



Effectiveness of Bilingual Instruction on the Performance of Higher Primary School Students

Dr. M. Shankar,

Assistant Professor, University College of Education,
Bangalore North University, Chickballapur, Karnataka, India.

Corresponding Address:

Dr. M. Shankar, Assistant Professor,

University College of Education, Chickballapur, Karnataka, India - 562101

Abstract

The present study aimed to study influence using two languages while teaching by the teachers in higher primary schools. Among the two languages, one will be the native language of the students. The study is conducted on the selected government higher primary schools of Chickballapur District of Karnataka State. Post- test only design is used in this study. Randomly few schools in which bilingual instruction is practicing are selected as experimental group. Few schools in which only one language is using for instruction are selected as controlled group. After teaching a particular chapter to both the groups, data is collected from both the groups by using a tool prepared by teacher. Data is statistically analyzed and interpreted. The finding revealed there is significant difference was found among them.

Key words: Bilingual instruction, Performance, Higher Primary school students, Teaching

Introduction

Language plays a vital role in the process of teaching and learning. It is the primary medium through which knowledge, ideas, and experiences are communicated between teachers and students. In multilingual countries like India, students often come from diverse linguistic backgrounds, which create challenges in the classroom when instruction is delivered in only one language. Many students in government schools are more comfortable using their mother tongue, while the medium of instruction may be a regional language or English. This difference sometimes creates barriers in understanding concepts and affects academic performance.

Bilingual instruction has emerged as an important educational strategy to address such linguistic diversity. Bilingual instruction refers to the use of two languages in the teaching-learning process, usually the students'

mother tongue along with a second language such as English or the regional language. This approach helps learners understand academic content more effectively by connecting new knowledge with their familiar language. It also helps in the development of language skills and improves comprehension, participation, and confidence among students.

Government higher primary schools serve a large number of students from different socio-economic and linguistic backgrounds. Many of these students may struggle to understand lessons when instruction is given only in one language. Bilingual instruction can support such learners by providing explanations in both languages, making learning more meaningful and accessible.

Bilingual Instruction

Bilingual instruction refers to a teaching approach in which two languages are used as the medium of instruction in the teaching–learning process. In this method, the teacher explains concepts using both the students’ mother tongue and another language, usually a regional language or English. The purpose of bilingual instruction is to help students understand academic content more effectively while also developing proficiency in more than one language.

In multilingual societies such as India, students often come to school with different linguistic backgrounds. Many students are more comfortable speaking their mother tongue at home, whereas the school curriculum may be delivered in another language. Bilingual instruction bridges this gap by allowing teachers to use both languages to clarify concepts, give examples, and support students’ comprehension.

Bilingual instruction is not merely translation from one language to another. Instead, it is a systematic use of two languages to facilitate learning. The teacher may introduce a concept in one language and explain or reinforce it in another language so that students can understand the meaning clearly. This approach helps students relate new information to their existing knowledge.

Educational policies have also recognized the value of bilingual education. For example, the National Education Policy 2020 emphasizes the importance of using the mother tongue or home language along with other languages to improve understanding and learning outcomes among students.

At the higher primary school level, bilingual instruction helps students understand complex subjects such as mathematics, science, and social science. It also supports the development of communication skills in both languages and encourages students to participate actively in classroom discussions.

METHODOLOGY

OBJECTIVES

The study is undertaken with the following objectives:

1. To study the concept and practice of bilingual instruction in government higher primary schools.
2. To examine the academic performance of students exposed to bilingual instruction.
3. To compare the performance of students taught through bilingual instruction with those taught through a single language.
4. To analyze the effectiveness of bilingual instruction in improving students' understanding of subjects.
5. To suggest measures for improving teaching–learning through bilingual instruction.

HYPOTHESIS

Hypotheses are tentative assumptions or statements that are tested through research. For the present study, the following null hypotheses (H_0) are formulated:

1. There is no significant difference in the academic performance of students taught through bilingual instruction and those taught through single language instruction in government higher primary schools of Chikkaballapur district.
2. There is no significant difference in the academic performance of boys and girls taught through bilingual instruction in government higher primary schools of Chikkaballapur district.
3. There is no significant difference in the academic performance of rural and urban students taught through bilingual instruction in government higher primary schools of Chikkaballapur district.

TOOL

An achievement test prepared by the researcher is used to measure the academic performance of students. The test will include objective and short-answer questions related to first 3 chapters of the subject Environmental Science taught through bilingual instruction and single language instruction. The test was for 50 marks and 1 hour and 30 minutes time was given to answer to the questions. The test was conducted at a time to both controlled group and experimental group students. Tool was in both English and Kannada language.

SAMPLE

For the purpose of the study, a sample of students will be selected from two government higher primary schools of Bagepalli, Gudibande, Gowribidanur, Chintamani and Chickballapur taluk of Chikkaballapur district. The

sample will include approximately 388 students studying in higher primary classes. The students will be selected from 12 government higher primary schools using a simple random sampling technique.

PROCEDURE

The present study aimed to study influence using two languages while teaching by the teachers in higher primary schools. Among the two languages, one will be the native language of the students. The study is conducted on the selected government higher primary schools of Chickballapur District of Karnataka State. Post- test only design is used in this study. Randomly few schools in which bilingual instruction is practicing are selected as experimental group. Few schools in which only one language is using for instruction are selected as controlled group. After teaching a particular chapter to both the groups, data is collected from both the groups by using a tool prepared by teacher.

ANALYSIS

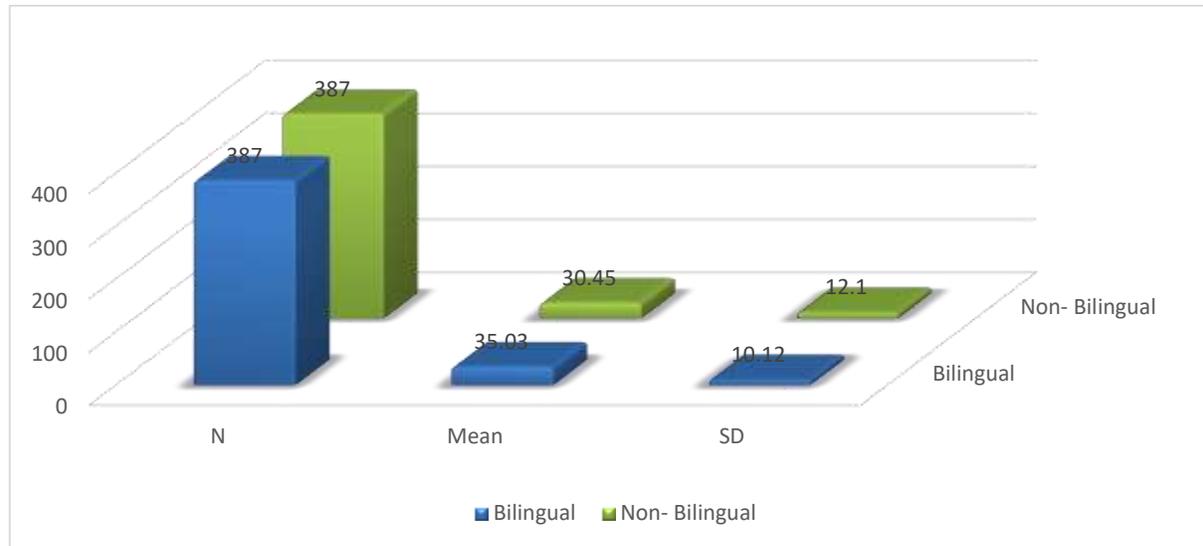
Hypothesis H08: There is no significant difference in the performance between students taught through bilingual instruction and those taught through non-bilingual instruction in government higher primary schools of Chickballapur District.

Table 4.10: Mean, standard deviation, and t-values of performance of students under bilingual and non-bilingual instruction.

Group	N	Mean	SD	df	t- value
Bilingual	387	35.03	10.12	772	5.72
Non- Bilingual	387	30.45	12.10		

The performance scores for the bilingual and non-bilingual groups show a mean of 35.03 and 30.45, respectively. The calculated 't'-value is 5.72, which is significantly higher than the critical value at the 0.01 level of significance. This indicates that the observed difference in means is statistically significant. Therefore, the null hypothesis H08 is rejected. It can be inferred that the method of instruction significantly influences student performance. The students taught through bilingual instruction achieved higher mean scores than those taught through non-bilingual methods, suggesting that the bilingual approach is more effective in enhancing the conceptual understanding and academic performance of students in the government higher primary schools of Chickballapur District.

Chart 4.10: Mean, standard deviation, and t-values of performance of students under bilingual and non-bilingual instruction.



Delimitations of the Study

Delimitations are the boundaries set by the researcher to limit the scope of the study.

1. The study is limited to Government Higher Primary Schools of Chikkaballapur District only.
2. The study includes students of higher primary level (Classes VI–VIII) only.
3. The study focuses only on bilingual instruction (mother tongue and English/Kannada) as the medium of teaching.

Recommendations of the Study

Based on the findings of the study, the following recommendations may be suggested:

1. Bilingual instruction should be encouraged in government higher primary schools to improve students' comprehension and academic performance.
2. Teachers should be provided special training in bilingual teaching strategies.
3. Educational authorities should develop bilingual teaching-learning materials for classroom use.

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