THE ROLE OF MEDIUM OF INSTRUCTION USED IN PAKISTANI CLASSROOMS

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ABSTRACT

Medium of Instruction is an arguable issue in Pakistan as it is a multilingual country and has a wealthy good enough history. There is added than one advantage for the medium of instruction in the Pakistan such as Urdu as the national language of the country and English as language of Ex-masters, whereas mother tongue as the inhabitant lives in diverse settings of the country speaks different languages. This barrier provokes the lot of repulsive issues of medium of instruction in the schools. The objectives of the abstraction were to analyze the options of medium of instruction in Pakistan and to emphasize the efforts fabricated by the antecedent Govt. with advertence to medium of instruction in the country.

Key words: Medium of instruction, Languages in Pakistan, Urdu, English, mother tongue, education, classroom, language

INTRODUCTION

The medium of instruction is the language that used inside the classroom for instruction by the teacher. It is not necessary that the official language or the primary language of the country uses as the medium of instruction.

The official language of Pakistan is Urdu and English whereas the provincial languages include the Punjabi, Sindhi, Pashto and Balochi. However, the Brahui, Hindko and Siraiki also uses in different regions of the country.

Most of the families used their native language / mother tongue in their homes with their family members which indulge the kids to learn only mother tongue instead of other official languages as well. This is also fact the inhabitants belongs from the rural areas emphasize and prioritize the youngsters to use their native language. These practices further surge the focus of new generations towards their mother tongue and restrain from other languages.

Considering the barrier for new students in schools of Pakistan, many schools changed their medium of instruction from official language to the provincial and regional languages. This
is not the vogue of the country but observed at different places not everywhere. It create challenge for children to learn in the language that is Urdu or English which not uses by their parents inside the house conversation. Mostly, the inhabitants of other languages like Pashto, Balochi and Sindhi, lives in rural areas do not learn the official languages to their children and at the time of admission, the teacher address in Urdu which generate the barriers for those students and ultimately gap in understanding and learning automatically occur which may affect the education of the children.

STATEMENT OF THE PROBLEM

Considering the language barriers for the students who admitted in schools but belongs to different provinces and regions of the Pakistan and specially the children who do not understand the official language, means Urdu and English, many schools converted their medium of instructions from either English or Urdu to the provincial and regional languages which provide easiness to understand the lectures of the teachers and make better understanding among education, teacher and the students. But this practice is not officially recorded ever but we observed during visits at different places that where most of the students belong to the same region their medium of instruction is the regional language.

SCOPE OF THE STUDY

The study will provide the complete theme of the Medium of Instruction uses in Pakistani Classrooms because meanwhile, no record so for recorded which recognize the medium of instructions of the Pakistani classrooms categorically. However, this would further make the understanding of the need of changes in medium of class rooms in Pakistan and the governmental educational policies may change by the help of the study for future period.

SIGNIFICANCE OF THE STUDY

The significance of the study includes the purpose and needs for the differ of Medium Instruction from the official language of the country, secondly if the reasons and purpose are the significance and genuine so government may identify the areas for different mediums of instructions and further emphasize other schools of the provinces as well to change the medium of instruction for the specific areas which may reduce the barriers for education and provide the uniformity.

DESCRIPTION OF VARIABLES

We selected the medium of instruction as the Dependent Variable whereas the independent variables of the study include the area, schools, provinces and the population of the region.
LITERATURE REVIEW

Pakistan has five different local languages Pashto, Punjabi, Sindhi, Siraiki and Balochi whereas the national language is Urdu. The language uses for the domain of power. Progress cannot come without using one’s own language. There is no example of any country having made progress through the medium of a foreign language. It is not possible for a man to walk with the legs of others; see with the eyes of others, it is equally or perhaps more impossible for him to think in the language of others. (Tariq Rehman, 1997)

The progress made by China and Japan can greatly is ascribed to the brainpower acquired through developing their owned language as a medium of instruction. Japan is a land of rising GNP. It rolls in prosperity which is due to advanced technology and economics. These disciplines have made tremendous advances owing to the Japanese language. (Tariq Rehman, 1997)

A QUESTION we are still grappling with in Pakistan after 58 years is what should be the language of instruction in our schools? Given all the scientific research that has gone into the language and literacy issues worldwide — but amazingly not sufficient in Pakistan — one would have thought we would have originate the respond by now. Unfortunately, we haven’t. Those who have studied the psycholinguistic development of a child are very clear about their conclusion. They say that cognitive development and language development are closely related. According to them, a child learns best in his mother tongue because he is not doubly burdened with the task of acquiring literacy skills simultaneously with learning another language not his own. That is why very often the student taught in a non-mother tongue learns to read syllable by syllable with very little understanding. (Zubeida Mustufa, 2005)

If the superior of our schools were to be bigger in every way and they were to advise in the mother argot of the majority of acceptance enrolled in them, the bookish abilities of the accouchement would automatically go up. In actuality one even feels that the top dropout amount would aswell appear down. One does not abjure that for our humans to get on in life, abnormally in the globalized apple of today, English is indispensable. There is charge to advise English and aswell Urdu (to the abounding accouchement whose mother argot is not Urdu) as a additional language. It is time we learnt that teaching any accent as a additional accent is a specialized field. This has been awful developed by the countries which try to advertise their accent and ability away as a apparatus of diplomacy. Be it the Goethe-Institute, the Alliance FranГ§oise, the British Council or the Farhang-i-Iran, anniversary of them teaches or has accomplished German, French, English and Persian appropriately as a adopted accent to Pakistanis. We would do able-bodied to apprentice from them and aswell from the Society of Pakistans™s English Accent Teachers the alignment of teaching English to our children. This action should alluringly activate in accessory academy so that if he alcove top academy and academy the adolescent would be bilingual with ability over English and appropriately accept
admission to the abundance of ability stored in books in English and abounding added languages. (Ali RazaMahesar, 2012)

Another actual important acumen why the humans wish their accouchement to apprentice English is that it is tacitly accustomed as the emphasis of power, as termed by the linguist Dr Tariq Rahman. Even the benighted labourer who sends his accouchement to academy knows that their affairs in activity will advance badly if they abstraction English. The accident is that our abortion to advise English as a additional emphasis in which accouchement can acquaint accurately - verbally as able-bodied as in autograph ã€” has stratified association amid the amber sahibs and the desist. The above allege English calmly ã€” even with an acquired Cambridge emphasis ã€” and apperceive Shakespeare bigger than Ghalib or Shah Latif. (Muhammad Ilyas Khan, 2012)

They come from the prosperous classes who send their children to the elite private schools. This generation is regularly speaking English as its first language at home. The others learn English from their teachers in the low-fee schools who by no means really acquired proficiency in the English language. They are ghettoized in the job market and never reach the lucrative jobs at the top. Language — because it is so pathetically taught in most schools — is becoming a big dividing factor in society today. (Faizullah Jan, 2011)

HYPOTHESES

H₁: The medium of instruction uses in Pakistan is the official languages of the country.

H₂: The medium of instruction use in Pakistan is understandable by students.

H₃: The medium of instruction should be the provincial and regional languages of Pakistan.

RESEARCH METHODOLOGY

Study Design

This is the pure quantitative research by nature and contains the exploratory functions which emphasize the study to use the exploratory research design to conduct the research.

Population

The population of the study is students and teachers of the schools of Pakistan. They will be the beneficiary of the study to know that either the medium of instruction is using in Pakistan is right, understandable, credible by the students, secondly, we would be able to know through students that the language use by their teachers for addressing the lectures is understandable or their native language is more effective.
Sampling

Considering Karachi the hub of Pakistan, where we can meet the students belongs to all the provinces and regions of Pakistan and studying in the school where medium of instruction is not their native language, we choose the ten schools of Karachi as strata, located at different areas of the city and the sample will be the three teachers and 10 students randomly.

Research Instrument

We will use the close ended questionnaire as the research instrument that contains multiple questions for the each hypothesis to collect the unbiased data. The teachers will fill the questionnaire at their own whereas, the investigator will fill the questionnaire on behalf of students.

RESULT AND DISCUSSION

H₁: The medium of instruction uses in Pakistan is the official languages of the country.

In results of the data collection, we knew that hundred percent of the participant replied that medium of instruction uses in Pakistan is the Official languages of the country. Furthermore, we knew that 78% of the schools using Urdu as the medium of instruction that is primary official language of the country whereas rest of the schools using English language that is secondary official language.

H₂: The medium of instruction use in Pakistan is understandable by students

Only 29% of the students replied that medium of instruction uses in schools is not easily understandable by the students because their native language / mother tongue is not the official language / medium of instruction of the country.

H₃: The medium of instruction should be the provincial and regional languages of Pakistan

The results revealed that 46% of the population wants their provincial language as the medium of instruction of the country. This results further reflects that the currently medium of instruction is not easily understandable and barrier for learning processes, that emphasize them to want their provincial language as the medium of instruction.

CONCLUSION AND RECOMMENDATION

We conclude that currently the medium of instruction using in schools of Pakistan is not easily understandable for students that generates a gap between teachers and students and this is the barrier for learning in comfortable environment instead of providing easiness. However, there are only four different provinces in the country whereas six different languages mostly uses inside the country, whereas the official language is only two that is English and Urdu. The
Language Urdu as medium of instruction is more easily understandable by the students as compare to the English.

The authorities should further review the policies for medium of instruction to identically implement in the country to provide the easiness and comfortably for learning as other countries are implementing.

Our schools are mainly divided into Urdu medium and English Medium whereas only few institutions adopted regional and provincial languages of the Pakistan whereas, Madaris of the country has Arabic is a primary medium of instruction. Considering this situation of the country, it is difficult to unify all the schools for single medium.
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