



**AN ANALYSIS OF INCLUSIVE ATTITUDES OF TEACHERS FOR ENGLISH AS
MEDIUM OF INSTRUCTION AT SECONDARY STAGE OF SCHOOLING**

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Received 12th Oct. 2016, Revised 12th Oct 2016, Accepted 12th Oct. 2016

ABSTRACT

The paper is about assessment of attitudes of teachers supporting English as a device of inclusion for learners as secondary school stage. Investigator named this as inclusive attitudes in respect of English as medium of instruction. Study falls in the category of survey type. Hundred teachers were selected as participants due to the fact, based on their experience they can be better source of authentic responses. Attitudes are part of our mental life, movers of our actions, thus attitudes were taken as independent variables of the study. Investigation has been done to understand magnitude of inclusive attitudes of teachers, comparing the attitudes of teachers teaching through English and others teaching through other than English language. Results revealed that secondary school teachers do not possess significant inclusive attitudes for English as medium of instruction. Also whatever is their medium of instruction they do not differ as far as their inclusive attitudes for English as medium of instruction. Lastly it was found that demographic variables do not influence the inclusive attitudes of secondary school teachers as far as preferring English as medium of instruction at secondary school stage.

Key words: *attitude, English medium, schooling, verbal communications*



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Introduction

Education revolves around effective mode of communication which involves both verbal as well as non-verbal channels. Verbal channel involves collection of sounds interpreted uniquely in same way by all the persons involved in the communication process. This adoption of sounds in the form of symbols is called as written language, which is the vital vehicle of transferring and understanding the knowledge. Every society has its identity by virtue of language, may it be Punjabi, Gujrati, Rajasthani, Kanar, English or others. Most of the time a language spoken by a community is known as their mother tongue, learnt from one's own mother. It is natural language which child does not learn systematically like other languages. In India it may be Hindi many a times, a majority speaking language. It is presumed that learning is much easier when taught through mother tongue compare to a foreign language, like English. But it has been observed that many of schools in India are opting English as medium of instruction as a preference over Hindi, a regional language or even mother tongue. A survey of British Council conducted by Julie Dearden (2014) in 55 countries worldwide including India revealed that the growth of English as medium of instruction is a global phenomenon. This trend seems to be beyond simply the matter of convenience. Children accept a language as medium of instruction, as suggested by his/her teacher, as they have to start afresh whichever language it may be. It is the teacher off course guided by school administration that matters, when it comes to deciding between one and other language to be used as medium of expression in classroom. The most important element in our decision making is our attitude towards a choice. Attitude is a multidimensional concept, thus for present study it has been limited to single dimension i.e. its possibility to serve as inclusion tool for majority of the learners. In other words we are trying to study that English is not causing exclusion of the learners from domain of learning.

Meaning of Terms used in the Statement of the Problem

Attitude & Inclusive Attitudes: attitude has been defined by number of social scientists to capture the image of the concept. But the summary of all definitions comes to a conclusion that it is consistent response in favour or against the object of psychological importance. This object can be a thing, subject, idea, or phenomena and the like.

Inclusion is a generalized term normally used for bring the left out persons in the mainstream of population. In this context inclusion may be financial, social, cultural, political, and literary and others. An individual or a group of individuals may be excluded from the main stream by instruments of traditions, values, socio-economic status, legal and constitutional provisions, language and the like. Language is one of the powerful tool for effecting inclusion or exclusion in a society. In case of education it may amounts to medium of instruction. A language adopted for imparting instruction can definitely cause inclusion or exclusion depending on the convenience of the learner. Whether we favor or disfavor English as medium of instruction as a tool of inclusion is the measure of magnitude of inclusive attitudes.

Medium of Instruction: A language adopted for classroom instruction may be termed as medium of instruction.

Secondary school stage: classes from 6th to 12th are referred as secondary school stage.

Operational Statement of the Problem:

Evaluating attitudes of secondary school teachers measured against inclusive attitudes scale for English medium as a device of inclusion of learners.

Research Design and Methodology:

Investigator used a standardizes a Likert type inclusive attitudes scale to be responded on five point scales ranging from strongly agree to strongly disagree in respect of statement. Study can be categorized as survey type. One hundred teachers spread across attribute variables constituted the sample. Data collection has been on individual basis and sample could be termed as stratified disproportionate sample. Null hypotheses are tested across attribute variables using Analysis of Variance.

Objectives

The study has been conducted to attain the following objectives

- To assess the magnitude of inclusive attitudes as expressed by secondary school teachers.
- To compare inclusive attitudes of teachers teaching with English medium and non-English medium.
- To assess magnitude of inclusive attitudes of total sample teachers across attribute variables.

Hypotheses

The proposed study has been undertaken to test the following hypotheses:

H₁: There exists significant magnitude of inclusive attitudes among secondary school teachers for adopting English as medium of instruction.

H₂: There exists no significant difference in the mean score of inclusive attitudes of teachers teaching through English and others teaching through other than English for using English as medium of instruction.

H₃: There exists no significant influence of demographic variables (gender, locality and Academic stream) on inclusive attitudes of secondary school teachers for using English as medium of instruction.

Sample of the study

Hundred secondary school teachers spread across demographic variables constituted the sample. The sample can be categorized as stratified disproportionate random sample.

Tools for Data Collection

A Likert scale constructed and standardized by Nancy and Vijay Grover measuring inclusive attitudes towards English as medium of instruction has been used for data collection. Background questionnaire has been used to obtain information regarding attribute variables taken for the study.

Statistical Techniques used for Data Analysis

The data has been analyzed using

- Descriptive analysis involving percentages, variance and testing nature of the sample.
- Comparing groups across variables by studying variances i.e. using ANOVA and t-test.

Rationale of the Study

English has been in fashion in recent times as medium of instruction, which has been debated across the intellectual groups. Some people advocate use of English as medium of instruction where as other oppose it. Both sites seemingly valid arguments to support their claim. it has been observed that lot of energy gets wasted on learning English while it is simply being used as

medium of instruction. At the same time some contents (especially mathematics, science, computer etc.) are very difficult to learn in other than English. To settle the issue investigator thought to study the subject by studying attitudes of teachers. The teachers as subjects were chosen to get authentic responses based on their experience of language as medium of instruction.

Delimitations of the Study

Due to paucity of time and resources present study has been delimited in following respect

Scope (Attitudes Dimensions): only one dimension of the attitude i.e. Inclusion has been taken for investigation.

Attitudes assessment: only through an attitude scale.

Sample: only one hundred secondary school teachers were taken as participants for the study.

Statistical Analysis: only descriptive and comparative analysis using one way-ANOVA and t-test has been used to treat the data.

Inclusive Attitudes Scale

Theoretical constructs of the measure involved- scope, reach, structure, acceptance, mode, learnability, utility of English as medium of instruction could be the reason for inclusion.

Reliability of the measure

Reliability of the scale has been detailed in table 1.

Table 1

Sr. No.	Sub measure	Reliability	
		Half Length (r)	Full Length (R)
1.	Inclusive Attitudes Scale	.61	.75
2.	Exclusive Attitudes Scale	.73	.84

Validity:

Validity has been reported in terms of Mouly's (1970) method of agreement of responses in two different modes and using Kelley's dichotomy of contrast groups method.

Scoring of the measure

Scoring is very easy being containing items of unidirectional nature. Score 5 is awarded for response strongly agree (SA), 4 for agree (A), 3 for no opinion (NO), 2 for disagree (DA), and 1 for strongly disagree (SD). After scoring for each individual the total score is used to for calculating the percentages and comparative analysis in respect of demographic variables.

Application of K-S test

K-S test is used to ascertain normality of the sample as a measure of tolerance between ideal normal distribution and the observed one. the observed $I.c.p_e - c.p_o I_{max} = 0.0156$ is good enough to endorse the normality of the sample. This allows us to use parametric tests for data analysis.

Hypotheses Testing

Testing oh Hypothesis H₁: *there exists significant magnitude of inclusive attitudes among secondary school teachers for adopting English as medium of instruction.*

The hypothesis has been tested by finding significance of the mean percentage score for the whole sample. It is modified form of comparing two percentages drawn from the same sample, where one percentage is the observed one and other one is hundred i.e. maximum. If the difference comes out to be significant, it implies the observed percentage itself is insignificant and vice-versa is also true. Calculations are as follows.

$$P = \frac{P_1N_1 + P_2N_2}{N_1 + N_2} = \frac{(73.0532 \times 100 + 100 \times 100)}{200} = 86.5266$$

$$Q = 100 - P = 13.4734$$

$$\sigma_{D\%} = \sqrt{PQ \left[\frac{1}{N_1} + \frac{1}{N_2} \right]} = 4.8287$$

$$C. R = \frac{(P_1 - P_2)}{\sigma_{D\%}} = 5.5806$$

The observed value is much greater than the table values, indicates the observed percentage difference is significant, i.e. the observed percentage is very less than the maximum percentage. This implies that the observed percentage itself is insignificant. The obtained result refutes the proposed hypothesis, implies secondary school teachers do not have significant inclusive attitudes towards English as medium of instruction.

Testing oh Hypothesis H₂: *there exists no significant difference in the mean score of inclusive attitudes of teachers teaching through English and others teaching through other than English for using English as medium of instruction.*

The hypothesis has been tested by using t-test for two groups i.e. those who teach through English medium and those who tech through other than English medium. The summary of calculations has been presented in table 2.

Table 2

Group	N	M	S. D	S E _d	t-ratio
English	41	50.9091	6.8897	2.7620	1.6760
Non-English	59	48.1471	8.2393		

The observed t-value is far below the required values () indicating that inclusive attitudes do not differ significantly as far as above mentioned two groups are concerned. The hypothesis stands rejected. It shows that teachers who are teaching through English as medium of instruction are also do not have much preference for English as medium of instruction. It indicates that English as medium of instruction may be choice of school administration, a policy matter or even a matter of show off or hypocrisy. The commoners have a general presumption that those who study in English medium are intelligent than those who study through a local language. It promotes people to opt English as medium of instruction which might be influencing the observation in this research.

Testing oh Hypothesis H₃: *there exists no significant influence of demographic variables (gender, locality and Academic stream) on inclusive attitudes of secondary school teachers for using English as medium of instruction.*

The hypothesis was tested by application of one way ANOVA and summary of calculations has been presented in table 3.

Table 3

Source of Variation	<i>df</i>	Sum of Squares	Mean Square (Variance)
Among means of conditions	5	632.0492	126.4098
Within conditions	294	15858.6810	53.9411
Total	299	16490.7302	
<i>F</i> ratio = 2.3435 Table Values <i>F</i> _{0.05} = 2.25., <i>F</i> _{0.01} = 3.06, <i>df</i> = 5, 299			

The obtained results indicate that *F* ratio is significant at 0.05 level of significance, but could not qualify at 0.01 level. In social science even this level cannot be ignored and calls for further investigation. To ascertain the reason for difference investigator further applied *t*-test on all possible combinations of attribute variables. The summary of calculations is presented in table 4.

Table 4

	Male	Female	Urban	Rural	Science	Humanities
Male	-	1.259	1.4461	0.1763	2.0977*	0.2004
Female		-	0.288	1.5515	1.3725	2.1147*
Urban			-	1.7473	1.1824	1.8598
Rural				-	2.3383*	0.435
Science					-	2.4101*
Humanities						-

Out of fifteen comparison combinations only four has been found to be significant that too again at 0.05 level of significance. Out of these four only one value makes sense i.e. difference between science and humanities group. Humanities teachers found to have better orientation towards English as medium of instruction. Again this result is opposite to the commoners assumption, thus needs to be probed as separate issue. Thus the hypothesis stands marginally accepted as well as rejected needs to be re-investigated.

Conclusions

- Magnitude of inclusive attitudes in respect of English as medium of instruction is not significant among the secondary school teachers.
- Magnitude of inclusive attitudes in respect of English as medium of instruction is not significant in terms of variation in medium of instruction being practiced by the secondary school teachers.
- Inclusive attitudes of secondary school teachers regarding English as medium of instruction are not influenced significantly by the demographic variables.

Educational significance of the study

- Teachers do not prefer English as medium of instruction, but at the same time they do not have much preference for other language as medium of instruction. We can say that result is inconclusive in respect of English as medium of expression at secondary school stage. This implies that choosing English or not choosing English as medium of instruction is not based on the convenience for learning.
- Whether teachers teach through English or non-English medium their inclusive attitudes towards English as medium of instruction remain unaffected. Thus it cannot be assumed that teacher teaching through English will have positive attitudes towards English as medium of instruction, vice-versa is also true.
- Inclusive attitudes are not influenced by demographic variables. This implies teachers think alike in respect of problem under investigation. Thus teacher's choice of medium for learners should not be associated with their identity variables.

6.13 Suggestions for further study

- a) Results remained inconclusive in respect of demographic variables, which could be further probed to reach to conclusion.

- b) Bigger sample and more number of variables could make the study more compressive.
- c) Exclusive attitudes could also be studies in respect of the subject.
- d) Better statistical tools like 3-way ANOVA (factorial design) could be used for data analysis in respect of demographic variables.

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