



**LEARNERS AND TEACHERS' EXPERIENCES ON THE USE OF
ENGLISH AS MEDIUM OF INSTRUCTION (EMI): BASES
FOR ENHANCEMENT PROGRAM**

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ABSTRACT

The study aimed to determine the learners and teachers' experiences on the use of English as Medium of Instruction (EMI) to serve as bases for enhancement program in the different schools in the Municipality of Leon, Iloilo, during the school year 2022-2023. The study used phenomenological approach under qualitative research. The research instrument utilized in this study was a researcher-made interview schedule. The data gathered was analyzed using thematic approach. It was determined that learners viewed EMI as global opportunity and teachers are using EMI for it is a universal language. Learners affirmed that limited vocabulary hinders their learning process. Teachers shared the same opinion, noting that learners' low and limited English vocabulary makes it challenging for them to effectively teach and ensure learning. In order to address these hindering factors, learners opt to use supplementary materials such as books and dictionaries. The same is true for teachers; they support learning using presentations, visual aids,

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internet resources, and other methods. The translation method, often known as codeswitching, is another noteworthy teaching technique.

Keywords: *English, Medium of Instruction (EMI), Enhancement Program*

INTRODUCTION

English has established itself as a fundamental language throughout the world and is widely regarded as an essential element in the success of many individuals.

In today's interconnected world, the importance of English as the lingua franca cannot be overstated. A growing number of non-English-speaking countries are utilizing English as their primary language of instruction within their educational institutions.

For learners and teachers alike, the use of English as a language of learning is both beneficial and challenging. However, its complexity and challenges can also provide opportunities for learners to become world-class and life-ready.

In order to be recognized on a global level, educational establishments have been urged to adopt English as Medium of Instruction (EMI). EMI refers to the utilization of English language as the instructional language for teaching disciplines, information and academic topics.

In the Philippines, English is the second language of instruction in both public and private schools. The Revised Philippine Education Program (RPEP) mandates that primary school learners

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should be taught in their native language for the first two years. Subsequently, English will be the medium of instruction from the third grade up to college. The vernacular will be the auxiliary medium of instruction from Grades 3 to 4, and the national language from Grades 5 to 6.

The Bilingual Education Policy (BEP), established by the Department of Education in 1974, required that English and Filipino will be used as the primary languages of teaching in elementary and high schools.

In 1987, the Department of Education, Culture, and Sports (DECS) restated the same provisions as the BEP, plus a recasting of the roles of the two languages: Filipino was to be "the language of literacy and of scholarly discourse," and English was to be and maintained as "the international language and the non-exclusive language of science and technology".

After a few years, former President Gloria Macapagal-Arroyo issued Executive Order No. 210 entitled "Establishing the policy to strengthen the use of the English language as a medium of instruction in the educational system". As stipulated in Section 1-C – the English language shall be used as the primary medium of instruction in all public and private institutions of learning at the secondary level, including those established as laboratory and or experimental schools, and non-formal and vocational or technical educational institutions.

As the medium of instruction, the percentage of time allotment for learning areas conducted in the English language is expected to be not less than seventy percent (70%) of the total time allotment for all learning areas at the secondary level.

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DepEd Order No. 74, issued by the Department of Education on July 14, 2009, formalized mother-tongue-based multilingual education, or MLE (Education for All: UNESCO Bangkok website, 2009). The new policy was developed in response to earlier research showing the value of mother tongue instruction.

It is thus far unclear whether and to what extent EMI has an impact on content learning. In the light of the foregoing, the researcher aimed to determine the experiences of learners and teachers regarding the implementation of EMI in public secondary schools and the proposed enhancement program to be adopted.

MATERIALS AND METHODS

Research Methodology

The chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The purpose of the study is to determine experiences of learners and teachers in the use of English as a medium of instruction, thus serving as the basis for an enhancement program in different public secondary schools in the Municipality of Leon, Iloilo, during the school year 2022-2023.

Research Method

The qualitative research tool employed was the descriptive research method, which involved the creation of semi-structured interview questionnaires by the researcher. The

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purposive sampling technique was employed to select six learners and six teachers from various public schools. The learners were divided into year levels and the teachers were divided into three groups, two from English and two from Mathematics and two from Science. The transcripts of the interviews were analyzed through thematic analysis in order to identify recurring themes.

The objective of the study was to obtain the majority or necessary views of participants on a particular topic in a social setting through their responses to the questions posed. The qualitative methodology employed in the study was to assess the experiences of learners and teachers within the municipality of Leon. The study comprised video recording, a questionnaire that was open-ended, and interviews that were stimulated-recalls. Teachers were able to provide a variety of difficulties, as well as various solutions to address their issues. The study has implications for the support and education of teachers, as well as suggestions for future research.

Research Design

The design of the study was based on phenomenological research design. Phenomenology is a philosophical approach to qualitative research. By focusing on a subject's subjective perception of what they encounter, it is possible to gain insight into how others perceive the world and how that perception may differ from accepted conventional wisdom. Phenomenological research, which is commonly used in fields such as psychology, sociology and social work, includes interviewing participants to gain insight into their perceptions.

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Phenomenology is a field of study that focuses on the structure of consciousness as experienced in the first-person perspective. Smith (2013) defines it as the study of intentionality, or the orientation of consciousness towards an object, as the primary structural element of an experience.

Participants of the Study

The participants of the study were purposely selected six (6) learners from different year levels and six (6) teachers, two (2) from each learning area (English, Mathematics and Science) in the different secondary public schools in the Municipality of Leon, Schools Division of Iloilo during the school year 2022-2023.

Research Instrument

The research instrument utilized in the study was a researcher-made semi structured interview schedule.

Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who are considered for their expertise in research, testing, and assessment, and English, validated each question.

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Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and a sample of the subject to be measured, and is also helpful in validating the items in the questionnaire (Fraenkel & Wallen, 2008).

The appropriate form of Good and Scates was used to evaluate the validators' suggestions, revisions, and comments regarding the interview schedule.

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

The researcher conducted an interview to the participants but prior to this, the researcher encouraged the participants to sign a waiver or permission relative to the conduct of the study. DepEd Orders on the Health protocols, Local Government Units policies, and the Barangay health protocols were strictly observed and followed during the conduct of the study.

Using in-depth interviews, a voice and video recorder were provided to completely capture the interviewee's words. The participants sat together with the researcher to get the responses to the questions. The object was to get the respondents' views about the study. The researcher consolidated all of the collected data from interview questionnaires.

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Data Analysis

The information gathered were analyzed using thematic approach.

Finding patterns or themes in qualitative data is the process of thematic analysis. The goal of a thematic analysis, according to Maguire & Delahunt is to find themes, such as fascinating or significant patterns in the data, and then utilize those themes to discuss the research or make a point about a problem. This involves condensing, evaluating, and interpreting the data collected and giving it meaning.

RESULTS AND DISCUSSIONS

The purpose of the study was to determine the learners and teachers' experiences in the use of English as a Medium of Instruction (EMI) which served as a bases for an enhancement program.

The participants in the study were the public secondary school teachers and learners in the Municipality of Leon. They were chosen through purposive sampling.

A researcher-made interview guide was used to obtain the data. The instrument was subjected to validity test and was found by the validators valid and appropriate to use. Thematic analysis was used to interpret and analyze the responses on the experiences of learners and teachers in secondary public school.

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The following are the findings of the study:

The perception of English as a medium of instruction was positively shared by both learners and teachers. Learners view English as Medium of Instruction (EMI) as a global opportunity, while teachers considered English to be a universal language that must be learned and taught in schools.

The in-depth interview conducted with the learners revealed that EMI was viewed as a tool for vocabulary enhancement. Learners are able to acquire new words and enhance their vocabulary through EMI. While EMI may be difficult for teachers to use in multilingual classrooms and in public schools for learners are not English speakers thus the learning process is challenging.

Based on the results of the comprehensive interview with participants on the barriers to EMI. Learners and teachers identified a lack of and limited vocabulary as the most significant obstacle in understanding the lesson. Learners' lack of vocabulary was evident in the fact that it prevented them from participating in class discussion or oral recitations.

Based on the interview with participants on the variables that make EMI easy to use, it was found that learners were using supplementary materials to help them learn English and to overcome their difficulties. To provide learners with more options, teachers utilized the use of ICT and codeswitching or translating difficult English words into mother tongue.

Based on the findings, the following insights were drawn:

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The lack of vocabulary in English renders the implementation of the language of instruction difficult thus affect students learning in general. It is essential to learn English as it is a universal language which is also the primary medium of instruction in the Philippines, particularly in academic fields such as English, Mathematics, and Science. Furthermore, learning English will also provide an opportunity for it to be widely used around the world.

Learners and teachers have different perspectives on the use of English as a medium of instruction. Learners are generally in favor in the use of English for it contributed to the enhancement of their communication and writing skills. Teachers on the otherhand are having difficulty in delivering and discussing a lesson, as this can lead to poor learners' performance if the lesson is not discussed in a more comprehensive manner. Therefore, using English as the medium of instruction enhances learners' interest in learning the language. However, in practical situations, this puts a strain on teachers because they must practice translating for learners to understand.

CONCLUSION

In light of the findings and insights, the following recommendations are made:

It is necessary to analyze the challenges that learners and educators have when using English as their primary language of instruction in order to provide the proper interventions.

Enhancement programs are recommended in the form of remediation and learning enhancement in three learning areas (English, Science and Mathematics) where the focused is

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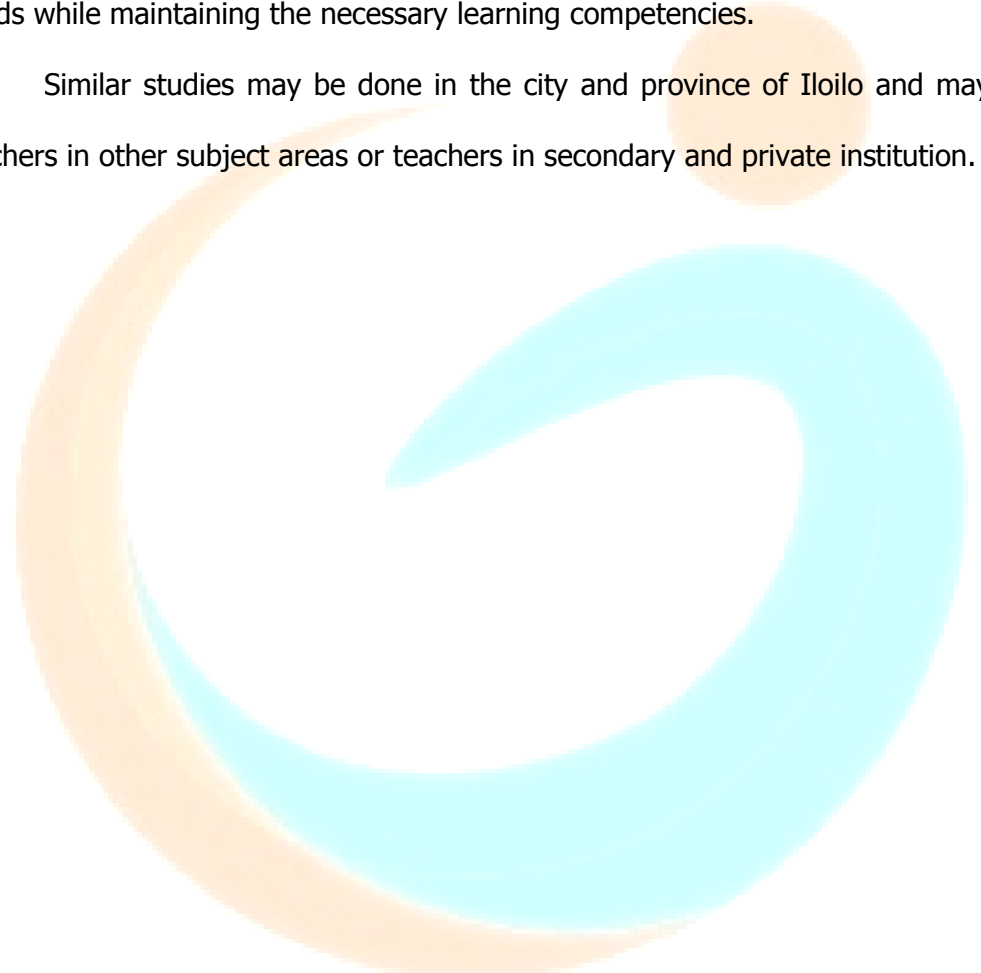
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learning new words or vocabulary, unlocking difficulties and reading materials in English language.

The Department of Education may also review the instructional materials and textbooks used in public secondary schools in order to, at the very least, develop them to match learners' needs while maintaining the necessary learning competencies.

Similar studies may be done in the city and province of Iloilo and may focus on other teachers in other subject areas or teachers in secondary and private institution.



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