



The Impact of English as a Medium of Instruction and Teachers' Instructional Practices on Students' Academic Performance at Mariano Matugas Memorial National High School

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Abstract

This descriptive correlational study investigated teachers' instructional strategies, categorized into three phases: planning, delivery, and assessment, alongside the use of English as a medium of instruction (EMI) by both teachers and students. The study also examined the correlation between the extent of EMI usage and students' academic performance, measured through Grade Point Averages (GPA) in English, Mathematics, Science, Technology and Livelihood Education (TLE), and Music, Arts, Physical Education, and Health (MAPEH). Data were collected from 203 students and 10 teachers using the Questionnaire on English as a Medium of Instruction and the Instructional Survey Questionnaire. Statistical analysis involved mean, standard deviation, and Pearson Product Moment Correlation. Results indicated that teachers consistently implemented effective instructional strategies across all phases, while students generally demonstrated very satisfactory academic performance. Both teachers and students affirmed the extensive use of EMI in the research setting. A significant relationship was observed between teachers' instructional practices and students' academic performance, emphasizing the importance of effective teaching strategies. However, no significant correlation was found between students' academic performance and their perceptions of EMI, suggesting that other factors, such as language proficiency, may mediate the impact of EMI. The study concludes that teachers' instructional practices play a critical role in enhancing students' academic achievement, whereas EMI usage alone does not directly affect academic performance. Recommendations include prioritizing continuous professional development for teachers, revising and aligning curriculum designs, implementing robust EMI monitoring systems, promoting equity and inclusion through differentiated instruction, diversifying assessment strategies, engaging stakeholders actively, and advancing the dissemination of research and formulation of related policies.

Keywords: English as Medium of Instruction, Instructional Strategies, Planning Practices, Delivery Practices, Assessment Practices, Academic Performance

1. Introduction

The use of English as a medium of instruction (EMI) has become increasingly prevalent in educational institutions worldwide, driven by its status as a universal language and a lingua franca in a globalized world (Crystal, 2012). Globalization has necessitated English proficiency, with non-native countries adopting it as a second language to advance literacy and development (Andala et al., 2023). Universities increasingly offer programs in English, attracting international students and fostering global education. EMI provides access to a wealth of knowledge, enhances global competence through cross-cultural collaboration, and improves employability by equipping students with essential skills for the global workforce. At Mariano Matugas Memorial National High School, EMI has been integral to fostering a supportive and productive learning environment for 27 years. Teachers across subjects are trained to implement EMI effectively, yet no study has explored its usage by teachers and students, the extent of instructional practices, or their impact on students' academic performance. This research examines

the intricate relationship between teachers' and students' use of EMI, instructional practices, and students' academic achievement within the school context.

Theoretical Framework

The theoretical framework of this study rested on the premise that employing English as the medium of instruction, along with effective teaching practices, would positively influence students' academic performance. This framework is rooted in a significant theory introduced by Bandura (1977) known as the Social Learning Theory (SLT). Social Learning Theory emphasizes the learning that takes place within a social context. It emphasizes the importance of observational learning, where individuals acquire knowledge, skills, attitudes, and beliefs. According to SLT, students learn from one another through imitation, observation, and modeling. Attention, motivation, attitudes, and emotions influence this learning process. The key concepts associated with this theory are as follows: (1) Observational Learning: People can learn by observing the actions of others. Whether directly through social interactions or indirectly via media, information, and behaviors can be acquired by watching those around the individual. In the (2) Internal Mental States, the SLT recognizes that internal mental processes play a crucial role. These include attention, motivation, attitudes, and emotions. The cognitive processes influence what the learner pays attention to and how he interprets observed behaviors. On (3) Behavioral Change, SLT posits that learning does not automatically lead to behavioral change. When a child learns something, it does not mean they will immediately act on it.

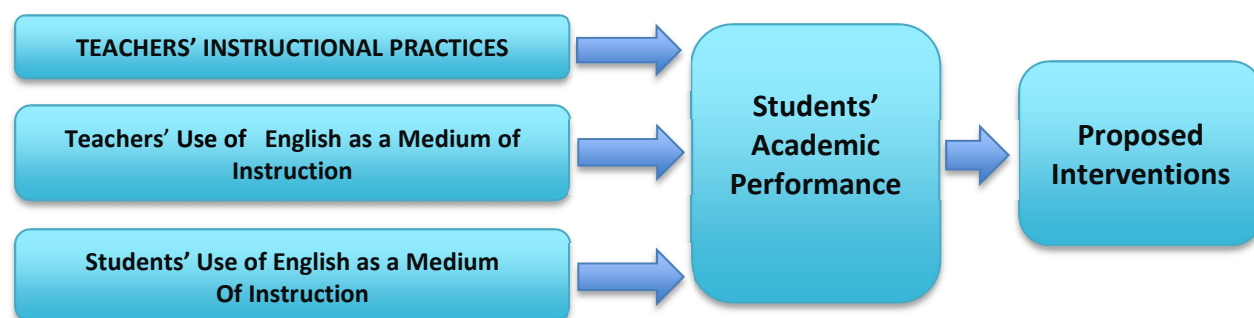


Figure 1. Schematic Diagram of the Study

The schematic diagram outlined in Figure 1 emphasizes the interconnectedness of key factors influencing students' academic performance, specifically within an English-medium instruction (EMI) context. The insights gained from this model at Mariano Matugas Memorial National High School highlight the critical interplay between instructional practices, language use, and student performance. By understanding these dynamics, educators can implement informed interventions to improve educational quality and student outcomes in an English-medium instruction environment. Future research could further explore the nuances of this relationship and identify specific strategies that yield the best results for diverse student populations.

Statement of the Problem

The primary objective of this study was to determine the relationship between Using English as a medium of instruction, teachers' instructional practices, and students' academic performance in Mariano Matugas Memorial National High School for the school year 2022-2023. Specifically, it sought to answer the following questions:

1. To what extent do teachers use English as a medium of instruction?
2. To what extent do students use English as a medium of instruction?
3. What is the extent of instructional practices of the teachers as perceived by themselves in the classroom in terms of
 - a. planning,
 - b. delivery, and
 - c. assessment?
4. What is the student's level of academic performance?

5. Is there a significant correlation between the student's academic performance and the following
 - a. Teachers' use of English as a medium of instruction
 - b. Students' use of English as a medium of instruction
 - c. Teachers' instructional practices
6. Based on the analysis, what interventions can be proposed?

Hypothesis

At 0.05 level, it was hypothesized that there was no significant correlation among the teachers' and students' use of English as a medium of instruction, teachers' instructional practices and the academic performance of the students of Mariano Matugas Memorial National High School.

Scope and Limitation of the Study

As this investigation was conducted only at Mariano Matugas Memorial National High School, the study's results were accurate only to the school's setting and context, particularly during the school year 2022 – 2023, when data for this investigation were drawn. The effectiveness of English as a medium of instruction was obtained by measuring the extent of the practice of EMI among teachers and students. Similarly, teachers' instructional practices were also determined retrospectively by investigating their teaching practices. Students' academic performance was measured by their English, Mathematics, Science, TLE, and MAPEH grades by retrieving e-Class Records.

2. Literature Review

English as a Medium of Instruction

English is not only an academic subject but is also a vocabulary used to teach other academic subjects. This phenomenon is called English as a Medium of Instruction (EMI) (Goodman, 2014). EMI refers to using English to instruct academic subjects that are not English. Macaro (2023) defined EMI as the employment of the English language to instruct different academic disciplines in nations where English is not the primary or native language of the majority of people. Scholars tend to believe that a minimum level of English proficiency should be required for teachers' successful teaching (Ball and Lindsay, 2013, Wang C, 2021). However, teachers' general English proficiency cannot guarantee their classroom language proficiency (Freeman et al., 2015; Wang, 2021). For a teacher to be considered adequate, one must possess both proficiency in the language and providing instructions and proficiency in the art of questioning and signal providing. Wang (2020) study exhibited a strong positive correlation between the teachers' teaching effectiveness and English proficiency. The study is consistent with the previous research on teaching EFL, which found that teachers' general English proficiency plays a vital role in teaching (EFL) (Yilmaz, 2011). In research conducted by Feng et al., (2023), it was found that students' academic success can be dramatically influenced by their English language proficiency, general and specialist vocabulary knowledge, academic self-concept, and academic self-efficacy. Accordingly, it is safe to conclude that self-efficacious students with adequate English proficiency and appropriate vocabulary knowledge are more likely to experience success in English as a medium of instruction classes. Recognizing the predictors of student academic success empowers teachers to efficiently lead their pupils toward learning success (Muttaqin, 2022; Altay et al., 2022; Jin, Lei, 2021). The study further asserts that English language proficiency is the most important predictor of students' academic success in EMI courses. Hence, to enhance students' learning outcomes, EMI teachers must help their learners improve their language skills and abilities (Xie and Derakhshan, 2021).

Teachers' Instructional Practices

Teaching strategies are designed to help students become more independent and deliberate learners, Francisco (2019). Effective instructional practices must support learners in reaching their learning objectives. Instructional practices encompass how students convey, receive, and encounter information. These practices specifically pertain to teachers' techniques to actively engage students in learning. Clavel (2021) suggests that teachers' various strategies and methodologies in their daily activities can influence students' learning achievements. Indexes summarizing how teachers approach different teaching tasks can quantify the associations between these activities and academic results. Shauffhauser (2019) collected information about teachers' instructional practices

through surveys in which they self-reported the type of practices they typically used and classroom observations that systematically captured information about teachers' practices. Thirty-one instructional practices were tallied into a framework vis-à-vis engaging students in writing through independence, ensuring a positive classroom environment, and an overall summary gauge. Students' demographic and academic data, including end-of-year test scores, were analyzed against the 31 instructional practices. It was found that higher student achievement was positively related to student engagement/ participation, positive classroom environment, and increased collaborative discussion practices. When a teacher, however, connects instruction to students' real-world experiences, it is negatively connected to high student achievement. "Making concrete or authentic connections in students' learning may aid in capturing the students' interest and participation in a topic provided that teachers do not overdo it for it could result to the reduced amount of allotted time leaving less for other activities." Student achievement went up where there was an emphasis on the frequency and importance of students' use of text evidence, and where there were "relatively higher" proportions of students to teachers. In other words, "there might not necessarily be a one-size-fits-all approach" for identifying what teacher practices will be most effective," according to the research, "researchers and educators were advised to look at the "look at the big picture school context if they plan to improve student achievement."

Planning Practices. According to Salandanan (2006), for a teacher to realize the teaching goals crafted, a teacher must be able to plan and organize imperative tasks needed to be performed, impeccably timed, and sufficiently provided with suitable materials. Helping children to learn with a planned strategy is possible. This will result in children learning without a precise approach, or the class activities will be haphazard or hit-miss. Calmorin (2004) believes that a teacher is in the position to ascertain the strengths and weaknesses of his students, the needs of his students, and the goals he wants to achieve. These articles are connected to the researchers' paper, for it is indeed true that the teacher leads the class. Thus, he must always be ready for the lesson to be discussed and the teaching strategies to be used.

Delivery Practices. What makes teachers effective in the classroom? (Warren, 2021). Research indicates that teachers' effectiveness relies on their understanding of pedagogy, theory, subject matter knowledge, experience, and other qualifications like classroom management skills. Teacher effectiveness is often measured by three key indicators: certification scores, student achievement gains, and expert observations of teaching practices (Creemers et al., 2012). Ediger (2018) studied the importance of classroom management lessons in teacher education and how they can impact students' academic achievement. To help student learning, the author suggests that each lesson is carefully planned to emphasize its educational importance, students are engaged with exciting activities, and teachers constantly observe pupils to ensure they remain on task.

Assessment Practices. Wakelin (2023) defines assessment as gathering and discussing information from numerous and diverse sources to form a deep understanding of what students know, understand, and can do with their acquired knowledge due to their learning experiences. With that statement, it is, therefore, imperative to choose superb assessment tools. These tools will impel student learning as they will be the first things that attract the learners' attention. In the study by Karaman (2021), the meta-analytic view suggested that self-assessment positively impacts student academic performance within educational contexts. Moderating analysis showed that traditional self-assessment interventions without external feedback have a more significant impact than those with external feedback on academic performance. However, the effect of some of the moderating variables (education levels, self-assessment tools, self-assessment training) on academic performance was not statistically significant.

Scott's (2021) results cause us to ponder and think about the existing school curriculum and assessment practices. It is high time to start thinking about crafting assessments, feedback, and coaching with student development, institutional philosophy, and curriculum design, along with anticipating the learners' ultimate practices. To produce learners with maximum outcomes, a curriculum and assessment plan must be created to promote mastery-level achievement among all learners (McGaghie, 2015). To sum it up, does assessment drive learning? Yes, it can, but only through active, purposeful engagement with our learners, institutions, curriculum, and the appropriate use of assessments and feedback. As Scott (2021) explained, through this active and purposeful engagement and

participation, we will be more likely to journey with our students towards learning rather than drive our students towards performance.

Students' Academic Performance

Several factors can determine students' academic performance: individual factors, school-related factors, and, most especially, teacher-related factors. This section highlights these factors. Kyung's (2018) study found that although the effect size was small, the average relationship between teacher efficacy and students' academic achievement was significant. The results also revealed that this relationship was affected by specific teacher efficacy measures and subfactors and the length of teaching experience. In studies using Gibson and Dembo's scale for instructional practices and for teachers with less than 11 years of experience, the relationship between teacher efficacy and student academic achievement was not significant. Using the My Classroom Scale (Burnett, 2023), Soheili et al. (2020) evaluated teachers' instructional practices. Their analyses revealed that students' perceptions of "satisfaction with the classroom environment" and "relationships with the teacher," as well as their academic achievements, improved in the experimental group across all grade levels. This study demonstrated that Adlerian-Dreikursian classroom methods can enhance classroom effectiveness by boosting students' satisfaction and academic performance. When students feel safe, respected, and valued, they are more likely to participate actively and take ownership of their learning. This enhanced engagement can lead to improved academic performance, as students are more motivated to achieve and apply themselves in their studies. Benn (2018) discusses how teachers developing rapport with students can be an effective instructional management technique. The article describes how the failure of students and teachers to communicate correctly can cause cultural misunderstandings that are disruptive to learning. The authors examine how teachers can avoid negatively affecting students' self-esteem, outlook, and effort.

Effects of Instructional Practices on Students' Academic Performance

Clavel (2021) suggests that teachers' various strategies and pedagogical techniques in their daily activities can impact their students' learning achievements. Indices summarizing how teachers approach different teaching tasks can quantify the associations between these activities and academic results. The same students take mathematics and science tests for eighth grade in the IEA's Trends in Mathematics and Science Study (TIMSS). Since different eighth-grade teachers typically teach these subjects, the results can indicate whether different teaching strategies affect student outcomes. The analysis showed that collegial activities (teacher collaboration) were more positively associated with student performance across countries than other strategies. Conversely, passive teaching and active assessment were often negatively associated with student achievement. According to Guthrie (2023), integrated instruction practices and the use of abundant texts and resources were positively associated with changes in achievement, while basal emphasis and comprehension instruction were negatively associated. Few effects were observed in Grade 3. The results are interpreted in the context of existing integrated teaching models and teacher knowledge's roles in achievement and learning.

3. Methodology

Research Design

The design used in this investigation was descriptive-correlational, a suitable design to determine the correlations between the independent variables (effectiveness of EMI and instructional practices) and the dependent variable (students' academic performance). The setting for this study was Mariano Matugas Memorial National High School, a public secondary school in the eastern part of Del Carmen municipality, Surigao del Norte, Philippines. The present student enrollment of 203 Junior High School students with 14 permanently employed teachers. The study's respondents are the ten Mariano Matugas Memorial National High School Junior High School Teachers and the total enumeration of 203 Junior High School students for the School Year 2022-2023.

Table 1. Distribution of Teacher Participants and the Subject Areas Taught

Teacher	Subject Areas Taught
Teacher 1	TLE 7, TLE 10
Teacher 2	English 9

Teacher 3	English 8, English 9
Teacher 4	Math 8, Math 9
Teacher 5	English 10
Teacher 6	TLE 8, TLE 9, MAPEH 9
Teacher 7	Science 7, Science 10
Teacher 8	English 7, English 8
Teacher 9	Math 10, MAPEH 10
Teacher 10	Math 7, MAPEH 7

Table 1 presents the distribution of teacher participants and the subject areas they teach. The data indicates that teachers are assigned to various subject areas across different grade levels. Subjects taught include Technology and Livelihood Education (TLE), English, Mathematics, Science, and Music, Arts, Physical Education, and Health (MAPEH). Several teachers handle multiple subjects or grade levels, showcasing a diverse teaching load. Notably, English is the most frequently taught subject, while MAPEH and TLE are often combined with other subjects. This distribution reflects the varied expertise of the teachers and the interdisciplinary teaching approach.

Table 2. Distribution of Student Participants Across Year Level

Year Level	Frequency	Percentage
Grade 7	42	20.69
Grade 8	55	27.09
Grade 9	54	26.60
Grade 10	52	25.62
Total	203	100

Table 2 shows the distribution of student participants across year levels. The largest group of participants comes from Grade 8, comprising 27.09% of the total, followed closely by Grade 9 at 26.60%. Grade 10 students make up 25.62%, while Grade 7 has the smallest representation at 20.69%. Overall, the total number of student participants is 203, with a fairly balanced distribution across year levels, though Grade 8 has a slightly higher proportion.

Instruments

This study utilized two types of questionnaires to gather data on the use of English as a Medium of Instruction (EMI). The primary focus was on a questionnaire developed by Huang (2014) called the Questionnaire on Students' Experiences of English as a Medium of Instruction (QSEMI). This tool was designed to assess both the teachers' and students' use of EMI in educational settings. The QSEMI comprises items rated on a 5-point Likert scale, where 5= Always; 4= Frequently; 3= Occasionally; 2 = Sometimes, and 1= Never. The second tool is the standardized questionnaire Instructional Practices Survey developed by Valentine (2000). This tool was also used and modified in the study Teachers' Instructional Practices and Its Effect on Students' Academic Performance by Francisco and Celon (2019). The survey questionnaire was divided into three dimensions: planning practices, delivery practices, and assessment practices. It consisted of twenty-three (23) descriptive indicators, which were divided into each dimension: ten (10) questions for Planning Practices, five (5) questions for Delivery Practices, and eight (8) questions for Assessment Practices. Similarly, it had a 5-point Likert Scale. Meanwhile, DepEd Order no.60, s. 2015, also known as the Classroom E-Record, was used to determine the respondents' academic performance measured through their Grade Point Average.

Data Analysis

The data were organized and processed using Microsoft Excel and analyzed with the following statistical tools: *Mean and Standard Deviation* were used to determine the extent of teachers' instructional practices, the teachers' and students' integration of EMI, and the students' academic performance on EMI subjects. The following parameters were set to describe the levels further.

Scale	Verbal Response	Verbal Interpretation
4.50 – 5.00	Always	Very Highly Practiced
3.50 – 4.49	Frequently	Highly Practiced

2.50 – 3.49	Occasionally	Moderately Practiced
1.50 – 2.49	Sometimes	Slightly Practiced
1.00 – 1.49	Never	Not Practiced

4. Results

Table 3. Summary of Means of the Three Phases of Instructional Practices of the Teachers

Instructional Practices	Mean	Interpretation
Delivery	4.19	Highly Practiced
Planning	4.00	Highly Practiced
Assessment	3.86	Highly Practiced
General Average	4.02	Highly Practiced

As shown in table 3, delivery produced the highest mean of 4.19 among the three instructional practices, which means that generally, the teachers exhibit a strong commitment to effective delivery methods, often engaging in practices that involve varying group sizes, implementing multiple learning activities, and fostering social interaction. This high level of practice reflects an emphasis on dynamic and interactive teaching approaches, which are crucial for promoting student engagement and collaborative learning (Hattie, 2020). Planning, on the other hand, produced a mean of 4.00, also highly practiced indicating that teachers put a considerable effort into designing lessons that align with curricular standards and address diverse student needs. This suggests a well-organized approach to lesson planning that supports effective teaching and learning. (Tomlinson, 2021). Assessment, despite being slightly lower (3.86) than planning and delivery is still considered highly practiced. This means that there is consistent use of record-keeping, various assessment tools, and methods to evaluate student performance. However, areas such as diagnostic testing and use of rubrics are practiced moderately, pointing to potential areas for improvement (Black & William, 2020). The general average mean of 4.02 reflects an overall strong commitment to instructional practices across planning, delivery, and assessment. This suggests that teachers are consistently applying effective practices in all areas, contributing to a comprehensive and supportive learning environment.

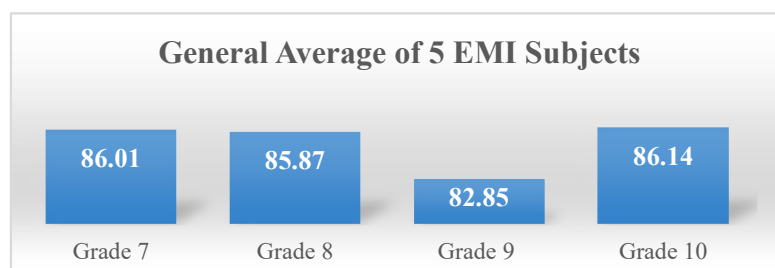


Figure 2. Graphical Presentation of the EMI Subjects Average Grades per Grade Level

Figure 2. shows that students' academic performance across English as a medium of instruction subjects extracted from the electronic systems on Table 9 shows the frequency distribution of the student's learning achievement. Fifty-one (51) students got an "Outstanding" performance rating with 25.0% percent among respondents. The majority of the students numbered seventy-five (75); however, they got a Very Satisfactory performance rating of 37.0% percentage. Sixty-one (61) students were under a "Satisfactory" rating with 30.0% percent. Sixteen (16) students were under "Fairly Satisfactory" with 8.0% percent, and no students fell under "Did not meet expectation," which is the lowest performance rating. The general average of English as a medium of instruction across subject areas is 85.217, equivalent to the general weighted average scale of "Very Satisfactory."

Correlation Analysis

The results of the Pearson Product Correlation analysis in this study explore the relationship between the students' academic performance and the three independent variables: teachers' instructional practices, teachers' use of English as a Medium of Instruction (EMI), and students' use of EMI.

Table 4. The Relationship between Students' Academic Performance and the Independent Variables

Variables	r_{xy}	df	p-value	Decision	Interpretation
Teachers' Instructional Practices	0.128	960	0.00007	Reject H_0	Significant Positive Relationship
Teachers' use of EMI	0.056	960	0.083	Accept H_0	Not significant
Students' use of EMI	0.038	201	0.594	Accept H_0	Not Significant

Table 4 indicates the following result: for the Teachers' Instructional Practices, the p-value (0.00007) is well below the conventional alpha level of 0.05, indicating that the observed correlation is statistically significant. The correlation coefficient 0.128 suggests a weak positive relationship between teachers' instructional practices and students' academic performance. While the strength of the relationship is modest, it is significant enough to suggest that better instructional practices are associated with improved academic performance. For the Teachers' use of EMI and its impact on students' academic performance analysis, the result indicates a p-value of 0.083, which is above the alpha level of 0.05. This result indicates that the observed correlation is not statistically significant, meaning there is insufficient evidence to reject the null hypothesis that teachers' use of EMI does not have a significant effect on students' academic performance. From a Social Learning Theory perspective (Bandura, 2001), teachers' use of EMI could potentially influence students' behaviors and academic performance through processes of modeling and observational learning. However, if students do not have the necessary language skills to fully comprehend the content being taught in EMI, this modeling process may not lead to the desired educational outcomes. Without sufficient linguistic competence, students may not be able to effectively engage with the content or internalize the concepts being taught, thereby reducing the impact of EMI on their academic performance. This aligns with the results of Macaro et al. (2018), who suggested that students' language proficiency is a critical moderator in determining whether EMI will result in positive academic outcomes. For the students' use of EMI and academic performance analysis, the significance p-value of 0.594 is much higher than the conventional alpha level of 0.05, indicating that the correlation is not statistically significant, suggesting that there is insufficient evidence to reject the null hypothesis of no relationship between students' use of EMI and academic performance. A p-value above 0.05 implies that the correlation observed in the data is likely due to chance rather than a true relationship between the variables. As Field (2018) explains, a high p-value suggests that the evidence is insufficient to make a meaningful conclusion about the relationship between the variables under study. The lack of significant relationship between students' use of EMI and academic performance can also be understood within the framework of language proficiency. According to Cummins' (2000) Threshold Hypothesis, students must reach a certain level of language proficiency before using a second language (such as English) effectively in an academic context. Without sufficient proficiency students may face challenges in understanding and processing academic content delivered in EMI, particularly in subjects requiring higher-order cognitive skills.

Bandura's Social Learning Theory (2001) further suggests that students' self-efficacy – their belief in their ability to succeed – may be a crucial factor in determining the effectiveness of EMI. If students feel insecure or lack confidence in their ability to engage with academic content in English, they may be less likely to participate actively or absorb the material. This aligns with the finding that students' use of EMI does not necessarily translate to higher academic achievement unless students have the language skills and cognitive strategies to process the content effectively. Both the teachers' ($p = .083$) and students' ($p = 0.594$) use of EMI did not significantly correlate to the student's academic performance as indicated by the p-values greater than .05. This finding did not support Bandura's Social Learning Theory as the case in Mariano Matugas Memorial National High School. This lack of significant correlation implies that contrary to Bandura's Social Learning Theory, the academic performance of students at the school cannot be explained by either teachers or students regarding the use of EMI. This finding is supported by Hattie, J. (2009) that states that there are factors that can significantly affect students' achievement and that includes teaching practices and these factors are more influential than perceptions or theoretical constructs per se.

Table 5. Proposed Interventions

Focus Area	Intervention	Objectives	Actions to be Taken
Teacher's use of English as a medium of instruction	Reflect on students' English proficiency when planning lessons (Indicator #14 M=2.80)	To reflect on students' English proficiency when crafting DLP	<ul style="list-style-type: none"> - Regularly update DLP regarding students' English proficiency and performance - Keep anecdotes to make sure details of performance are noted
	Regularly facilitate group activities in English to promote collaboration (Indicator #7, M=3.10)	To increase the frequency and effectiveness of group activities conducted in English	<ul style="list-style-type: none"> - Design group activities that require the use of English - Provide clear instructions and support for group activities - Monitor and provide feedback during group activities
	Encourage students to ask questions in English during class (Indicator #12, M=3.00)	To create a more interactive and engaging classroom environment where students feel comfortable asking questions in English	<ul style="list-style-type: none"> - Create a supportive classroom atmosphere - Encourage and praise students for asking questions in English - Provide sentence starters or question prompts to help students formulate questions
	Seek professional development opportunities to improve teaching in English (Indicator #15, M=3.30)	To enhance teachers' skills and confidence in using English as a medium of instruction	<ul style="list-style-type: none"> - Identify and participate in relevant professional development workshops and courses - Collaborate with colleagues to share best practices - Engage in self-reflection and seek feedback on teaching practices
Students' utilization of English as a medium of instruction	Addressing difficulties in understanding subject matter (Indicator #7, M = 2.63)	<ul style="list-style-type: none"> - Improve students' comprehension of subject matter taught in English - Reduce the frequency of difficulties encountered by students 	<ul style="list-style-type: none"> - Provide supplementary materials such as glossaries, summaries, and visual aids - Simplify language and instructions without diluting content - Regularly check for understanding through quick assessments or informal checks - Offer additional support sessions or office hours for students who need extra help
	Encouraging participation in group activities (Indicator 9, M = 3.22)	<ul style="list-style-type: none"> - Increase student participation in group activities conducted in English - Enhance collaborative learning experiences 	<ul style="list-style-type: none"> - Design engaging group activities that are relevant to students' interests - Provide clear instructions and support for group activities - Monitor group interactions and provide guidance to ensure effective collaboration - Promote a culture of peer support where students help each other
	Preparing for global communication (Indicator 3, M = 3.38)	<ul style="list-style-type: none"> - Enhance students' readiness for global communication through the use of English - Increase the frequency of students engaging in English for global communication 	<ul style="list-style-type: none"> - Integrate topics related to global issues and communication into the curriculum - Use role-plays and simulations to practice global communication scenarios - Invite guest speakers from different cultural backgrounds to share their experiences - Encourage language exchange programs or partnerships with students from other countries
	Connecting to international academic communities (Indicator 6, M = 3.48)	<ul style="list-style-type: none"> - Help students connect with international academic communities through the use of English - Increase students' engagement with international academic resources 	<ul style="list-style-type: none"> - Provide access to international journals, articles, and online resources - Promote participation in international webinars, conferences, and online courses - Set up online collaboration projects with students from other countries - Emphasize the benefits of connecting with international academic communities for future career opportunities
Instructional Planning Practices of Teachers	Selecting content that meets the district's curriculum competencies and performance standards (Indicator 1, M = 3.17)	<ul style="list-style-type: none"> - Ensure content selection aligns with district curriculum competencies and performance standards - Increase the frequency of selecting appropriate content 	<ul style="list-style-type: none"> - Provide professional development on curriculum competencies and standards - Create a checklist or guide for content selection - Collaborate with colleagues to review and select content
	Preparing lessons with high expectations designed to challenge and stimulate all students (Indicator 4, M = 3.31)	<ul style="list-style-type: none"> - Raise the level of challenge and stimulation in lesson plans - Set high expectations for all students 	<ul style="list-style-type: none"> - Incorporate higher-order thinking activities and questions - Use differentiated instruction to challenge all students - Provide examples of high-quality work and set clear expectations

Focus Area	Intervention	Objectives	Actions to be Taken
	Considering how to create active learning experiences for students (Indicator 6, M = 3.52)	<ul style="list-style-type: none"> - Increase the frequency and quality of active learning experiences - Engage students actively in the learning process 	<ul style="list-style-type: none"> - Integrate hands-on activities, experiments, and projects - Use interactive teaching methods such as discussions, debates, and simulations - Provide opportunities for student-led learning and presentations
Assessment Practices of Teachers	Conducting pre-tests/diagnostic tests (Indicator 1, M = 3.47)	<ul style="list-style-type: none"> - Identify students' prior knowledge and skills - Tailor instruction to meet students' needs 	<ul style="list-style-type: none"> - Develop and administer pre-tests or diagnostic assessments at the beginning of units - Use the results to inform lesson planning and differentiation - Provide feedback to students on their pre-test performance
	Using rubrics when and where applicable (Indicator 4, M = 3.49)	<ul style="list-style-type: none"> - Provide clear criteria for evaluating student work - Ensure consistency and fairness in grading 	<ul style="list-style-type: none"> - Create rubrics for major assignments and share them with students - Train teachers on how to develop and use rubrics effectively - Use rubrics to provide detailed feedback to students
	Evaluating learning outcomes through varied means (Indicator 6, M = 3.42)	<ul style="list-style-type: none"> - Assess students' understanding and skills using diverse methods - Cater to different learning styles and abilities 	<ul style="list-style-type: none"> - Incorporate a variety of assessment methods such as projects, presentations, quizzes, and peer assessments - Use formative assessments to monitor progress and adjust instruction - Provide opportunities for self-assessment and reflection
	Assisting students who are struggling through re-teaching and remedial sessions (Indicator 7, M = 3.29)	<ul style="list-style-type: none"> - Support students who are having difficulty with the material - Improve student achievement and confidence 	<ul style="list-style-type: none"> - Identify students who need additional support through assessments and observations - Schedule regular re-teaching and remedial sessions - Use targeted interventions and strategies to address specific learning gaps

Table 5 outlines proposed interventions to improve teachers' planning, delivery, and assessment practices, as well as enhance the use of English as a medium of instruction (EMI). Key recommendations include professional development to set high expectations, build on students' prior knowledge, and align assessments with instructional goals through tools like rubrics and pre-tests. To foster respectful classroom cultures, teachers are encouraged to use visual aids and discussions. Interventions for EMI focus on improving students' writing, speaking, and comprehension skills through workshops, creative activities, and strategic use of the mother tongue (L1). Strategies to address students' pace of learning, reduce fear of judgment, and encourage everyday English usage are also suggested. These actions aim to create an inclusive and supportive environment that promotes language proficiency and academic success.

5. Discussions

The study highlights that teachers' instructional practices were highly practiced (M = 4.02), contributing to students' very satisfactory academic performance, with 37% scoring between 85 and 89. English was affirmed by both teachers (M = 3.95) and students (M = 3.68) as a highly practiced medium of instruction across major subjects. A significant relationship was found between teachers' instructional practices and students' academic performance ($r_{xy} = 0.128$, $p = .00007$), underscoring the importance of effective teaching. However, no significant correlations were observed between students' academic performance and perceptions of EMI, suggesting that other factors, such as language proficiency, may influence outcomes. These results emphasize the need to balance instructional quality and language considerations in multilingual contexts.

6. Conclusions

The study concludes that teachers at Mariano Matugas Memorial National High School demonstrated deliberate and effective instructional planning, delivery, and assessment practices, which significantly influenced students' academic success. While students generally performed well academically, the extensive use of English as a medium of instruction in major subjects did not show a direct relationship with their academic performance. These results emphasize the importance of effective teaching practices over language use in driving student achievement.

7. References

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