

ROLE OF MEDIUM OF INSTRUCTIONS IN ACHIEVEMENT SKILL

Dr Arpita Kackar

Assistant Professor, Department of Psychology, JNVU JODHPUR.

Received: January 09, 2019

Accepted: February 17, 2019

ABSTRACT: *Medium of Instruction plays an important role in development of skills. The role of native language is vital in student's learning at elementary level. The theorists and practitioners speak for indigenous language as a medium of Instruction (MI). If the instructions are given in mother tongue/Hindi, then the child will achieve better and quickly as compared to those who are receiving instructions in a foreign language/ English. The purpose of the present study was to compare the achievement of students in English medium and Hindi medium at elementary level. Sixty students (N=60) from grade (1st, 2nd, 3rd) grades were randomly selected from (30 Hindi medium and 30 English medium) schools. Hindi adaptation of Metropolitan Achievement Test by George et.al (1978) was used. Mean, Standard deviation and 't' was used to analyse the data. The results show that students perform better in indigenous language test/ Hindi medium of Instruction at elementary level. It was acknowledged that Hindi as a medium of Instruction would lead to more comprehensive understanding of the subject matter and would most probably lead to better academic performance. From the findings it is recommended that the language policy on mother tongue usage should be enforced as medium of Instruction in the early primary school years.*

Key Words: *Medium of Instructions, Student's Achievement.*

INTRODUCTION

Language is basically a system of communication where sound or signs convey objects, actions and ideas. The history of language dates back to many thousands of years. Language is primarily spoken not written. But the development of the writing medium and later the printing system went a long way in the dissipation of knowledge and without which humans would have remained in the dark about the ways of life and the thought process of their ancestors.

Language is the key to human lives. They can eliminate misunderstanding by using it as an instrument to transfer communication among people. Malinowski suggests, language is "the necessary means of communication; it is the one indispensable instrument for creating the ties of the moment without which unified social action is impossible". Language can thus be said to be at the core of humanity.

Medium of Instructions has prime importance in educational system. It plays vital role in the performance of students. The medium of Instruction is identified as the language of a teacher used in the classroom to impart teaching (Ahmed, et al.2013). The article 350 A of the Indian Constitution states that every state and local authority shall endeavour to provide adequate facilities for instruction in the mother tongue (MT) at the primary stage of education, for all children belonging to linguistic minority groups.

The National Curriculum framework (NCF: 2005) developed by the National council of educational research and training (NCERT) also strongly supports the use of mother tongue at the primary stage in addition to promoting multi-lingualism in the classroom. However, this decision has not been implemented in practice. Rather, the medium of Instruction in mother tongue at the primary stage has remained a desirable component in school curricula.

Educationists have different views on medium of Instruction. Most of the experts are in favour of mother language as medium of Instruction. Students can better understand the content of the subject only in mother tongue. To educate students by foreign medium of Instruction is half education. Through foreign medium of Instruction, sightless, captured minded, dumb students are prepared. A several years of life spend in learning and to be skilful in foreign language, a student cannot learn knowledge and foreign language at a time. A language which is not practicing in society is an artificial cover over human personality. The children who are not taught by mother tongue, their creative abilities do not develop. (Khaldoon, 2001).

But some intellectuals are against to adopt mother tongue as a medium of Instruction. According to their views, mother tongue will create biasness among provinces. In our country, such forces are getting strength. It is empirically proven that regional languages culminate national integrity. According to Kirmanmayiet al (2010), if the instructions do not adopt one common MI, it will break bias among the region/ states and will ultimately produce regionally minded elite. He will not communicate freely with

their opposite members in different states. This ultimately weakens the political unity of the country and may even affect its cultural future.

Some intellectuals give third option. They say that there should be a national language or common language as medium of Instruction that may be combination of all regional/ mother/ provincial languages (Moyo, 2002). According to Maudoodi (1963), it is dangerous that English as a medium of Instruction may remain continue in our educational institutions. Moreover, it is said, if there are some hurdles in adopting national language as medium of Instruction. It is the duty of the intellectuals to seek out the solution of those problems. However, the role of using mother tongue as a medium of Instructions, particularly for linguistic minorities has been emphasized by various studies (e.g., Cummins, 1984; Skutnabb-Kangas 1984). Even for an effective educational development of a second culture language of the majority (national language), studies have pleaded for the necessity of promoting the learner's proficiency in their mother tongue; for example Muyangwa and Mvakade (1998) found that the pupils taught in mother tongue (Xhosa) performed better in their academic achievement than those taught in English. Ramasamy (2001) says that the balance is in favour of mother tongue, especially for the lower socio economic group. Researchers have suggested that bilingualism involves an intense degree of cognitive conflict which facilitates language learning. Nanda (1991) reports that medium of Instruction is crucial for both social and personality development of children.

The above review has shown contradictory results. The impact of mother tongue as a medium of Instruction in comparison to the use of non mother tongue, particularly English as a medium of Instruction, has not only created a wide spread debate but also baffled the policy makers all over the country. As a result there is no uniform standards prescribed for primary and secondary level education in this country. These reasons have prompted the present researcher to take up this study and compare the performance characteristic of Hindi and English medium school children in Jodhpur. Due to the constraints of manpower, time and other resources, this study has been delimited to the Jodhpur city in Rajasthan India.

STATEMENT OF THE PROBLEM

India is multilingual country. Medium of Instruction has become an issue whether indigenous language may be medium of Instruction or foreign language. The problem to be studied in the study is to evaluate the impact of medium of Instruction on student's achievement.

OBJECTIVES OF THE RESEARCH

The objectives of the study are:

- 1) To evaluate the impact of medium of Instruction on student's achievement.
- 2) To compare the achievement of students taught in English and Hindi medium of Instruction.

RESEARCH DESIGN

The study was co- relational type in which Independent Variable was manipulated through selection procedure.

Independent Variable: Medium of Instruction

Dependent Variable: Achievement Skill

POPULATION OF THE STUDY

The target population of study comprised of 1st, 2nd, 3rd grade students enrolled in English and Hindi medium schools in Jodhpur.

SAMPLING OF THE STUDY

It was not feasible for the researcher to study the whole population. Accessible population of the study was the 1st, 2nd and 3rd graders enrolled in different English and Hindi medium schools. Researcher randomly selected 60 students, 30 from each English medium and 30 from Hindi medium. The following table represents the overall sampling picture

SAMPLE N = 60 STUDENTS		
STANDARD	ENGLISH MEDIUM	HINDI MEDIUM
1 ST	10	10
2 ND	10	10
3 RD	10	10

RESEARCH INSTRUMENT

Hindi adaptation of Metropolitan Achievement Test by George et.al (2000) was used. MAT 8, is a standardised test for students in kindergarten through twelfth grade. The test was developed by Harcourt Educational measurement and evaluates skill such as critical thinking and foundation skills. The aim of the exam is to help educators and parents evaluate student ability and predict future success.

DATA COLLECTING PROCEDURE

To collect data about the impact of medium of Instruction on the achievement skill MAT test was administered in both Hindi and English medium schools. Nature of school environment and class room environment was more or less similar. Number of students in each class were kept same even the number of teachers teaching in a class were same. Test was both administered and scored by the researcher.

DATA ANALYSIS

The collected data was analysed by calculating mean, SD and ‘t’.

Table 1

Table 1 exhibits that there is significant difference between mean scores of students in English medium and Hindi medium of 1st grade students on all the three sections of reading, language and maths.

TABLE - 1				
STANDARD		READING	LANGUAGE	MATHS
ENGLISH MEDIUM STUDENTS	MEAN	28.7	34.9	29.2
	SD	10.1	11.6	7.11
HINDIMEDIUM STUDENTS	MEAN	62.3	71.5	41.3
	SD	14.2	16.5	9.82
"t" VALUE		2.61**	1.58*	1.47

Table 2

Table 2 shows that the mean value of Hindi medium students is high on all the three sections. ‘t’ is significant for reading and language.

TABLE - 2				
STANDARD		READING	LANGUAGE	MATHS
ENGLISH MEDIUM STUDENTS	MEAN	39.23	36.66	22.47
	SD	10.91	9.23	7.11
HINDIMEDIUM STUDENTS	MEAN	63.48	72.33	48.82
	SD	12.74	18.48	10.03
't' VALUE		1.81*	2.45*	1.36

Table 3

Table 3 exhibits that mean value of Hindi medium students is high on all the three sections of the test. ‘t’ value is significant for reading and language. ‘t’ value for maths is insignificant maybe because mathematics require more of numerical concept and does not require much use of language.

TABLE - 3				
STANDARD		READING	LANGUAGE	MATHS
ENGLISH MEDIUM STUDENTS	MEAN	49.92	57.29	43.92
	SD	13.63	14.30	11.21
HINDI MEDIUM STUDENTS	MEAN	83.99	93.31	59.82
	SD	16.02	17.28	16.43
't'VALUE		1.94*	1.82*	1.47

DISCUSSION

The cited literature has empirically proven that students perform better when instructed in their indigenous language. Parveen et.al(2008)found that students should be instructed only in the medium of Instruction to

which students are familiar. This is the only way of enhancing their cognitive development and learning. Environment plays significant role in developing language skills. In our society, schools and homes Hindi language is used in daily affairs of life. English is a foreign language. It is only language of content matter or books and not language of teachers. Thus English language is difficult for the students for reading, comprehension and analysing as well as writing. The results of the study at hand are also compatible with the results of the study of Ahmed et.al (2011). In another study in Hong Kong high schools, Marsh, Hau and Kong (2000) compared the achievements of high school students in Chinese (first language) and English (second language) medium of Instruction and found the negative effects of English instruction in the achievement of most of the school subjects.

We can say that in the elementary classes medium of Instruction should be Hindi and once the child learns concepts English can be introduced in higher grades. To meet the international needs, we require individuals who are proficient in English as well.

REFERENCES

1. Ahmed, S. (2011) Issue of medium of Instruction in Pakistan. *International journal of social sciences and education*, Vol 1(1), 66-82.
2. Cummins, J. (1984) *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, UK: Multilingual matters.
3. Nanda, G. (1991) *Effects of medium and type of school, sex, grade and popularity on children's socio motivational functioning*, Bhuvanewar, India: Utkal university.
4. National council of educational research and training (2005). *National Curriculum framework 2005*. New Delhi, India: Government of India.
5. Ramasamy, K. (2001) Mother tongue and medium of Instruction – A continuing battle. In M.S. Thirumalai & B. Malikarjun (eds). *Language in india: strength for today and bright hope for tomorrow*, Vol 1 (6).
6. Sampath, K. (2005) Effects of bilingualism on intelligence. In J. Cohen, K.T. Mc Alister, K. Rolstad, & J. Mac Swan (Eds), *ISB4: Proceedings of the 4th International Symposium on bilingualism* (pp. 2048-2056).
7. Srivastava, A. & Khatoon, R. (1980) Effect of difference between mother tongue and another language and creativity of 8th standard children. In E. Anamalai (Ed), *Bilingualism and achievement in schools* (pp 31-48) Mysore, India: Central institute of indian language.
8. Parveen, S., Gopang, A. & Shaikh, I. (2008) Language and learning: Impact of language on cognitive development of secondary school children. *Journal of education*, Vol 38(2008), 93-107.
9. Moyo, T. (2002) Mother tongue versus an ex-colonial language as media of Instruction and the promotion of multilingualism: The south African experience. *South African Journal of African languages*, Vol 22(2), 149-160.
10. Ganguly, S. (1996) Personality factors in second language learning: A psycho – social perspective. *Psycholinguistics*, Vol 26(2), 67-78.
11. George, A., & Balow, I. (1978) *Metropolitan Achievement Test*. The psychological corporation.
12. Holmes, J. (1973) Culture shock: Remedial teaching and the immigrant child. *London educational review*, Vol 2(2):72-91.
13. Gejendragadhar, P. (1967) Medium of Instruction in Indian higher education. *The times of India*.
14. Muyaungwa, M. & Mvakade, W. (1998). English and Xhosa media of Instruction and academic performance of pupils whose mother tongue is Xhosa. *Psychological reports*, 58-82.