are offering English medium, where as an overwhelming majority (more than 98%) of high schools in the Government sector are offering education in Telugu medium only. Further, a large majority of the Private sector high schools are located in the urban areas only.

Need and Importance of the study

The government is taking drastic steps for the improvement of language ability among the school students. In this connection, the government is initiating plans for conducting training programmes to the teachers for the improvement of their professional skills as well as communication skills in the teaching of English language. The language teachers are also trying their level best for the improvement of language and communicative abilities among the school students. The students are also motivated and very much interested in opting English medium. The number of English medium students are increased day by day but the students are still lagging in acquisition of language skills and competencies. Students are not reading to the maximum level due to their family background and other causes. We have to think about whether the teachers are not competent enough to teach or the students are not up to the standard. Deep analysis is required to have a better understanding of the perceptions of the students who are directly influenced by English Medium. Medium of instruction, therefore, plays a significant role in imparting lessons to the learners. English as a Medium of Instruction (EMI) refers to the process of teaching and learning or imparting knowledge, skills, exposure/input by using English as a means of communicative interaction with facilitation on the determined academic subjects. In this context, being a global lingua-franca, the trend of using English as medium of instruction (EMI) English language has a broad range of uses in almost all industries and fields around the world, not just one nation or area's language either.

Therefore, the researcher taken up this study on “Implementation of English as a Medium of Instruction in Upper Primary Schools of Visakhapatnam District”.

Statement of the Problem:

Despite the fact that, employing EMI is not an easy task because it is the land of multilingual ethnics, multicultural communalities, least developed with geographically diverse where numerous challenges may have to face by teachers, students and institution itself during its practices. Moreover, the question may arise that whether EMI in education system is appropriate in the name of imparting quality education. Or to what extent the EMI can effectively be implemented in non - speaking English context. And more importantly, it must be taken into consideration that what problems and consequences may have to be endured by new generations regarding linguistic and cultural changes in the near future? Moreover, are all EMI schools maintaining the basic requirement for conducting EMI? Furthermore, regarding previous research studies, there are only few ones were carried out centering on the problems and no study is conducted on “Implementation of English as a Medium of Instruction in Upper Primary Schools of Visakhapatnam District”.

Objective of the study

1. To study the Implementation of English as a Medium of Instruction in Upper Primary Schools of Visakhapatnam district.
2. To study the significant difference among the perception of teachers according to their demographic Variables i.e., gender, age, general qualification, professional qualification, teaching experience, school management and locality towards Implementation of English as a Medium of Instruction in Upper Primary Schools of Visakhapatnam district.

Hypothesis of the present study

1. There is no significant difference between the perceptions of male and female

category teachers towards Implementation of English as a Medium of Instruction in Upper Primary Schools of Visakhapatnam district.

2. There is no significant difference among the perceptions of teachers based on their age group towards Implementation of English as a Medium of Instruction in Upper Primary Schools of Visakhapatnam district.
3. There is no significant difference among the perceptions of teachers based on their general qualification towards Implementation of English as a Medium of Instruction in Upper Primary Schools of Visakhapatnam district.
4. There is no significant difference among the perceptions of teachers based on their professional qualification towards Implementation of English as a Medium of Instruction in Upper Primary Schools of Visakhapatnam district.
5. There is no significant difference among the perceptions of teachers based on their teaching experience towards Implementation of English as a Medium of Instruction in Upper Primary Schools of Visakhapatnam district.
6. There is no significant difference among the perceptions of teachers based on their school management towards Implementation of English as a Medium of Instruction in Upper Primary Schools of Visakhapatnam district.
7. There is no significant difference among the perceptions of teachers based on their locality towards Implementation of English as a Medium of Instruction in Upper Primary Schools of Visakhapatnam district.

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Review of Related Literature:

Kalpna Shrestha (2022) studied on “English as a Medium of Instruction: Pedagogical Practices and Perceptions of Public-School Teachers and Students”. English has become an important international language globally and is often considered a key to opening the doors of success for many people on the global platform. Consequently, many non-English speaking countries have been



implementing English as a medium of instruction (EMI) in academic institutions. Additionally, the analysis of the classroom observation of the teachers concluded that EMI was found successful when teachers used student-centered teaching methods, audio-visual materials, ICT, and locally available materials to deliver the content in English.

Bala Ram Kulung (2021). "English as a Medium of Instruction at Secondary Level Education: Challenges and Pitfalls". Objective of the study was to identify the pitfalls caused by EMI education. Altogether thirty five public secondary level teachers from seven different schools were selected as a sample using purposive non - random sampling procedure. Besides these, the challenges of employing EMI are diversity in background of the students, lack of necessary teaching materials, traditional mindsets and lack of co-operation among teachers, and poor students in English. On the other hand, in regards to pitfalls of EMI, one of the negative effects of shifting medium of instruction in to English is slowly but surely the loss of local cultures in the near future that diminishes the local or indigenous knowledge.

Po-Hsing Tseng (2020). Measuring the effectiveness of English Medium Instruction Shipping courses. Shipping courses contain much technical and specialist knowledge and present particular challenges for English medium instruction (EMI). Importance-performance analysis (IPA) is used to gather data on participants' perceptions of what is (un)important and (un) satisfactory. Based on past studies, four dimensions with 20 items were developed and 121 effective questionnaires were collected. Findings show students attributed high importance but low satisfaction to items such as course learning objectives and students' English level, and low importance and high satisfaction to items such as electronic teaching platform and relevance of subject to practice.

Keshab Ghimire (2019). "challenges of implementation of English As a medium of instruction in basic level of Kaski district". It

was found that the measures such as collaboration with teachers, use of internet and mobile, translation into Nepali and mother tongue, self management of educational materials, managing the training programs, improvement of the curriculum focusing on localization and, help and suggestion to students and parents as ways of handling those challenges in the implementation of English as a medium of instruction in basic level of Kaski district.

Dinesh Panthee (2018). Teachers' Perception of English as Medium of Instruction in Nepalese Community Schools. The main finding of the study was that the use of EMI in community schools is beneficial. It is also found that teachers of community schools were positive in implementing EMI in conducting their daily teaching and learning activities even though there are certain challenges like linguistic difficulties, inadequate language abilities of teachers, cultural diversity, less effective pedagogy, limited resources, etc.

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Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

Research Tool:

The questionnaire was constructed and administered to find out the Implementation of English as a Medium of Instruction in Upper Primary Schools. The questionnaire consists of 34 statements with five point scale.

Sample:

According to the research, the survey will be conducted 100 teachers working in Upper Primary Schools of Visakhapatnam district.

Statistical Techniques Used

The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the 't'-test and Analysis of

Variance (ANOVA) have been used by the investigator with the help of Statistical

Package for Social Sciences (SPSS).

Table -1: Overall perceptions of teachers towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District

N	Min. Score	Max. Score	Mean	Mean Percent	Std. Dev.
100	34	170	134.26	78.97	17.12

Table -1. shows that the, teachers expressed high perceptions towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District. The mean value was 134.26 and the mean percentage was 78.97 % respectively on their total score.

Table -2: Significant difference between the perceptions of male and female category teachers towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District

Gender	N	Mean	SD	t-value	p-value
Male	68	135.65	15.34	3.12**	0.00
Female	32	133.81	15.65		

Table -2, it was observed that, the mean perception scores of teachers based on their gender with respect to English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District, the mean perceptual scores of male category respondents was 135.65, whereas it is for female category teachers was 133.81 and the SD values were 15.34 and 15.65 respectively. The 't'-value was 3.12 and the p-value was 0.0, which was statistically significant at 0.01 level. This shows that, there is a significant difference between the perceptions of male and female category teachers and male category teachers perceived high towards English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District than that of female category teachers.

mean perception scores of teachers based on their age group with respect to Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District, the mean perceptual scores of teachers for below 35 years was 137.02, whereas it is for 35 to 45 years was 133.63 and it was for above 45 years was 135.39 and the SD values were 13.86, 15.93 and 14.26 respectively. The 'F'- value was 5.27 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of teachers based on their age group and below 35 years age group teachers perceived high towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District than that of the rest.

Table -3, it was observed that, the

Table -3: Significant difference among the perceptions of teachers based on their age group towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District

Age	N	Mean	SD	F-value	p-value
Below 35 Years	18	137.02	13.86	5.27**5	0.00
35 to 45 Years	57	133.63	15.93		



Above 45 Years	25	135.39	14.26		
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Table -4: Significant difference among the perceptions of teachers based on their general qualification towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District

General Qualification	N	Mean	SD	F-value	p-value
UG	17	134.22	15.36	4.56**	0.00
Degree	67	130.41	17.23		
PG	16	136.67	16.45		

Table -4, it was observed that, the mean perception scores of teachers based on their general qualification with respect to Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District, the mean perceptual scores of teachers for UG Qualification was 134.22, whereas it is for Degree was 130.41 and it was for PG was 136.67 and the SD values were 15.36, 17.23

and 16.45 respectively. The 'F'-value was 4.56 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of respondents based on their general qualification and PG Qualified teachers perceived high towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District than that of the rest.

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Table -5: Significant difference among the perceptions of teachers based on their professional qualification towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District

Professional Qualification	N	Mean	SD	F-value	p-value
D.Ed.	11	131.65	15.30	4.35**	0.00
B.Ed.	72	133.48	16.55		
M.Ed.	17	135.14	13.65		

Table -5, it was observed that, the mean perception scores of teachers based on their professional qualification with respect to Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District, the mean perceptual scores teachers for D.Ed., was 131.65, whereas it is for B.Ed., was 133.48 and it was for M.Ed., was 135.14 and the SD values were 15.30, 16.55 and 13.65 respectively. The 'F'-

value was 4.35 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of teachers based on their professional qualification and M.Ed., qualified teachers s perceived high towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District than that of the rest.



Table -6: Significant difference among the perceptions of teachers based on their teaching experience towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District

Teaching Experience	N	Mean	SD	F-value	p-value
Below 10 Years	23	132.20	15.18	3.60**	0.00
10 - 20 Years	65	137.46	16.75		
Above 20 Years	12	133.55	14.28		

Table -6, it was observed that, the mean perception scores of teachers based on their teaching experience with respect to Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District, the mean perceptual scores of teachers for below 10 years was 132.20, whereas it is for 10 to 20 years was 137.46 and it was for above 20 years was 133.55 and the SD values were 15.18, 16.75 and 14.28 respectively. The 'F'-value was 3.60

and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of respondents based on their teaching experience and 10 to 20 years teaching experienced teachers perceived high towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District than that of the rest.

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Table -7: Significant difference among the perceptions of teachers based on their school management towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District

Management	N	Mean	SD	F-value	p-value
Government	20	134.25	14.52	4.02**	0.00
Zilla Parishad	60	136.34	17.60		
Municipal	20	132.46	16.45		

Table 7, it was observed that, the mean perception scores of teachers based on their school management with respect to Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District, the mean perceptual scores of Government school teachers was 134.25, whereas it is for Zilla Parishad school teachers was 136.34 and it was for Municipal school teachers was 132.46 and the SD values were

14.52, 17.60 and 16.45 respectively. The 'F'-value was 4.02 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of respondents based on their school management and Zilla Parishad school teachers s perceived high towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District than that of the rest.



Table 8: Significant difference among the perceptions of teachers based on their locality towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District

Locality	N	Mean	SD	F-value	p-value
Urban	40	132.71	14.20	3.07**	0.00
Rural	40	135.35	18.45		
Tribal	20	134.56	17.54		

Table 8, it was observed that, the mean perception scores of teachers based on their locality with respect to Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District, the mean perceptual scores of urban area teachers was 132.71, whereas it is for rural area was 135.35 and it was for tribal area was 134.56 and the SD values were 14.20, 18.45 and 17.54 respectively. The 'F'-value was 3.07 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of respondents based on their locality and rural area teachers perceived high towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District than that of the rest.

Findings of the study:

1. Teachers expressed high perceptions towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District.
2. There is a significant difference between the perceptions of male and female category teachers and male category teachers perceived high towards English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District than that of female category teachers.
3. There is a significant difference among the perceptions of teachers based on their age group and below 35 years age group teachers perceived high towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District than that of the rest.
4. There is a significant difference among the

perceptions of respondents based on their general qualification and PG Qualified teachers perceived high towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District than that of the rest.

5. There is a significant difference among the perceptions of teachers based on their professional qualification and M.Ed., qualified teachers s perceived high towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District than that of the rest.
6. There is a significant difference among the perceptions of respondents based on their teaching experience and 10 to 20 years teaching experienced teachers perceived high towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District than that of the rest.
7. There is a significant difference among the perceptions of respondents based on their school management and Zilla Parishad school teachers s perceived high towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District than that of the rest.
8. There is a significant difference among the perceptions of respondents based on their locality and rural area teachers perceived high towards Implementation of English as a Medium Instruction in Upper Primary Schools of Visakhapatnam District than that of the rest.

Recommendations:

1. The school administration should provide



pedagogical training to the teachers regarding English Medium Instruction.

2. There should be strong infrastructures and teachers should take their responsibility and teach in better way.
3. Students should be taught in English medium from the basic level by trained professionals. There should be regular inspection of English Medium Instruction by concerned authorities.
4. Resources and instructional materials should be in easy access of learners and instructors.
5. Induction to novice teachers, trainings, workshops etc. should be adequately organized and main thing teacher should be more concerned about the methodology.
6. The teacher should be known own self of their role and responsibility provide training and creative and motivating instructional methodology.

Conclusions:

This study reveals that even though teachers have positive attitude towards Implementation of English as a Medium of Instruction, the status in implementation level was good. They were found to be enthusiastic about using English Medium Instruction in their regular teaching and learning activities. Similarly, the teachers stated that they would prefer to use EMI in their instructional activities than teaching in the learners' native language. However, it can be concluded that due to obstacles and challenges such as lack of competent teachers role and responsibility of teachers, lack of teacher training or workshop, lack of authentic resources and instructional materials, lack of infrastructure, the complex and tricky grammar of the language itself, language not being used for primary communicative purpose in the school premises, students' motivation towards learning and uneducated parents, public school instructors are unable to implement EMI effectively and efficiently in their regular classes. The finding shows that such problems occur due to a lack of Government's and stakeholders' proper plans and policies, lack of

supervision, awareness, training and responsibility from teacher's side.

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