

Artículo de investigación

Induction, Fortification and Primacy of English as a Medium of Instruction in Primary Education

Inducción, fortificación y primacía del inglés como medio de instrucción en primaria
 Indução, Fortificação e Primazia do Inglês como Meio de Instrução na Primária

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Abstract

Having influenced by the British linguistic superiority, English bequeathed to people of India. Consequently, it got into some of the elite class. Due to the frequent use of English in science and technology and military elites it ran into higher education first then it was considered as medium of instruction at school level too. The current study investigated into the perceptions of the primary school teachers about induction, fortification and primacy of the English language as a medium of instruction in Vehari district. The population of the study were all the primary school teachers of Vehari region while sample of the study selected from all the city schools as well as from surrounding villages. Now a days, English is one of the main and compulsory subjects in Pakistan and was declared as a medium of instruction at school level officially in 2009 and college levels. But teachers at most of the schools practice code-switching while teaching English in the classrooms. For the last five years, English medium of instruction is now in practice, so keeping all the reviewed in the literature ahead, the current study attempted to examine the teachers' reflections about effects of English language as a medium of instruction at elementary level by surveying about the use of English language as medium of instruction at primary level. The earlier studies reviewed mostly about the implementation of English as a medium of instruction particularly regarding the hurdles and obstacles. As linguists working in

Resumen

Habiendo influido por la superioridad lingüística británica, el inglés legó a la gente de la India. En consecuencia, entró en parte de la clase de élite. Debido al uso frecuente del inglés en la ciencia y la tecnología y en las élites militares, primero se introdujo en la educación superior y luego se consideró también como medio de instrucción en el nivel escolar. El estudio actual investigó las percepciones de los maestros de escuelas primarias sobre la inducción, el enriquecimiento y la primacía del idioma inglés como medio de instrucción en el distrito de Vehari. La población del estudio fueron todos los maestros de escuela primaria de la región de Vehari, mientras que la muestra del estudio se seleccionó de todas las escuelas de la ciudad, así como de las aldeas vecinas. Hoy en día, el inglés es una de las materias principales y obligatorias en Pakistán y se declaró oficialmente como un medio de instrucción en el nivel escolar en 2009 y en el nivel universitario. Pero los maestros en la mayoría de las escuelas practican el cambio de código mientras enseñan inglés en las aulas. Durante los últimos cinco años, el medio de instrucción en inglés está ahora en práctica, por lo que manteniendo todo lo revisado en la literatura a continuación, el estudio actual intentó examinar las reflexiones de los maestros sobre los efectos del idioma inglés como medio de instrucción a nivel elemental mediante una encuesta sobre el uso del idioma inglés como medio de instrucción en el nivel primario. Los

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language teaching in the classroom setting have meaningfully extended the scope of their research to redress the fundamental areas of classroom practices connected with teaching/learning of English as a medium of instruction. Moreover, the current study has significant suggestions for educational research for pointing out the loopholes and drawbacks in terms of English language implementation as instructional goal. The data was analyzed using SPSS version 21. The study concluded with some suggestions and pedagogical implication to the Policy makers, higher authorities and National accreditation for teacher education in Vehari and Pakistan.

Keywords: Training, school teachers, policy makers, primary school teachers.

estudios anteriores revisaron principalmente sobre la implementación del inglés como medio de instrucción, particularmente en relación con los obstáculos y obstáculos. A medida que los lingüistas que trabajan en la enseñanza de idiomas en el aula, han ampliado significativamente el alcance de su investigación para corregir las áreas fundamentales de las prácticas en el aula relacionadas con la enseñanza / aprendizaje del inglés como medio de instrucción. Además, el estudio actual tiene sugerencias importantes para la investigación educativa para señalar las lagunas e inconvenientes en términos de la implementación del idioma inglés como objetivo educativo. Los datos se analizaron utilizando la versión 21 de SPSS. El estudio concluyó con algunas sugerencias e implicaciones pedagógicas para los responsables de las políticas, las autoridades superiores y la acreditación nacional para la formación docente en Vehari y Pakistán.

Palabras claves: formación, docentes escolares, responsables políticos, docentes de primaria.

Resumo

Tendo influenciado pela superioridade lingüística britânica, o inglês legou a pessoas da Índia. Consequentemente, entrou em algumas das classes de elite. Devido ao uso frequente de inglês em ciência e tecnologia e elites militares, o ensino superior foi o primeiro a ser considerado como meio de instrução também na escola. O presente estudo investigou as percepções dos professores do ensino fundamental sobre indução, fortalecimento e primazia do idioma inglês como meio de instrução no distrito de Vehari. A população do estudo foram todos os professores primários da região de Vehari, enquanto a amostra do estudo foi selecionada de todas as escolas da cidade, bem como das aldeias vizinhas. Hoje em dia, o inglês é um dos assuntos principais e obrigatórios no Paquistão e foi declarado oficialmente como meio de instrução a nível escolar em 2009 e nos níveis universitários. Mas os professores na maioria das escolas praticam a troca de código enquanto ensinam inglês nas salas de aula. Nos últimos cinco anos, o meio inglês de instrução está agora em prática, então mantendo todos os revisados na literatura, o presente estudo tentou examinar as reflexões dos professores sobre os efeitos da língua inglesa como um meio de instrução em nível elementar sobre o uso da língua inglesa como meio de instrução no nível primário. Os estudos anteriores revisaram principalmente sobre a implementação do inglês como meio de instrução, particularmente em relação aos obstáculos e obstáculos. Como linguistas que trabalham no ensino de línguas em sala de aula, ampliaram significativamente o escopo de suas pesquisas para corrigir as áreas fundamentais das práticas de sala de aula ligadas ao ensino / aprendizagem do inglês como meio de instrução. Além disso, o presente estudo tem sugestões significativas para a pesquisa educacional para apontar as lacunas e desvantagens em termos de implementação da língua inglesa como meta instrucional. Os dados foram analisados usando SPSS versão 21. O estudo concluiu com algumas sugestões e implicações pedagógicas para os decisores políticos, autoridades superiores e acreditação nacional para a formação de professores em Vehari e no Paquistão.

Palavras-chave: Formação, professores de escolas, decisores políticos, professores do ensino primário

Introduction

- Back Ground of the Study. It has long been debated over the medium of instruction in educational domain of Pakistan as this subject matter dates to the British Colonial Government.

The subject matter is a critical one since it is directly associated with the qualitative aspect of education. It has been a major area of concern of most educationists and researchers.

As early as sub-continent and Hong Kong became the colony of Britain there had been government reports over the language issue i.e. Brewin Reported in 1902, it contributed an unjustified stress on teaching of English with an effort to obtain imperial benefits (Fong, 1991). It had been a common practice among colonial government to promote her own language to be considered superior. To promote English as an instructional medium was a strong language policy of the British Empire until the eighties approached when surveys, reports and researches revealed that the usefulness of English medium in education was detrimental and undesirable. Lo (1991) described that the demonstration of government periodicals particularly Llewellyn and Bumey's Reports proposed that the British Government had a tendency to amend its approach from advocating the English medium at its initial stage to embolden the practice of the Chinese medium for future period. Since these journals largely determined the uselessness of practicing English as the medium of instruction in secondary schools.

Coming now to the status and position of English in recent times. In current years, Seargeant & Erling (2011), Coleman (2010, 2011), Wedell (2011) and many others have probed over simpler perceptions about the functional value of English, particularly in emerging countries. They were asked for watchful identification of the positive, negative and neutral role playing that English has in the progressing world. In Pakistan, English language role has been particularly a bit confused. It has been declared as the language of higher education, government and the military forces and dominated the country since Pakistan came into being in 1947. Although typical variety of Pakistani English has appeared and has been labelled (Rahman 2010), yet Ahmar Mahboob suggested that as a matter of fact there are numerous varieties of English prevalent in Pakistan, all of which may not possess equal prestige. There is another reason that there are various social groups and communities which counterattack English as medium of instruction in Pakistan.

Scientific Objectives

The policy makers and the educational authorities may be suggested through this research to recruit master trainers who should be competent in English teaching methodologies. Therefore, this study has been planned to achieve the following objectives.

- 1) To find out the effects of English language as medium of instruction on EFL students at Primary level in Vehari-Punjab, Pakistan.
- 2) To explore drawbacks and discrepancies of English language as medium of instruction in public schools.
- 3) To investigate into the professional workshops, DSD training and refresher courses on Primary Schools teachers of Vehari-Public schools.

Research Questions of the Study

Following questions are guided in different phases of the study:

1. What are the effects of English language as medium of instruction on EFL students at primary level in Vehari-Punjab, Pakistan?
2. What are the drawbacks and discrepancies of English language as medium of instruction will be occurred in public primary schools of Vehari-Punjab?
3. How do the professional workshops, DSD training and refresher courses influence on primary school teachers in public sector?

Methodology

To undertake the task of research, quantitative as well as qualitative approaches were preferred as up to the mark. The real object of adopting quantitative approach will be examined huge sample of the population from Vehari-Punjab. After this, through quantitative approach data were collected from 162 males and female teachers from various schools of the District Vehari along with its two Tehsil (Burewala and Mailsi). It is deemed significant enough to incorporate qualitative approach. Qualitative approach is absolutely reinforcing to explore the issues and problems regarding the context, getting insight into the problems there of. The data is collected directly from the following sources.

- From all the regular teachers (Male & Female) of District Vehari in Southern Punjab.

A field survey was carried out to administer. Government Model High school district Vehari in Southern Punjab was selected where pilot study was started. The population targeted in this study is the Teaching community of primary

schools in district Vehari-Punjab (Pakistan) and samples of 120 teachers from Girls' and Boys' elementary schools was selected from District Vehari and its both Tehsils. A questionnaire consisting of 15 statements was organized to obtain statistics needed for this study.

- Methods of Data Collection. Application of simple random sampling is considered useful. So, in the collection of data this technique was applied using questionnaire as research tool. It was administered using only close ended questions and accumulated responses by using this questionnaire from District Vehari and Burewala, Mailsi- Punjab (Pakistan). This research in hand was the survey style sampling that requires large sample size. Therefore, data accumulated from 120 teachers of elementary level represents the whole teaching community of elementary level in Vehari.

- Data Categorization. The collected is categorized as follows:

1. Effects of English language as medium of instruction on EFL students at Elementary level in Punjab, Pakistan.
2. Drawbacks and discrepancies of English language as medium of instruction in public school.
3. The professional workshops, DSD training and refresher courses on primary school teachers of Public schools.

Results and Discussion

The following tables present the analyses of the data collected from the teachers.

Table 1. Impacts of English Language as a medium of instruction on EFL students

Impacts of English Language as a medium of instruction on EFL students						
Sr #	Items	SA	A	N	DA	SDA
01	English as a medium of instruction is important in the education sector of Pakistan.	61.2	25.5	6.9	5.3	1.1
02	There should be a separate period of spoken English.	33.5	60.6	3.7	2.1	
03	English as a medium of instruction is a hindrance in achieving educational objectives.	31.4	41.5	20.2	5.3	1.6
04	Teachers can speak English fluently.	31.4	41.5	20.2	5.3	1.6
05	Lesson prepared for English language courses should be relevant to Pakistani culture.	45.7	33.0	8.5	9.6	3.2
06	Teachers should use only English language in class, all the time.	14.9	28.7	20.7	26.1	9.6

Table 1 offers a view of the percentage of participants' responses on teacher's perceptions about English as a medium of instruction in Pakistani education system. It is quite evident that a majority of teachers thinks that English as a medium of instruction is important in the educational sector of Pakistan. Fu (1987) affirmed that English is just like the passport which is the symbol of respect in the profession and parents wish their offspring to get into the boat and to dwell there.' Given the poor spoken English proficiency of Pakistani students,

teachers agree that there is a need of giving special attention to students in the form of special spoken English classes offered to them to improve their speaking skills. They think English language is important to excel in the field of education but at the same time they consider English as a medium of instruction a hindrance in the way of achieving educational goals. This hindrance factor is reflected in the responses of teachers regarding fluency in English language. If English language is a problem for teachers themselves how can we expect fruitful results

rendered by English in our educational sector. Tendency of teachers' responses against statement No. 06, shows that teachers should not use only English in the classrooms. Teachers also

agree with the statement that we should also include culture specific material in accordance with Pakistani culture and social values in English course.

Table 2. Drawbacks and discrepancies of English Language as a medium of instructions in public schools

Drawbacks and discrepancies of English Language as a medium of instructions in public schools		S.A	A	N	D	S.D
07	Teachers are not enough qualified to cope with English as a medium of instruction.	47.3	36.1	4.8	16.5	5.3
08	Teaching methods of teachers make the students passive.	27.1	36.7	13.8	18.6	3.7
09	Students feel difficulty due to their social backgrounds.	34.0	30.3	29.8	2.1	3.7
10	Mother tongue(L1) causes the hindrance in using English as a medium of Instruction.	43.1	38.8	15.4	1.6	1.1
11	Students feel uncomfortable while learning English as it is a second language (L2) for them.	41.0	41.5	9.0	3.7	4.8

Table 2 presents teacher's perceptions about drawbacks of English language as a medium of instruction in Pakistani educational system. Lack of trained teachers is one of the important issues in this respect. Almost 83 percent of teachers agree with this fact. Therefore, if we want to make English an effective means of instruction we should train teachers about how to make concepts digestible for students while instructing them in English. Gibbons (1989) stated that English carried an unusual high prestige in Hong Kong where more than 98% of the people are Chinese speaking. Second important point that most of the teachers agree with (almost 82 percent) is that using English as a medium of instruction makes student uncomfortable because it is not their mother tongue. Here is the point that force us to think that we need not to teach each and every subject in English. Subjects like mathematics is a game of developing concepts and understanding about how digits and formulas work to solve problems and such conceptual subjects can be taught better in mother tongue by using only English names of different theorems

and formulas. The third statement that received third highest endorsement from teachers reflect the same problem that hinders learners' understanding is their mother tongue. In addition to that, Phillipson (1992) asserted that English played a vital role in the periphery of English countries. He discussed that English performed a social function of stratification. Having a good know-how in English was considered part and parcel for making upper level mobility and respectable position in a society.

Forth highest agreed statement states that English as a medium of instruction is not beneficial for students from all different social background. It might be effective for students from well off and educated families but a majority of Pakistani students come from a mediocre and humble backgrounds whose social and family background do not provide them sufficient exposure or we may say, are unable to help them out in coping with their educational problems caused by a second language.

Table 3. Effects of professional workshop refresher courses on teachers of elementary school

Effects of professional workshop refresher courses on teachers of elementary school		S.A	A	N	D	S.D
12	DSD trainings (In-service and induction training) are not very effective.	34.0	29.8	19.7	11.2	5.3
13	All teachers should be enrolled in English language courses before entering in the education department.	29.3	49.5	14.5	5.3	1.6
14	Training institutions need to review the current English trainings and continues professional training framework in order to increase their ability to use English for all subjects	32.4	42.0	17.6	7.4	.5
15	A proper assessment of the effectiveness of English as a medium of instruction should be made by an independent committee/organization	27.7	43.6	18.6	5.9	4.3

As mentioned above table 3 highlights that the element of interest is not only useful for children; it also works for teachers while they are being trained to work in educational sector. The findings of the study revealed that there was a gap which was required to be filled in by providing proper training to the student-teachers in English language communication. Teachers do not find their training courses that much effective. Most of the teachers agree that there is a need to review the structure of teacher training courses and workshops to make it purposeful. In order to improve their own learning, proficiency in the English language is of substantial importance for the teachers. Therefore, the teachers should be enrolled in English language courses to provide them sufficient exposure to the language.

Conclusion

Linguistic and written communication have long been the most complete form of the transfer of mental concepts, and today, with the development of communication and the transformation of the world into a global village, as well as the expansion of economic, commercial, scientific, cultural, political and social activities of the international community, It can cause confusion and avoid progress. To travel from one country to another, entering the world of trade or familiarizing with the science and technology of the day and playing a role in the global village must learn the language of communication. English as one of the most commonly used languages in the world, some of which are called second language, are considered to be the gateway to the world of international communications for some or all of the

applications, or falsely or rightly, in most countries around the world.

Understanding the issue of the need to learn a second language, in addition to native language, has led many developed and developing countries to include in their educational programs the most effective and targeted targeted programs and policies, which seems to be in our country Somewhat neglected and second language teaching has problems and problems. Gulzar & Qadir (2010) described that the English language has the highest speakers around the clock and in the world of academia, and on the basis of this fact, it can be truly stated that during the past few years it has been observed that there is a rapid growth in teaching through English medium for all the levels in Pakistan. It has also been witnessed that the local languages are used for communication purposes and interaction between teachers and students most often occurs in bilingual classrooms.

Pakistan is no exception to this and there are many problems with the teaching of English in this country. Ahmad (2011) investigated the facts that medium of instruction has been a controversial issue in annals of Pakistan because it is a multilingual region and has a very rich and robust traditional and cultural history. There is more than one option for the medium of instruction in Pakistan. For example, Urdu was declared as the national language of Pakistan, English was adopted as the language of Ex-masters, and the people residing in various parts of the country speak numerous languages as their mother tongue. This situation aggravates the most unpleasant problems of medium of instruction in the education department of Pakistan.

Government should launch a proper assessment system to ascertain the effectiveness of English as a medium of instruction and based upon these assessment decisions should be made about to what extent English should be used as medium of instruction in educational sector i.e. fully, partially or just as a separate course. The teaching methodology is more important than the subject itself. The teachers' guides are the essential tool that would help teachers to devise methods capable of catching learner interest and attention.

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