

# **Impact Of English Medium On The Students Of Primary And Secondary Schools With Special Reference To Rural Areas Of Karimnagar District Of Telangana State.**

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## **Abstract**

*The current study aims to assess the impact of English Medium Instructions on the students of Primary and Secondary Schools with Special Reference to Rural Areas of Karimnagar District of Telangana State. For accomplishing the goals of the current study, a questionnaire survey was circulated among the students of primary and secondary schools in the rural areas of Karimnagar District of Telangana State. The quantitative data analysis was exposed to several statistical tests and SPSS to draw crucial interpretations. Conclusively, the study findings asserted that pupils may experience both good and negative effects from receiving English-medium schooling in impoverished Telangana State's Karimnagar District. This may improve job prospects, availability of global assets, and interpersonal abilities. In order to guarantee that children in rural regions receive equitable and successful English-medium learning, it is critical to deal with the problems and offer the required assistance.*

**Keywords:** English Medium, English Medium Instruction (EMI), Primary School, Secondary School, Karimnagar, Telangana

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## **I. Introduction/Background**

It is worth noting that India, a nation with multiple languages, is the third most populous English-speaking country after the United States and the United Kingdom. It is widely regarded as a 'must-know' dialect in India. It is currently an elevator on the social advancement column and a "door for exploring the globe." In India, English owns the position of a respected dialect (Banerjee, 2016). English language instruction in India is an astoundingly big and very complicated phenomenon with significant strengths as well as substantial shortcomings and drawbacks (Tickoo, 1996). This complicated scenario may be linked back fifty years in study concepts, conclusions, and policy declarations as researchers sought concrete proof of the manner in which English has structured its function as a second dialect (Macaro et al., 2018). Aside from linguistic policies and modes of guidance, another trend that has drawn scholars during the past thirty years is the shift in the position (role and location) of the English language from its colonial origins to the importance that it now possesses. Investigators have also focused on the efficacy of different strategies and techniques for second dialect instruction and learning and linguistic capabilities possession, aiming to comprehend its multiple facets (Meganathan, 2019). The developing fields of research include instructors' continuous professional development, the application of ICT in English language instruction, teaching English to primary and elementary school students, instructor research, classroom investigation, and English for professional reasons and particular applications (Meganathan, 2019). Given the importance of English in the present scenario, the current study aims to analyse the impact of English Medium on the Students of Primary and Secondary Schools with Special Reference to Rural Areas of Karimnagar District of Telangana State. Further, the study aims to analyse the advantages of English medium education, the barriers and concerns for English medium education, the academic performance of the students and the aspect of equality in education and language policies in the present study.

## **Advantages of English Medium Education**

English Medium Instruction (EMI) initiatives frequently connect with various internationalisation plans. One prominent reason for developing an EMI plan is to enable mobility for learners, thereby, providing the economic benefit of international learners' revenues, and additionally resulting in the existence of multilingual communities. Furthermore, the EMI initiatives implemented as a component of an 'internationalisation at residence' plan (Dafouz&Smit, 2016), aim to provide internationalised syllabus and

learning and instruction approaches to predominantly monolingual populations of regional pupils (Baker & Hüttner, 2017).

Despite the variables influencing EMI expansion varying by nation, in higher educational institutions, the shift favouring instruction in English begins at the ground level. This is necessary for reasons of convenience. The majority of educational studies are conducted in English (approximately 94 per cent of the work published worldwide, in high-impact journals is in English) (Galloway, 2017). Since the subject matter and the available literature is largely in English, it generally makes essential that learners acquire knowledge in English if they wish to keep updated in their profession. A great deal of the material and terminologies in numerous technical subjects, as well as learners' theses and investigations, are in English (Galloway, 2017).

This is how institutions in countries where pupils are fluent in English frequently convert to English, particularly for programmes in STEM. The notably general shift to EMI, which accounts for the majority of the present expansion, is owing to the (misguided) belief that EMI is a straightforward way to accelerate students' rising advancement in society and the economy (Galloway & Rose, 2021). Numerous governments hope that EMI projects will increase students' English proficiency, resulting in an increasingly fluent English-speaking economy. EMI is thought to provide pupils with an additional benefit: academic understanding as well as English language skills (Galloway & Rose, 2021).

### **Barriers and Concerns for English Medium Education**

Briggs, Deardon, and Macaro (2018) found that subject instructors in EMI classes have several linguistic obstacles, which can have a detrimental influence on their instructional practice (Briggs, Deardon, and Macaro 2018). Inadequate English communication abilities, an absence of EMI instruction, and a widely held perception among numerous subject instructors that their jobs are not accountable for supporting pupils' language requirements are all issues. As a consequence, Macaro (2018) reports an absence of focus on linguistic demands, inefficient teaching customs, and poor relationships between educators and students. This may restrict learners' abilities to grow both their English language skills and topic understanding, which are frequently mentioned objectives in EMI execution, and which numerous programmes merely presume to occur concurrently without offering language help (Pun, & Thomas, 2020).

Yao et al. (2022) asserted that notwithstanding the progress towards EMI, federal EMI regulations have execution issues at the small-scale levels, or classroom level, as defined by Nguyen et al. (2017). All of these shortcomings in execution have an impact on learners' capacity to study in the current context. Access, staff, assets, pedagogy/curriculum, society and assessment are among the issues (Nguyen et al., 2017). Furthermore, instructors' concept of education focuses on output and objectives, which limits creative instruction and learning (Phan et al., 2016). Instructors, however, may have difficulties while offering instruction in English as a second language (Nguyen et al., 2017).

Because of the scarcity of English abilities, they are highly valued in developing countries like India. Especially, the individual residing in the financially underprivileged areas of India have increased their requirement for English, recognising its value in gaining higher learning and acquiring better-paying professions. Regrettably, government-owned intermediate (elementary) educational institutions, which are accessible to all Indian students, are criticised for providing inadequate English-language training (Srivastava & Noronha, 2016). English instruction in such institutions is concentrated on transmitting scholastic English (emphasising reading and writing), with communication skills development constituting a supplementary aim. Furthermore, English acquisition is completely reliant on classroom exposure for underprivileged children, who have barely any exposure to learning it in the external environment (Mohanty, 2013). Poor teacher preparation, insufficient teacher language abilities, a concentration on memorising material, and a lack of time allocated to language education all lead to a great deal of students having poor English language comprehension and learning encounters. As a result of their dissatisfaction with English education provided by government educational institutions, numerous parents register their children to attend private English-speaking schools, notwithstanding rising expenses (Bhattacharya, 2013).

### **English Medium and Academic Performance of the Students:**

For either positive or negative reasons, English has grown into the educational language franca (Galloway and Rose 2015). Learners study material (e.g., STEM subjects) via the use of English in various circumstances, as instructional programmes have been formed to give a global educational experience in nations wherein English may not be the predominant language (Rose and McKinley 2018; Pun, & Thomas, 2020).

Several studies have been conducted by research scholars that aim to understand the impact of English medium instructions on the academic performance so students. Curle et al. (2020) used a mixed-method approach to analyse the impact of English medium instructions on the academic accomplishments of students in a higher education institution in Turkey. General English Competency was not shown to be an independently significant indicator of EMI academic achievement. Turkish medium instruction's academic achievement, on

the other hand, predicted EMI performance greatly. This demonstrated that learners who take some classes in their native tongue in addition to EMI instruction are more likely to succeed. A Multimodal paradigm of EMI deployment is therefore provided (Macaro et al., 2020). Respondents confirmed the mediating influence of their native language training on their EMI performance accomplishment according to qualitative research. A similar study was conducted by Dafouz & Camacho-Miñano, (2016) who analysed the influence that EMI would have on the academic performances of the students when contrasted with their classmates in L1. The data was collected from a Spanish high school wherein grades of 383 students were compared. However, this study's findings contrasted with those of Curle et al. (2020) as the results suggested that there existed no impact of the employment of EMI on the academic performances of the pupils.

In an EMI academic environment, Rose & McKinley (2018) investigated the link among course efficiency, English language competency, enthusiasm, and academic vocabulary abilities. It examines survey and questionnaire responses from 146 individuals in a Japanese institution's EMI business programme, as well as additional interviews with 7 individuals. Competency assessment and subject examination outcomes demonstrated that understanding of the English language and academic English abilities were significantly predictive of EMI accomplishment, implying that less skilled learners demand additional language assistance to improve their chances of accomplishment. The assessment of enthusiasm did not connect with higher grades, confounding previous studies in language acquisition environments.

### **Equality in Education and Language Policies**

The Indian government announced an updated National Education Policy (NEP) on July 29, 2020, which calls for significant changes to both the schooling sector and higher educational institutions. The current NEP supersedes the one from 1986 by providing enhanced skill-oriented training and adapting to shifting requirements (Kumar et al., 2021). The decision of employing one's native or local dialect as the primary means of education until a minimum of Class 5 has sparked a contentious discussion on disparities, even while factors like improved access to learning and an anticipated increase in funding for it are positive (Aithal & Aithal, 2020).

In general, NEP 2020 makes changes to the educational system's current design and introduces fresh approaches to meet society's evolving requirements. A redesigned curriculum using a 5+3+3+4 structure rather than a 10+2 introduces students from age groups of 3 to 5 years into the official educational environment (Murali & Maiorano, 2020). Additionally, it has one governing body for organisations of higher learning, numerous entry and exit mechanisms for degree programmes, an updated syllabus that allows learners to select programmes from the arts or science domains, greater technological utilisation, and a focus on the job training and work experience starting in Grade 6 (Murali & Maiorano, 2020).

Although the strategy has been praised for its ambition, it has additionally come under condemnation for being unfair. The inequity that results from the chosen method of teaching is not addressed by the linguistic programme under the NEP (Devi, 2022). It argues that the student's native language and regional dialect, rather than English as it is currently, ought to serve as the primary medium of teaching up to Class 5, and perhaps Class 8. This strategy is justified on the grounds that learners would be able to comprehend the material more effectively in their native dialects. The strategy, nevertheless, prevents a number of social groups from making development (Kalyani, 2020).

By enhancing the socioeconomic situation and capabilities of the few while restricting opportunities for advancement for the surviving bulk, this linguistic strategy reinforces class distinctions (Jagadesh Kumar, 2020). The number of students attending school has increased all throughout India, however, the standard of instruction in public educational institutions has declined. Because a larger number of children from more affluent families enrolled in private educational institutions, the standard of schooling for the others decreased, and they faced tougher competition against their wealthier classmates who had the advantage of English and superior educational opportunities (Kumar, 2021). As a result, the elite was in more advantageous circumstances than the general population to pursue jobs or possibilities for further study. Due to the increased difficulty in mastering English, in particular for first-generation students, this is only going to get more detrimental with NEP 2020. In addition, the approach gives learners who currently speak the primary dialect preference. States that decide to adopt the state dialect or local dialect will discriminate against people with other native tongues. Also, due to the fact that women would not have a comparable chance to study English, the policy concerning languages also fosters gender inequality (Varughese & Bairagya, 2020).

## **II. Methodology**

According to Gass & Mackey (2016), research methodology is a meticulous and ongoing assertion of desire that executes the study procedures and techniques. This is done in an effort to completely oversee the investigation's methods in order to continually and promptly complete the research, generate precise evidence, and provide concise findings. The current study aims to analyse the impact of English Medium on the students of Primary and Secondary Schools with special reference to Rural Areas of Karimnagar District of Telangana

State. For this purpose, quantitative data was collected from primary and secondary school students using a questionnaire survey. The questionnaire was developed on a five-point Likert scale wherein each individual had to mark their levels of agreement and disagreement with the proposed statements. The study adopted a primary quantitative data collection approach because it involves the collection of raw data for the very first time ((Etikan&Bala, 2017) and also assists in transforming the quantitative data to draw crucial scientific and analytical insights (Queiros et al., 2017). Since the study involves the implementation of a quantitative approach, a positivism research paradigm along with a descriptive research design is implemented. Positivism, which belongs to the Objectivity school of thought, is a systematic approach to quantitative research where the goal is to apply natural scientific methods to discover the research's study. Real-world events must be assessed and supported by evidence in this context (Hammersley, 2013). While the descriptive research design provides a clear and accurate depiction of the characteristics or factors that are relevant to or suitable for this inquiry. Compared to exploratory investigations, this type of research is well structured (Rahi, 2017).

Moreover, the study population involved students from primary and secondary schools belonging to the rural areas of Karimnagar District of Telangana State. The students were selected using a random sampling technique wherein the researcher created a sampling frame as part of the random sampling method, and then choose a sample from it using computer software that generates random numbers (Etikan&Bala, 2017). Additionally, the sample size for the current study was 300.

### III. Results

Cronbach's Alpha is a reliability test that is run inside SPSS to determine the internal coherence, or dependability, of the instrument being used for measurement. It is most typically utilised when developing a questionnaire with several Likert scale assertions and determining whether or not the scale is dependable. The table below illustrates the reliability statistics of sample data for a sample size of 300. Cronbach's alpha is 0.873, indicating that our scale has strong internal coherence with this unique sample.

Reliability Statistics	
Cronbach's Alpha	N of Items
.873	25

- Concerning the descriptive statistics it was found that 50.0% of respondents in the current study were both boys while 50 per cent were girls. Further, 33.3% of respondents each belonged to the age group of around 8-12 years, 13-15 years and 16 years respectively. Additionally, 50 per cent of the respondents belonged to the primary section, while 50 per cent belonged to the secondary section.
- Furthermore, 93.3% of respondents thought that they will need to speak English in their work in the future, while 6.7 per cent believed that they will not be required to speak English in their work. 93.3% of respondents agreed that it is important to learn English while 6.7 per cent disagreed regarding the same. Concerning the use of English by teachers in the classroom, it was observed that 50 per cent of the teachers used English most of the time, while 33.3 per cent used half of the time, 10 per cent used less than half of the time and 6.7 per cent used all of the time.
- Only 66.7 per cent of the respondents agreed that they talk in English with their classmates, while 33.3 per cent stated that they do not talk in English with their classmates.
- Additionally, 56.7% of respondents asserted that they talk in English at their home although, 43.3 per cent confirmed that they do not make use of English while talking in their homes.
- It was found that 80.0% of respondents talk in English with their friends outside the school, while 20 per cent of the respondents do not converse with their friends outside the school premises. Further, 86.7% of respondents think they are fluent in English, while 13.3 per cent of the respondents believed that they are not fluent in English.
- Moreover, for the perspectives regarding the use of English by teachers and teaching methods, it was found that 93.3 per cent of the respondents strongly agreed that "The professors are quite clear in their directions" while 90 per cent agreed that "While teaching a lesson, teachers involve all pupils in the classroom." 86.7 per cent of the respondents also agreed that "Sometimes the professors request that students work in pairs." While similarly, 86.7 per cent agreed that "Several activities are used by teachers at various stages of teaching a lesson." Moreover, 86.7 per cent of the respondents agreed that the professors keep an eye on the students as they work on the tasks professors assign them. Also, the same percentage of respondents also agreed that the professors inform and fix their grammatical errors.
- Concerning the aspect of performance, it was found that 73.3% of respondents agreed with the statements that the absenteeism level is significantly reduced due to the use of English in learning and the use of the English language for teaching has reduced student dropout rates. Furthermore, 50 per cent of the respondents agreed that learning through the English medium has enhanced their writing skills and also that Learning through the English medium has enhanced their reading skills.

- Furthermore, while testing the first hypothesis which stated that “There is no significance between achievement and motivation of students studying English medium of education.”, it was found that the p-value was less than 0.05. Thus, the null hypothesis was rejected and the alternate hypothesis was accepted and it was asserted that there is a significance between achievement and motivation of students studying English medium of education
- While for the second hypothesis, There is no significant difference among teachers on the functioning performance of Primary and Secondary schools in Rural areas. It was found that the T value corresponding to the mean difference between performance and a fixed mean value was 4.466 and its corresponding p-value was  $0.000 < 0.05$ . Since the p-value was less than 0.05, it can be concluded there is a significant difference among teachers in the functioning performance of Primary and Secondary schools in Rural areas.

#### **IV. Discussion**

The study results clearly depicted that the students are aware that they will have to speak English at their work in the future and that it is important to learn English. Concerning the use of English by teachers in the classroom, the student stated that the majority of the teachers used English most of the time. The students revealed that in an attempt to improve their English speaking skills, the majority of the respondents talk in English with their classmates, talk in English at their home and communicate in English with their friends outside the school premises. Further, the majority of the respondents believe that they are fluent in English. In this context, as observed in the literature review, Baker & Hüttner (2017) asserted that initiatives for English Medium Instruction usually link to other internationalisation strategies. Allowing students to move around is a key factor in the development of an EMI strategy since doing so generates income from foreign students and contributes to the emergence of multilingual neighbourhoods.

Moreover, for the perspectives regarding the use of English by teachers and teaching methods, it was found that the professors are quite clear in their directions and while teaching a lesson, teachers involve all pupils in the classroom and sometimes the professors ensure that students work in pairs. However, these study results are contrary to those of Macaro (2018) and Pun & Thomas (2020) who suggested that there is a lack of attention paid to language requirements, ineffective teaching practices, and bad interactions between instructors and pupils. The researchers stated that this may limit students' ability to improve both their English language proficiency and subject knowledge, which are typically stated goals in EMI implementation (Pun, & Thomas, 2020).

Moreover, students' absenteeism level has significantly reduced due to the use of English in learning and the use of the English language for teaching has reduced student dropout rates. Also, learning through the English medium has enhanced their reading and writing skills. These study results do not align with that of Curle et al. (2020) who depicted that students are more inclined to be successful if they take some lessons in their native language in addition to EMI training. Nevertheless, Rose & McKinley (2018) and Pun, & Thomas (2020) affirmed that in many situations, students study material using English since instructional systems have been developed to provide a worldwide learning environment in countries where English might not be the prevailing language.

Additionally, while testing the hypothesis it was found that there is immense significance between the achievement and motivation of students studying English medium of education and also there is a significant difference among teachers in the functioning performance of Primary and Secondary schools in Rural areas. This study result aligns with that of Rose & McKinley (2018) who asserted that competency assessments and subject assessments showed that academic English proficiency and language comprehension were highly predictive of success on the EMI, suggesting that less proficient students need different language support to increase their chances of success.

#### **V. Conclusion:**

The consequences of English as a medium of instruction on students in elementary and secondary educational institutions must be carefully considered, especially in the rural areas of Telangana State's Karimnagar District. Both beneficial and adverse impacts on pupils might result from receiving English-medium schooling in rural locations. On the positive aspect, long-term English-speaking schooling can improve pupils' employment. Additionally, as English is an important means of worldwide communication, knowing it well may give learners the opportunity to utilise a variety of foreign learning materials, study tools, and knowledge that are all accessible in English. Furthermore, developing one's interpersonal abilities at a young age might benefit from acquiring English.

Nevertheless, it is important to be aware of certain possible difficulties students in rural regions might experience when receiving English-medium instruction. Dialect hurdles can make it challenging for certain people to grasp and comprehend the instructions presented in English, particularly when English is not their

native dialect. Additionally, the standard of English-medium instruction may suffer from the scarcity of skilled English instructors in impoverished locations. To mitigate these challenges, it is crucial to ensure that English-medium instruction is complemented with appropriate assistance mechanisms, such as professional development for teachers' initiatives, accessibility to top-notch instructional materials, and a supportive learning environment. To improve learners' knowledge and involvement, attempts must be undertaken to close the linguistic gap, offer more language assistance, and encourage participatory methods of instruction.

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