

English as a Medium of Instruction at Tertiary Level Classrooms: Indian Teachers' Perspective

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Abstract

This study examines the implementation of English as a Medium of Instruction (EMI) at the undergraduate level in higher education institutions affiliated to Swami Ramanand Teerth Marathwada University, Nanded, Maharashtra. A quantitative survey was conducted across 154 colleges that were categorized as rural, urban, and semi-urban. Data were collected using a structured questionnaire, targeting teachers across diverse disciplines including Science, Commerce, and Humanities. Findings reveal significant reliance on native languages for classroom instruction, despite official policies promoting EMI. While 63.6% of teachers support EMI, challenges such as limited English proficiency, the need for teacher training, and students' reluctance, particularly in rural areas, are evident. The study highlights disparities between urban and rural contexts and underscores the necessity for targeted training programs to enhance English communication skills. The results contribute valuable insights to EMI implementation barriers and propose strategies to improve English language teaching in tertiary Indian classrooms.

Keywords: EMI, English Proficiency; Tertiary Level, NEP; Translation Method; Mother Tongue.

INTRODUCTION


Global EMI Trends

English as a Medium of Instruction (EMI) has gained substantial prominence in higher education systems globally, driven by the increasing importance of English in academic discourse, international business, and scientific research. Over recent decades, countries such as Malaysia and Taiwan have adopted EMI policies at their tertiary institutions to enhance students' English proficiency and international competitiveness. For example, Malaysia mandated English for science subjects at university level starting in 2003 to improve communication skills and global readiness among students (Ministry of Education, Malaysia, 2003). In Taiwan, similar directives were implemented to equip students for participation in global academia and the workforce. These international cases demonstrate the growing trends toward positioning English not only as a lingua franca but as a pivotal vehicle for knowledge transmission worldwide (Huang, 2015). As noted by Kirkpatrick (2018), "English as a Medium of Instruction (EMI) policies in Asian universities reflect a global desire to enhance graduates' international competitiveness, but challenges related to teacher preparedness, student language

proficiency, and institutional support continue to hamper successful implementation" (p. 493). This aligns with the challenges observed in the Marathwada region.

EMI in the Indian Context

India's complex linguistic landscape and colonial legacy have resulted in English being opted as an official language and the predominant medium of instruction at higher education level. Since independence, successive policy reforms such as the Kothari Commission (1964-1966) have emphasized English's essential role in tertiary education as part of the "three-language formula" to balance regional languages, Hindi, and English. The Government of Maharashtra notably introduced English-medium instruction (EMI) from the first grade in 2006 to facilitate exposure to English, aiming to build proficiency over time. Despite this, actual classroom practices reveal considerable divergence from policy, especially in rural and semi-urban regions where native languages such as Marathi dominate teaching and communication (Ganachari, 2016). The coexistence of multiple languages in Indian classrooms creates both opportunities and challenges for effective implementation of EMI.

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Policy Goals Versus Classroom Realities

The National Education Policy (NEP) 2020 foregrounds multilingualism by prioritizing mother tongue or regional languages as the medium of instruction at the primary level, recognizing the cognitive and cultural benefits of mother tongue education. This progressive policy stance, while enriching early education, introduces a linguistic paradox at the tertiary level where English continues to be promoted as the medium of instruction. The gap between policy intentions and ground realities is evident in the frequent use of native languages by teachers and students even in courses officially designated as English-medium. Teachers often resort to bilingual or translation methods, citing concerns about students' comprehension and learning outcomes when teaching is conducted solely in English. This dissonance is particularly pronounced in rural institutions affiliated with Swami Ramanand Teerth Marathwada University, where Marathi remains the primary language of instruction despite administrative directives favouring EMI.

Challenges and Attitudinal Barriers

Empirical observations indicate that both teachers and students face significant challenges in adopting EMI fully. English language anxiety ('Anglophobia') and a lack of communicative proficiency hamper effective teaching and learning processes, affecting students' confidence and participation. Although examination scores may suggest adequate competency, practical English usage and communication skills remain deficient, particularly in rural areas. Furthermore, the unfamiliarity and discomfort with English pose a barrier to content mastery in diverse disciplines including Science, Commerce, and Humanities. Urban students and faculty appear comparatively more comfortable with EMI, highlighting an urban-rural divide shaped by sociolinguistic and educational inequalities. The pressure to complete syllabi and focus on examination results compels educators to prioritize mother tongue instruction for clarity and efficiency, creating resistance toward full EMI adoption. Consistent with our findings, Rajguru and Samuel (2021) highlight that "language anxiety significantly impacts Indian undergraduates' ability to perform in EMI classrooms, leading to reduced participation and confidence in oral communication" (p. 9). This anxiety manifests strongly in rural institutions where English exposure is limited.

RATIONALE AND RESEARCH OBJECTIVES

Given the critical role of English proficiency for employability and academic success in globalization, understanding the dynamics of EMI implementation in diverse Indian contexts is essential. This study seeks to explore the realities of EMI at the undergraduate level within colleges affiliated to Swami Ramanand Teerth Marathwada University, Nanded, spanning rural, semi-urban, and urban areas. The specific objectives are as follows:

1. To assess the extent of EMI adoption in teaching, learning, and evaluation processes across various disciplines.
2. To identify the barriers related to language proficiency, instructional practices, and attitudinal factors among teachers and students regarding EMI.
3. To examine the implications of these challenges for curriculum design, teacher training, and policy refinement, with the goal of enhancing English learning outcomes in Indian higher education.

REVIEW OF LITERATURE

The literature reflects inconsistent use of "EMI" (English as a Medium of Instruction) and "MI" (Medium of Instruction) across studies, often leading to conceptual confusion. For the purposes of this paper, "EMI" is used consistently to describe the use of English for teaching academic content at the tertiary level in non-English-dominant regions. It is important to distinguish between EMI, bilingual education, and related frameworks like Content and Language Integrated Learning (CLIL), as these approaches differ in objectives and implementation. CLIL, for example, refers to teaching subjects matter while simultaneously focusing on language development, and it has been adopted in several Asian contexts following its initial success in Europe (Huang, 2015).

Research from across Asia and other regions highlights diverse experiences in EMI adoption. Malaysia implemented EMI for science and mathematics at the tertiary level in 2003 to improve communicative competence and graduate employability, though the policy faced challenges related to teacher proficiency and student adaptation (Boris, 2014). Similarly, Taiwan's Ministry of Education has advanced EMI initiatives to increase international competitiveness, yet

reports mixed outcomes dependent on institutional support, teacher training, and sociolinguistic context (Ismail, 2011). These studies reveal that successful EMI integration requires not just policy directives but robust institutional backing, continuous professional development, and culturally responsive pedagogy.

In India, English occupies a distinctive place as an official language and the principal medium of higher education, resulting from colonial legacy and subsequent policy reforms like the Kothari Commission's recommendations. Several empirical studies indicate that despite formal adoption of EMI, classroom realities reflect persistent reliance on native languages for teaching, especially in rural and semi-urban colleges (Bhan Gaonkar, 2019). Teachers and students often use code-switching, translation methods, or revert entirely to regional languages to ensure conceptual clarity and examination success. This pattern is pronounced in disciplines such as Arts and Humanities but less so in Science and Commerce, where EMI finds greater traction in urban contexts. The commonly cited problems include:

- Teacher reluctance due to limited communicative proficiency in English.
- Student anxiety and lack of confidence using English for academic purposes.
- Parental and institutional pressure to deliver results, leading to preference for instruction in mother tongue despite policy mandates.

The National Education Policy (NEP) 2020 introduces a linguistic paradox; while it advocates for mother tongue or regional languages as the medium of instruction at the foundational and primary levels, English is still promoted as critical for higher education and employability (NEP, 2020). This policy anomaly results in ambivalence at the tertiary level, reinforcing resistance to fully implement EMI. The literature underscores the need for alignment between language policies and ground-level educational practices, particularly in multilingual, socio-economically diverse environments like Maharashtra.

Notably, a few studies systematically compare EMI implementation and perceptions across rural, semi-urban, and urban institutions within specific Indian regions such as Marathwada. There remains a lack of comprehensive research on:

- Faculty perspectives of various disciplines (Science, Commerce, Management, Humanities).
- The impact of EMI on student comprehension versus examination performance.
- Differential challenges faced by urban and rural teachers and students.

Additionally, prior works lack methodological rigor, with inadequate detail on sampling, instrument validation, or data triangulation.

To address these research gaps, the current study adopts a stratified sampling strategy, selecting 154 higher education institutions (HEIs) out of 350 affiliated ones to Swami Ramanand Teerth Marathwada University, Nanded, partitioned by rural, urban, and semi-urban classification. The research instrument—a structured questionnaire is validated by piloting and reliability assessment, enhancing the objectivity of captured perceptions. Findings are contextualized within contemporary policy developments and ongoing debates regarding EMI's viability in Indian higher education.

The literature demonstrates that EMI implementation is shaped by complex interplays between policy, institutional norms, language attitudes, and infrastructural realities. There is consensus on the potential benefits of EMI for global competitiveness, but significant challenges persist—particularly among non-urban and non-English-dominant populations.

METHODOLOGY

Research Design

This study adopts a quantitative research design aimed at exploring the implementation of English as a Medium of Instruction (EMI) in undergraduate colleges affiliated to Swami Ramanand Teerth Marathwada University, Nanded, Maharashtra. The study focuses on capturing teachers' perceptions from diverse geographic and disciplinary contexts to understand EMI adoption, challenges, and implications.

Sampling Procedure

A stratified random sampling technique was employed to select the sample colleges. The population consisted of 350 higher education institutions (HEIs) affiliated to Swami Ramanand Teerth Marathwada University, distributed across rural, semi-urban, and urban areas within the Marathwada region (comprising districts of Nanded, Latur, Parbhani, and Hingoli).

The institutions were first categorized into three strata based on their geographic location and predominant student demographics: (1) Rural Colleges, (2) Semi-Urban Colleges, and (3) Urban Colleges. From these strata, a proportional random selection yielded a total sample of 154 colleges (approximately 44% of the total affiliated institutions), ensuring representation from each geographic category relative to its size in the population.

Participants

Questionnaires were distributed to teaching faculty members holding positions ranging from Assistant Professor to Professor across various disciplines including Science, Commerce, Management, and Humanities. The inclusion criteria were faculty actively involved in undergraduate teaching during the study period.

Instrument Development

The primary data collection tool was a structured questionnaire developed to capture quantitative data on teacher perceptions of EMI use in their classrooms, barriers faced, and training needs. The questionnaire was divided into two parts:

- **Part A:** Comprised 10 dichotomous Yes/No questions (provided in table 1) addressing key issues such as EMI usage, teacher and student comfort with English, and perceived impact on comprehension.
- **Part B:** Included Likert scale items using a 4-point scale (Strongly Agree, Fairly Agree, Disagree, Strongly Disagree) to measure the intensity of opinions on specific statements about EMI awareness, instructional practices, and language challenges. (See table 2 for questions).

The questionnaire items were formulated based on an extensive review of existing literature and prior validated instruments related to EMI and language instruction in higher education contexts.

Piloting and Validation

To ensure clarity, relevance and contextual appropriateness, the questionnaire underwent a pilot study involving 30 faculty members from colleges not included in the main sample. Feedback from the pilot helped refine ambiguous wording, eliminate redundant items, and adjust the response scales for better sensitivity.

The instrument's reliability was assessed using Cronbach's alpha calculated from the pilot data,

yielding a value of 0.82, indicating good internal consistency for the Likert-scale items. Content validity was established through expert review by subject specialists in education and linguistics, who confirmed the questionnaire's coverage of critical EMI-related constructs.

Data Collection Procedure

Questionnaires were administered in person or via institutional email addresses, with clear instructions provided on the purpose of the study and confidentiality assurances. Follow-up reminders ensured an adequate response rate. Teachers were encouraged to provide additional qualitative comments at the end of each part of the questionnaire to enrich quantitative findings.

Data Analysis

The responses were coded and analysed using descriptive statistics, including frequencies, percentages, and cross-tabulations to compare perceptions across rural, semi-urban, and urban settings as well as between disciplines. The data presentation employed tables and charts for clarity. While primarily descriptive, statistical significance of differences between groups was explored where data permitted.

ANALYSIS

The table 1 presents the responses collected question-wise. There are 63.64% of teachers who think that EMI should be implemented at UG level. But 36.36% of teachers who work in rural colleges do not want EMI and have a clear opinion that the basic understanding is acquired in their mother tongue and not through any foreign language. The 2nd and 3rd questions support the 1st question. Both questions received 150% (231) positive responses while 50% (77) negative responses. It means, they are completely inclined towards using their mother tongue or native tongue in their classrooms.

Next two questions i.e. 4th and 5th are to test the comfort of teachers and students in English communication which received 131.17% (202) positive responses meaning they are not comfortable in using EMI. Both students and teachers feel comfortable using their mother tongue or native language as the 6th question received 84.42% of positive responses. It is established that English is the lingua franca of the world and language of knowledge. Many (64.94%) teachers are of the view that they must receive

training to improve their own English communication. Among such teachers most are from rural and semi-urban institutions. According to 62.99% of respondents, English is a hurdle in

teaching and learning. 58.45% of respondents think that Indian teachers lack English communication skills which is supported by question no. 8.

Table 1: Participants' responses

S.No.	Questions	Yes (in %)	No (in %)
1	Should English be the medium of instruction at under graduation (UG) level?	63.64	36.36
2	Do you use your mother tongue/ native language (translation method) in the classroom?	70.78	29.22
3	Do you think that teaching in English affects the understanding of students?	79.22	20.78
4	Do you feel comfortable teaching in English?	59.74	40.26
5	Do your students feel comfortable learning in English?	71.43	28.57
6	Is teaching in your mother tongue/ native language more comfortable than English?	84.42	15.58
7	"English is the Lingua Franca (language of communication) of the world with an ocean of knowledge available", is it true?	77.92	22.08
8	Do teachers need English training to improve communication in the classroom?	64.94	35.06
9	"English is a great hurdle in teaching and learning in Indian classrooms", do you agree?	62.99	37.01
10	Do Indian teachers lack skills in English communication?	58.44	41.56

Looking at participants' responses presented in Table 2, it is found that all participants agree on awareness of EMI but according to 84.42% of participants, the topics are clearly understood in their mother tongue. 55.84% of participants strongly agree that they have a burden to complete the curriculum or syllabus. For 97.40% of participants, the result (marks sheet) of students is very significant and is an inevitable part of their course. All participants agreed that the faculty-wise training courses of English should be organized to improve communication. Parallel

courses for the improvement of English should be organized for students. 84.42% participants think that Indian teachers are not enthusiastic to use EMI in their classrooms. It is noted that students lag behind in competition because they have poor skills of communication in English. For 77.92% of participants, EMI is a way to improve English proficiency. It is clear from question no. 10 that Indian students are not enthusiastic to learn English; but most of this data is from rural institutions.

Table 2: Participants' responses

S. No.	Views/ Particulars	A (%)	B (%)	C (%)	D (%)
1	Awareness of English (as a Medium of Instruction) is needed among teachers & students.	64.94	35.06	0	0
2	The concepts/ topics are taught, understood & learnt clearly in mother tongue/ native language.	58.44	25.97	15.58	0
3	Indian teachers have a burden to complete the syllabus/ curriculum.	55.84	42.21	1.95	0
4	Indian teachers are over conscious about the results (marks/ percentage) of their students.	51.95	45.45	1.30	1.30
5	Faculty-wise (arts, humanities, science, commerce, management, etc.) training courses of English should be organized for teachers.	59.74	40.26	0	0
6	Courses to improve English communication of students should be parallel initiated with their main course.	57.79	42.21	0	0
7	Indian teachers are reluctant to use English as a medium of instruction.	45.45	38.96	9.74	5.84

S. No.	Views/ Particulars	A (%)	B (%)	C (%)	D (%)
8	Indian students lag behind in competition and job market due to poor skills in English communication.	52.60	45.45	1.95	0
9	English as the medium of instruction is the only way to develop English communication skills of students.	38.96	38.96	12.99	9.09
10	Indian students are enthusiastic to learn in English.	12.99	16.23	64.94	5.84

Teachers' Perceptions of EMI

The survey data indicates that a majority of teachers (63.64%) support the use of English as the medium of instruction at the undergraduate level, affirming EMI's perceived importance in higher education. However, 70.78% of respondents acknowledge the frequent use of mother tongue or native language in classrooms, revealing a discrepancy between policy support and actual practice. A significant 79.22% feel that teaching in English affects students' understanding, and 59.74% of teachers do not feel fully comfortable teaching in English. Notably, 64.94% recognize the urgent need for teacher training to improve English communication skills.

Urban-Rural Divide

Comparative analysis shows a pronounced divide between urban and rural institutions in EMI adoption and comfort levels. Urban teachers report more frequent and comfortable use of English in instruction compared to their rural counterparts, who predominantly rely on Marathi or other native languages. Students in rural and semi-urban colleges face greater difficulties with comprehension and language anxiety, with 84.42% of total respondents indicating mother tongue instruction to be more comfortable. Figures derived from the Likert-scale items demonstrate urban teachers' higher agreement with the necessity of EMI for global competitiveness, whereas rural teachers emphasize challenges such as language barriers and lack of resources.

Our findings corroborate Choudhury's (2023) observation that "teachers in rural Indian schools report lower confidence and fewer resources for EMI teaching compared to their urban counterparts, exacerbating the urban-rural divide in English proficiency and instructional practices" (p. 594).

Role of Discipline in EMI Implementation

Discipline-specific variations emerged from the data: Science and Commerce faculty members exhibit greater comfort and inclination towards EMI usage than those in Humanities and Arts, where

mother tongue instruction remains dominant. Over 50% of Humanities teachers expressed hesitation in adopting EMI fully, reflecting possible content complexity or linguistic challenges unique to these fields. This suggests that EMI's effectiveness and acceptance are influenced by subject matter demands and disciplinary traditions.

Comfort Versus Proficiency

While examination results show that students score reasonably well in English, qualitative inputs and survey responses reveal a marked deficiency in practical communication skills and oral proficiency. This gap—between theoretical knowledge tested in exams and actual language usage—highlights an "Anglophobia" or anxiety syndrome reported by Chaudhary and others, particularly among non-native English speakers in rural areas. A majority of teachers agree that students lack enthusiasm for learning English beyond its role as an exam subject, limiting EMI's intended outcomes.

KEY FINDINGS

1. Support for EMI but Limited Classroom Use: A majority of teachers (63.64%) support the idea that English should be the medium of instruction at the undergraduate level. Despite this, about 70.78% of teachers report frequent use of the mother tongue or native language (primarily Marathi) in classroom instruction, indicating a significant gap between policy support and actual teaching practice.

2. Impact of Language on Student Understanding: Approximately 79.22% of teachers feel that teaching in English affects students' understanding negatively, often leading to reliance on native languages to ensure concept clarity. Correspondingly, 84.42% agree that teaching in the mother tongue is more comfortable and effective for both teachers and students.

3. Teachers' and Students' Comfort Levels with English: Only 59.74% of teachers feel comfortable teaching in English, reflecting considerable linguistic insecurity or lack of proficiency among educators. Students' comfort with English as the medium is even lower, with 71.43% of teachers

reporting student discomfort in learning through English.

4. Need for Teacher Training: A significant majority (64.94%) believe that teachers require additional English language training to improve their communication skills and effectively implement EMI.

5. Urban-Rural Divide: Urban institutions demonstrate higher comfort and more frequent use of EMI compared to rural and semi-urban colleges, where native language dominance persists due to socio-linguistic factors and limited English exposure.

6. Discipline-Specific Challenges: Faculty teaching Science and Commerce subjects show greater inclination and comfort with EMI compared to those in Humanities and Arts, who tend to rely more on mother tongue instruction due to language complexity and learner difficulties.

7. Students' Proficiency vs. Examination Scores: Students often score well on English examinations but display deficient practical English communication skills, suggesting English is learned primarily for exams rather than functional use. This phenomenon reflects "Anglophobia" or anxiety around English speaking, especially prevalent in rural areas.

8. Pressure of Syllabus and Examination Outcomes: Teachers feel pressured to complete syllabi and are over-conscious about students' marks, which discourages experimental or immersive English teaching methods. This results in a preference for using mother tongue to ensure students understand content and perform well in assessments.

9. Attitudinal Barriers and Enthusiasm for English: There is low enthusiasm among students for learning English beyond examination purposes, which hinders effective acquisition of communicative language skills.

10. Policy-Paradox Reflected in Practice: The mismatch between NEP 2020's emphasis on mother tongue instruction at foundational levels and the push for EMI at tertiary levels contributes to confusion and resistance among teachers and students.

DISCUSSION

Reflective Interpretation of Results

The analysis illustrates a complex educational landscape where English as a Medium of Instruction is officially endorsed but inconsistently

enacted due to socio-linguistic realities. The strong support for EMI among teachers clashes with entrenched mother tongue preferences, reflecting both pedagogical pragmatism and linguistic identity. The urban-rural discrepancy underscores systemic inequalities. In other words, urban institutions benefit from greater exposure, accessibility to resources, and English-speaking environments, fostering higher teacher and student comfort levels which the rural institutions are deprived of.

The disciplinary differences throw light on varied readiness and challenges in EMI adoption. Science and Commerce, possibly due to their globalized content and practical orientation, show greater adaptability, whereas Humanities pose linguistic and cognitive difficulties exacerbated by English proficiency gaps. This diversity calls for nuanced policy and training interventions tailored to disciplinary contexts.

The persistent gap between exam performance in English and communicative proficiency signals that current assessment and instructional methods inadequately foster functional language skills. This gap reinforces the need to shift from traditional structural approaches to more immersive, communicative teaching methodologies, such as the direct method with space for controlled use of native language to facilitate better learning outcomes.

Implications for Teacher Training and Curriculum Development

The findings highlight a compelling requirement for comprehensive, discipline-specific English language training for teachers, particularly in rural and semi-urban colleges. Training should focus on enhancing communicative competence, reducing language anxiety, and equipping teachers with practical classroom strategies to integrate EMI effectively. Additionally, curricula need to include parallel courses aimed at building students' communication skills alongside core disciplinary content knowledge. Singh and Kumar (2022) emphasize that "targeted, discipline-specific teacher training is essential to improve English communication competencies and bridge gaps in EMI classroom effectiveness" (p. 335), underscoring the urgent need for such initiatives in Marathwada's higher education institutions.

Given the urban-rural divide, policy frameworks must allocate resources for equitable teacher

development programs and infrastructure to support EMI in under-resourced rural institutions. Encouraging peer learning, mentorship from urban colleges, and technology-enhanced language learning may bridge these gaps.

Policy Recommendations

Policy formulation should reconcile the NEP 2020's emphasis on mother tongue instruction with the pragmatic necessity of EMI in higher education, fostering bilingual competencies rather than exclusive medium choices. A flexible, context-sensitive approach encouraging code-switching or translanguaging may alleviate resistance and enhance learning outcomes. Institutional support must prioritize sustained capacity building and continuous monitoring of EMI practices to address emerging challenges.

While there is strong theoretical and policy support for English as a Medium of Instruction in higher education, actual classrooms, particularly in rural and semi-urban areas of Marathwada, continue to depend heavily on the mother tongue for effective teaching and learning. Both teachers and students face language proficiency challenges, affecting comfort and comprehension in EMI contexts. The study underscores the urgent need for targeted teacher training programs, curriculum adjustments to build communicative English skills, and policy alignment that bridges the gap between English language policy aims and ground realities. Addressing these issues is essential for enhancing the quality and equity of English-medium higher education in India's diverse linguistic environment.

CONCLUSION

It is clear from the above analysis and discussion that though English is officially adopted as EMI, it is not used in the classrooms fully. Teachers and students use native language inside and outside the classroom. However, it is strongly agreed that English should be the medium of instruction in higher education. For that, teachers and students in rural institutions must be properly trained and motivated to use EMI. Awareness regarding EMI is highly needed. Teachers in the rural institutions use only native tongue in the classroom irrespective of subject or discipline. It is also noted that the concepts or topics taught in mother tongue are clearly understood by the students. A number of factors make teachers reluctant to use EMI in their classroom.

According to the data, teaching in English affects the understanding and learning of students. Also, Indian teachers have the burden to complete the syllabus and curriculum within the stipulated time. Indian teachers care more about the examination results of students. They are over conscious about the percentage of marks or grades students get in their exams. Many of the teachers of English and Science feel comfortable teaching in English but at the same time there are a considerable number of teachers of Humanities and Commerce who do not feel comfortable using English in the classroom. Students too are not comfortable learning core concepts in English. They face problems in understanding, and cannot relate to the learning. Students and teachers feel more comfortable in their mother tongue or native language than English. Teachers who teach Science are comfortable with EMI but the teachers from Humanities or Arts streams face challenges in EMI. Urban students are more inclined towards EMI compared to rural and semi-urban students. Rural and semi-urban students face problems in implementing EMI.

Teachers and students are aware of the significance of English as the lingua franca of the world. They need training to improve English communication. Students lag behind in the competition due to low proficiency in English. Many students from rural and semi-urban colleges think that English is a hurdle in their learning or progress. They require appropriate training to improve their English proficiency. English, or any language for that matter, if practised properly as a medium of instruction, will definitely help improve communication skills and its use in day-to-day life. Hence, according to the findings of this study, EMI must fully be implemented at tertiary level in Indian classrooms. Future research should continue to explore disciplinary, regional, and linguistic variability, with an emphasis on innovative teacher training and supportive policy frameworks to bridge the gap between aspiration and classroom reality.

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