

Medium of Instruction on Student Achievement and Confidence in English

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Abstract

This study aimed to determine the effectiveness of English language as the sole medium of instruction in teaching English subjects by comparing the achievement and confidence of two classes under two different teaching modalities. The study used the two- group Pre-test/ Post-test Quasi-experimental Design. The teaching modalities were the use of English Only and Multi-Lingual medium of instruction.

Based on the data gathered, the findings showed that the medium of instruction in English class does not affect the achievement of students in English. The students aged 19 and above got a higher score than the students aged 15- 18, but the age of the students does not affect their achievement in English. The male students from English Only Class and Multi- Lingual Class got a higher achievement score than the female students; however, the achievement of male and female students is relatively the same. The confidence of the English Only Class and the Multi- Lingual Class are significantly different, however, the age and sex of the students does not affect their confidence in English. The confidence of the Multi Lingual Class students is higher than those students in the English Only Class because the students can express themselves better in their English class than the students in the English Only Class.

The findings of the study indicate that the English Only Class achievement is relatively the same than Multi- Lingual Class; though, the confidence of the Multi Lingual Class students is higher than those students in the English Only Class, thus it implies that the higher the level of confidence of students does not necessarily imply that they would achieve better and the lower the confidence level of students in English class does not necessarily mean that the students will achieve lower; however, this study implied that Filipino students should be exposed to as much English as possible in English classrooms and English teachers should decide in the kind of learning atmosphere that will be established in the classroom, thus increasing the confidence of the students in English language learning.

Keywords: medium of instruction, student achievement, confidence, classroom language preference, profile

Introduction

English is arguably the most important subject in the Philippine school curriculum and to be able to understand his or her teachers in all other subjects effectively, a student needs at least fair knowledge of the English language. English language is referred to as the key to all other subjects. To be eligible for admission to universities and other higher institutions of learning, a student must pass English language at credit or distinction level. English is also the sole medium of communication in the university communities in the Southeast Asia, particularly in the Philippines (Kirkpatrick, 2014).

The Philippine education system has been using English as a medium of instruction from elementary to university level for decades (Gonzalez, 2003). This has also reinforced the notion that English is easy - even a child can do it - and available. It is a tool for learning and a medium of communication. More than this, English is the language of power and progress. In the Philippines, it is highly valued not only because it is functional and practical and washes over us constantly, but more importantly, because it is an affordable item, a skill that can be used to increase one's position, respectability and marketability. In most cases, the greater one's ability to understand and use English, the

better chances of career advancement.

In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere (Crystal, 2003; Antimoon, 2012). With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, and education, which is the most important arena where English is needed (Muyijento, et. al., 2010). Particularly, as a developing country, Philippines needs to make use of this world-wide spoken language in order to prove its international power. This can merely be based on the efficiency of tertiary education; however, English language learning is a distressing experience of many learners, knowing that language is the most efficacious way of communicating and in expressing our thoughts and opinion with others. Many learners perform well in other subject areas, but they felt anxious in the English language and described as underachievers; thus, English language educators have long been in search of answers to account for the vast difficulty faced by some students (Chen and Chang, 2004 and Grigorenko, 2002). Furthermore, MacIntyre, et. al., (2002) stated that language use anxiety is often related to the learning situation. If pupils fear being laughed at for making a mistake, it can hinder them from their normal behavior. Consequently this can cause emotional stress which lowers their linguistic self-confidence.

Mwinsheikhe (2002) conducted quasi- experiment classes one treatment group was taught in Kiswahili and another control group was taught in English and she found out that a large number of students agree that language is the major factor that contributes to poor performance. Wong (2009) had also investigated the effectiveness of English as the sole medium of instruction in Hong Kong by comparing the preferences of two non-native English language classes under two different teaching policies, while also examining both classes for any potential correlations with improved English proficiency. Results revealed that not only did the class under the strict policy have a stronger preference for English as the sole medium of instruction, but their English proficiency had also become higher than that of the more Cantonese-tolerant class.

Adolfo (2011) stated that the Filipinos were behind other Asian countries in terms of English language communication because the value of dedication was neglected. There are a lot of factors why we can't surpass, conquer or overcome weaknesses in communication skills, and can't attempt to work out by degrees the reasons behind of such a poor communication. He also proposed that teaching should be adjusted to the needs of the learners. Because of this, it is imperative to determine first their difficulties and needs so that whatever materials a teacher purports to design should be in accordance with these needs. A study made by Aina, et. al. (2013) concluded that the proficiency in English language is strongly related to students' academic performance in science and technical education. It is therefore very important to always ensure that students who are admitted into these courses have good English language proficiency.

Many studies have been conducted to examine the issue of medium of instruction however, research on the effectiveness of using English as the sole medium of instruction in Philippine English classrooms from the student perspective is limited. Therefore, this paper is intended to fill this research gap and enrich this area of language and educational research.

This study examined the effectiveness of strict English-only medium of instruction policy in English classes, and its relationship to English achievement and confidence gained. Specifically, it attempted to answer the following questions:

1. Is there a difference in the achievement in English of students in the English Only Class (EOC) and Multi-Lingual Class (MLC) when grouped according to age and sex?
2. Is there a difference in the confidence in English of students in the English Only Class (EOC) and Multi-Lingual Class (MLC) when grouped according to age and sex?

Conceptual Framework

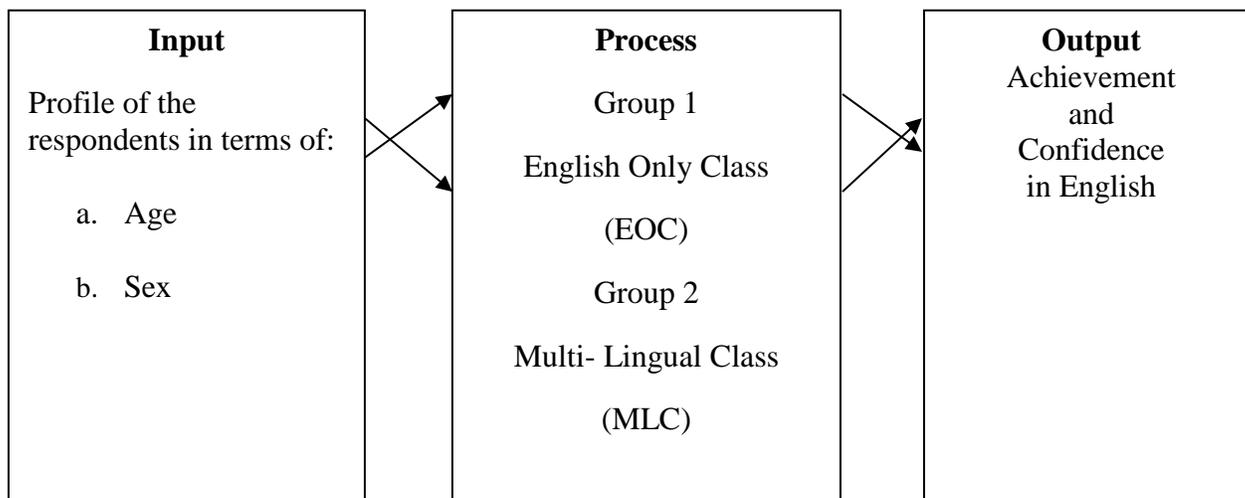


Figure 1. The Research Paradigm

There are three steps being followed: Input, Process, and Output.

The Input Box consists of the profile of the respondents in terms of age and sex. The students, being the center of this study were exposed to the use of English as the sole medium of instruction. The Process Box contains the use of English-only medium of instruction policy in English Only Class (EOC) and the use of Multi- lingual medium of instruction in Multi- Lingual Class (MLC), and the policy's relationship to English proficiency and confidence gained from students' responses. The effectiveness of using English as the sole medium of instruction will be evaluated by using different measuring tools: questionnaires on students' confidence and English Achievement Test. Finally, the Output Box shows the expected result of the input and process steps: Achievement and Confidence in English.

Research Methodology

Research Design

A two- group Pre-test/ Post-test Quasi-experimental Design is used in order to investigate the effectiveness of using English as a sole medium of instruction in student achievement and confidence in English class of the first year Bachelor of Science in Hotel and Restaurant Management (BSHRM).

Respondents of the Study

The participants of the study were the 83 first year students from two sections enrolled in English 13b (Communication Arts and Skills 02) for the second semester of the school year 2014- 2015 at the Isabela State University- Cauayan Campus, Cauayan City, Isabela.

Research Instruments

Two instruments were used to collect data for this study. The Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, et al (1986) was used to measure the student's confidence in using English as a medium of instruction in the English classrooms. A 100-item English achievement test was developed by the researcher and validated by two English language teachers to measure the level of student's achievement in English.

Data Gathering Procedure

The researcher coordinated with the BSHRM Program Chair for the arrangement of the class schedules in favor with the viability of the participants for English Proficiency Test and distribution of questionnaire. In employing the Quasi-experimental Method, one class (EOC) was exposed to the use of English as the sole medium of instruction, while the other class (MLC) was exposed to the use of Multi- Lingual medium of instruction. The experiment was conducted within six weeks. The EOC and MLC were taught with the same subject and lesson by the same teacher, who also

implemented the English-only classroom language policy. In achieving equality of student’s English Proficiency between the two groups, the researcher administered a pre- test peer validated English Proficiency Test before the conduct of the study.

A 100 item English achievement test was developed by the researcher to measure the level of the student’s achievement in English. The test was divided into 5 parts: Reading, Writing, Listening, Viewing, and Speaking. After the conduct of the experiment, the researcher personally administered a peer- validated English Proficiency Post-test. The Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, et. al. (1986) was used to measure the student’s confidence in using English as a medium of instruction in the English classrooms. Retrieval followed immediately in order to observe the utmost confidentiality of information among the respondents. The data gathered were tabulated, analyzed and interpreted.

Data Analysis Procedure

Descriptive statistics (simple frequency count and percentage) was used to describe the profile of the students in terms of their age and sex. In analyzing the result of FLCAS, the ratings of the students in the negative statements were reversed, from 5 to 1, from 4 to 2, or vice versa. To describe the achievement level of the English Only class and Multi- Lingual class, the arbitrary level was used.

Weighted Mean	Descriptive Interpretation
100- 80	Very Satisfactory
60- 79	Satisfactory
40- 59	Average
20- 39	Low
0- 19	Very Low

To describe the confidence level of the English Only class and Multi- Lingual class, the arbitrary level was used.

Weighted Mean	Descriptive Interpretation
1.00- 1.50	Very High
1.51- 2.50	High
2.51- 3.50	Moderately High
3.51- 4.50	Low
4.51- 5.00	Very Low

To measure the difference of the student achievement and confidence in English when grouped according to their age and sex, two-way Analysis of Variance (ANOVA) was used. Mean scores and standard deviations were used to calculate the students’ response in using English as the sole medium of instruction in English classes. An Independent T-test was also used to measure the difference between the English class language policy and the students’ confidence in English.

Results and Discussion

Table 1. Achievement Mean Scores of English Only Class and Multi-Lingual Class Grouped by Age

Age	Class						Total				
	English Only			Multi-Lingual			M ea n	S D	D I	f- va lu e	p- val ue
Me an	SD	D I	Me an	SD	D I						

15-18	65. 33	16. 89	S	63. 25	15. 73	S	64 .3 5	16 .2 6	S	0. 01 3	.91 ns
19 and above	65. 00	20. 37	S	64. 56	22. 10	S	64 .7 2	21 .0 6	S		
Mean	65. 27	17. 39	S	63. 69	17. 87	S					
f-value	.08										
p-value	.77 ns										
<hr/> ns- not significant S- Satisfactory											

Table 1 shows the Achievement Mean Scores of the English Only Class (EOC) and Multi- Lingual Class (MLC) when grouped by age.

The students aged 15- 18 got an achievement mean score of 64.35 (SD= 16.26), with a descriptive interpretation of Satisfactory, and the students aged 19 and above got an achievement mean score of 64.72 (SD= 21.06), with a descriptive interpretation of Satisfactory, but the difference between their scores is not significant.

The EOC got an achievement mean score of 65.27 (SD= 17.39), with a descriptive interpretation of Satisfactory, and the MLC got an achievement mean score of 63.29 (SD= 17.87), with a descriptive interpretation of Satisfactory, however, the difference between their score is not significant.

Table 2. Achievement Scores of the English Only Class and Multi-Lingual Class Grouped by Sex

Sex	Class						Total	S	D	f- va lu e	p- val ue
	English Only			Multi- Lingual							
	Me an	SD	D I	Me an	SD	D I	M ea n				
Male	70. 00	18. 18	S	67. 43	21. 27	S	68 .4 8	1 9 7 4	S	1. 67	.19 ns

Female	64.08	17.24	S	62.15	16.37	S	62.14	16.73	S
Mean	65.27	17.39	S	63.69	17.87	S			

f-value	.27
p-value	.60
	ns

ns- not significant S- Satisfactory

Table 2 shows the Achievement Scores of the English Only Class (EOC) and Multi-Lingual Class (MLC) grouped by sex.

The male students got an achievement mean score of 64.48 (SD= 19.74), with a descriptive interpretation of Satisfactory, which is higher than the female students with an achievement score of 62.14 (SD= 16.73), with a descriptive interpretation of Satisfactory. However, the difference on the achievement mean scores of male and female students is not significant.

The EOC got an achievement mean score of 65.27 (SD= 17.39), with a descriptive interpretation of Satisfactory, and the MLC got an achievement mean score of 63.29 (SD= 17.87), with a descriptive interpretation of Satisfactory, though, the difference between their score is not significant.

Table 3. English Only Class and Multi- Lingual Class Confidence in English Class

STATEMENTS ON CONFIDENCE IN ENGLISH	Class					
	English Only			Multi-Lingual		
	Mean	SD	DI	Mean	SD	DI
1. Communication Apprehension	2.63	.33	MH	2.79	.37	MH
2. Fear of Negative Evaluation						
a. Anxiety of being called on	2.37	.63	H	2.45	.75	H
b. Feeling of being less competent than the	2.51	.64	H	2.89	.66	MH

others in the target language						
c. Self- perceived anxiety level in the English class	2.62	.32	MH	2.77	.41	MH
3. Test Anxiety	2.66	.47	MH	2.87	.48	MH
Mean	2.60	.30	MH	2.77	.37	MH
f-value	-2.48					
p-value	0.02					
	s					

s- significant MH- Moderately High H- High

Table 3 shows the English Only Class (EOC) and Multi- Lingual Class (MLC) confidence in using English as a medium of instruction in the English classrooms based on the Foreign Language Classroom Anxiety Scale.

The EOC had a high confidence in terms of “Anxiety of being called on” (M= 2.37, SD= .63) and “Feeling of being less competent than the others in the target language” (M= 2.51, SD= .64). The MLC had a high confidence in terms of “Anxiety of being called on” (M= 2.45, SD= .75). The EOC had a moderately high confidence in terms of “Communication Apprehension” (M= 2.63, SD= .33), “Self- perceived anxiety level in the English class” (M= 2.62, SD= .32), and “Test anxiety” (M= 2.66, SD= .47). The MLC had a moderately high confidence in terms of “Communication Apprehension” (M= 2.79, SD= .37), “Feeling of being less competent than the others in the target language” (M= 2.89, SD= .66), “Self- perceived anxiety level in the English class” (M= 2.77, SD= .41), and “Test Anxiety” (M= 2.87, SD= .48).

The EOC had a confidence mean score of 2.60 (SD= .30) with a descriptive interpretation of Moderately High, and the MLC has a confidence mean score of 2.77 (SD=.37) with a descriptive interpretation of Moderately High. The result shows that there is a significant difference in the confidence of the two classes.

Table 4. Confidence Mean Scores of English Only Class and Multi-Lingual Class Grouped by Age

Age	Class		Total
	English Only	Multi- Lingual	

	M e a n	S D	D I	Me an	S D	D I	Me an	S D	D I	F- va lu e	p- va lu e
15-18	2. 60	. 3 1	M H	2.7 3	.3 9	M H	2.6 6	.3 6	M H	.5 9	.4 4 ns
19 and above	2. 59	. 3 0	M H	2.8 6	.3 2	M H	2.7 7	.3 4	M H		
Mean	2. 60	. 3 0	M H	2.7 7	.3 7	M H					

ns- not significant s-significant MH- Moderately High

Table 4 shows the Confidence Mean scores of English Only Class (EOC) and Multi- Lingual Class (MLC) grouped by age.

The table shows that the students aged 15- 18 had a confidence mean score of 2.66 (SD= .36) with a descriptive interpretation on Moderately High, and the students aged 19 and above has a confidence mean score of 2.77 (SD=.34) with a descriptive interpretation of Moderately High. The analysis of the data shows that there is no significant difference between the confidence scores of the students when grouped according to age.

Table 5. Confidence Mean Scores of the English Only Class and Multi-Lingual Class Grouped by Sex.

Se x	Class						Total				
	English Only			Multi- Lingual			M e a n	S D	D I	F - v a l u e	p - v a l
	M e a n	S D	DI	Me an	S D	D I	M e a n	S D	D I	F - v a l u e	p - v a l

Male	2.69	.36	Moderately High	2.67	.35	Moderately High	2.74	.36	Moderately High	.72	ns
Female	2.57	.35	Moderately High	2.77	.35	Moderately High	2.67	.35	Moderately High		
Mean	2.60			2.77			2.70				

ns- not significant MH- Moderately High H- High

Table 5 shows the Confidence mean scores of the English Only Class (EOC) and Multi-Lingual Class (MLC) grouped by sex.

The Male students had a confidence mean score of 2.74 (SD= .36) with a descriptive interpretation of Moderately High, and the Female students had a confidence mean score of 2.67 (SD= .35) with a descriptive interpretation of Moderately High. The difference between the confidence scores of the male and female students is not significant. This shows that the confidence of male and female students in English are relatively the same.

Discussion of Results

The difference between the achievement scores of students when grouped according to age is not significant. This implies that age did not play a significant role in increasing their achievement in English because most of the students were of the same age and they were exposed to the same lessons and teaching techniques.

The difference in the achievement mean scores of male and female students is not significant. This implies that sex did not have any significant role in increasing the students' achievement in English because both male and female students were exposed to the same lessons and teaching techniques. The result of age and sex in relation to English proficiency disproves the study of Dutchworth and Selingman (1997) which explains that as age increases, proficiency progresses and that males are more advanced in academic than girls or vice versa.

The English Only Class got a higher achievement score than that of the Multi-Lingual Class; however the difference between their scores is not significant. This implies that the medium of instruction of the class where the students belong did not play a role in increasing their achievement in English. This further shows that even though both classes have a different classroom language policy, the lesson and the teaching techniques were the same.

The confidence of the Multi-Lingual Class students is higher because the students can express themselves better in their English class than the students in the English Only Class, thus using Multi-Lingual during classroom discussions gives students more confidence in expressing their thoughts and ideas regarding the lessons. Sharma (2004) revealed that English proficiency among most learners is due to two factors: internal factors such as lack of confidence when using English, negative attitude towards the English language and external factor like the limited opportunities to use English outside the classroom. She concluded that most learners have lack of confidence when using English language. The person that has low self-confidence may refuse to use the language in public. Tanveer (2007) also concluded that language anxiety can dramatically influence the process of language learning and teaching. Therefore, it is necessary that language teachers not only recognize that anxiety is a major cause of students' lack of success in the new language but also assist them to tackle the feelings of unease and discomfort. Consideration of language

learners' anxiety reactions by a language teacher is deemed highly important in order to assist them to achieve the intended performance goals in the target language.

Age did not play a significant role in the student's confidence in English because the students were relatively of the same age.

The confidence of students in English is relatively the same when grouped according to sex. This finding indicates that the sex of the students does not affect their confidence in English. This result is in accordance with Okan and Dugyu's (2009) study that explored that talented students were very enthusiastic and they had very high motivation and positive attitudes towards learning English. They were more inclined towards bilingualism and interactively motivated to study second language and there was no significant differences in student's motivation related to sex, parent's proficiency and level of study.

The result also shows that even though the confidence of the Multi- Lingual Class students is higher than the confidence of the English Only Class, their achievement scores are relatively the same, thus disapproving the findings of Martin (2008) that learning a language becomes more effective when emotional barriers are eliminated; and Han's (2007) study wherein it was stated that the L2 students' lack of English proficiency inhibits class discussion participation and that lack of confidence is a barrier in the students' second language skills. The result is also in contrary to the findings of Ferris (1998 as cited in Han 2007) that the learners' speaking ability and aural comprehension can hinder their achievement when the students do not have confidence in their class participation.

Conclusions

This research study investigated the effectiveness of English as the medium of instruction in the Philippine classroom by comparing the achievement and confidence of two classes under two different teaching methods while also examining both classes for any potential correlations with improved English proficiency and based on the aforementioned findings, the following conclusions were drawn:

The age of the students does not affect their achievement in English.

The English Only Class got a higher achievement score than that of the Multi- Lingual Class; thus implying that Filipino students should be exposed to English as much as possible in English classrooms; however, the medium of instruction in English Only Class and Multi- Lingual Class did not play a role in increasing the students' achievement in English and the classroom intervention in using different mode of instruction is not enough for the development and sustainability of achievement in English.

The achievement of male and female students is relatively the same.

The confidence of the English Only Class and the Multi- Lingual Class are significantly different. The confidence of the Multi- Lingual Class students is higher than those students in the English Only Class because the students can express themselves better using multi- language in their class than the students in the English Only class; therefore the English teachers should select the kind of English learning setting that will be established in the English classroom, thus avoiding anxiousness on the student's part.

The age and sex of the students does not affect their confidence in English.

The higher the level of confidence of students does not necessarily imply that they would achieve better and the lower the confidence level of students in English class does not necessarily mean that the students will achieve lower.

Implication of the Study

The goal of the study is to determine the effectiveness of using English as a medium of instruction in Philippine English classrooms and its relationship to English achievement and confidence gained with results that lead to the following implications:

First, the study shows that English as a medium of instruction in Philippine classrooms would help in improving the English achievement of the students; second, there has been much discussion on the global spread of English as a medium of instruction, and this study has led to the notion that English as a medium of instruction would enhance the students' appreciation of the role and benefits of English as a language of globalization by being exposed to it; and lastly, due to the fact that when the medium of instruction is not the first language of the majority of learners, the confidence of a student in an English classroom is suggested to be an important factor towards attaining achievement in learning the English language.

The findings from this study will be a significant endeavor towards the enhancement of the English teachers' competencies by gaining new insights that will help to determine the best way to implement the English classroom-language policy. Likewise, this study will help the teachers to decide on the medium of instruction to be used in the classroom by understanding the needs of the students. Moreover, as the universities and colleges across the globe are offering an increased number of courses taught in English language, the decision to use English as a medium of instruction has very important implications to the achievement of learners in non-English speaking countries, thus, the result of this study will serve as a guide for the school administrators in the development of the school's English program adapted to the needs, interests, and problems of the students.

Recommendations

From the foregoing conclusions, the following are recommended:

1. English should be used as much as possible in English lessons, as English proficiency is the main objective of English teaching and learning.
2. English Language teachers should maximize the effort of using English as a medium of instruction in English classrooms.
3. English Language teachers should not only recognize anxiety as a major cause of students' lack of success but also assist them to be confident in the classroom.
4. English Language teachers should play the deciding role in what kind of English-learning atmosphere will be established in the English classroom, thus avoiding anxiety on the student's part.
5. Studies on the use of English as a Medium of Instruction on other subject areas (Mathematics, Social Science, and Literature) may be conducted to further measure the effectiveness of the sole use of English in the classrooms.

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