

## IMPACT OF CHANGE OF MEDIUM OF INSTRUCTION IN PUNJAB

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### ABSTRACT

*Medium of instruction is a source through which teachers and learners communicate each other. It is considered a necessary requirement for teaching learning process. The study aimed to compare the level of achievements before and after the change of medium of instruction and to observe the causes of the changing of medium of instruction. Eighty elementary school teachers and thirty Elementary schools of Tehsil Fateh Jang were selected as the sample of the study. A questionnaire was used as a research tool for the collection of data. Responses of the questionnaire were carefully collected and statistically evaluated. Percentage was used for analysis. It was concluded that most of the teachers were not favoring that the available recourses fulfill the need of the new medium of instruction as they had not get special training and required qualification for the said purpose. It is recommended that for the better implantation of new medium of instruction, it is necessary that the required resources should be provided to fulfill the need and necessary training should be given to the teachers to meet the demand.*

**Keywords:** Teaching learning process, Medium of instruction, Achievement level

### INTRODUCTION:

Learning is a process in which the learners engage in discussion, reading, writing, analysis and evaluation. Students communicate in which they exchange information. They understand the information. They exchange their ideas through communication. They express their needs through language. It is said that there are more or less 5000 languages spoken in the world today. Each country has its own national language. To have a grip area a national language is considered to be an asset for any learner. (Gibbons, 2003)

Medium of instruction has been a burning issue especially in multilingual nations of the world in the history and in the present as well. Pakistan is a country in which many languages are spoken. Urdu is the language that serves as a link language among all the provinces. English is the official language of Pakistan. English is used as an official language in all educational institutes, banks, courts and industries etc. In this situation the medium of instruction is an unresolved issue. This issue has been resolved in the approved curriculum of 2006 that mathematics, science and social sciences subject would be tough in English.

In this regard the federal government has issued a notification for the implementation of this decision but the govt. of Punjab has been implementing this decision gradually. In order to implement this decision some primary middle and secondary schools have been selected where science mathematics and the social studies will be taught in English as a medium of instruction.

The govt. of Punjab has issued a notification through which all Urdu medium schools have been turned into English medium schools. The purpose of this notification for the conversion of Urdu medium schools into English medium school is to keep pace with the new word in the field of knowledge.

With a view to enable all the teachers to teach in English medium schools, all headmasters, headmistress and senior teachers have been imparted training of “master trainers”. All the senior teachers have been imparted training in spoken English of six days course. All the junior teachers have been imparted training of twelve days spoken English. This study has been conducted to compare the level of its achievements before and after the change of medium of instruction. This study has also been conducted to observe the causes of the change of medium of instruction.

Generally, it is alleged that students with motivation and correct attitude would constantly attempt for distinction in his/her educational career. Learning is not only a course of communiqué and interface among the educator and scholars but it has leading and comprehensive character in learning progression. Learners vigorously

involve in the learning course through debate, interpretation, writing, investigation and estimation, relatively than passively enthralled Instructions. To learn, pupils have to connect, and it is a technique through which evidence is replaced among persons, it weights a shared understanding of linguistic. Language, being a tool of announcement, permits people to transport ideas, proofs and moods to each other and prompt their forthcoming needs. There are at least 5,000 languages in use in the biosphere nowadays. Every progressive country has its own national language. (Miller, Bardbury, and Pedley, 1998).

Knowledge and skills can be communicated to others if the communicator has full grip on the language. It is seen that persons have no grip on language cannot communicate better knowledge (Vizconde Camilla .2006).

In past and in resent era medium of instructions has been a burning issue in many countries and Pakistan is one of them. Urdu which is our national language which provide a link to other languages of other provinces. Although Urdu is our national language but official language of Pakistan is English. So medium of instruction remain an unresolved issue in Pakistan (Rahman, 2006).

In curriculum 2006, the Government of Pakistan decided that medium of instruction for science, mathematics and social study would English. Instructions in this regard were issued to school education department to implement the decision. Then govt. of Punjab notified all schools from Urdu medium to English medium to compete new era. Master trainers were selected from the senior teachers to train the other teachers. (Bashir, & Batool, 2017).

The general purpose of the study was to compare the level of level of achievements before and after the change of medium of instruction and to observe the causes of the changing of medium of instruction

#### **OBJECTIVES OF THE STUDY:**

The objectives of the study were

1. To observe the causes of the changing of medium of instruction.
2. To compare the level of achievements before and after the change of medium of instruction.
3. To determine scope of English language as a medium of instruction in education system of Pakistan.

#### **SIGNIFICANCE**

Medium of instruction is considered a very critical issue in the education sector of any country in the world. Its significance can't be denied as it is medium of instruction that mostly helps the learner to equip themselves with the some particular knowledge and skills effectively. The present study is conducted to see the impact of change of medium of instructional at elementary level.

#### **DELIMITATIONS**

The study was delimited to only:

1. Elementary level Govt. school of Tehsil Fateh Jang
2. All the teachers teaching at elementary level.
3. Only grade VIII.

#### **THE RELATED LITERATURE**

Medium is defined as source of information through which specific change is to produce in the listeners and instruction is the act of providing knowledge to the learners. A medium of instruction is a language used for instruction in the schools, colleges and universities.

The first Education Conference (1947) emphasized the matter of medium of instruction as under: "We in Pakistan must offer the maximum opportunity for development to our national language not only as medium of instruction and also a tool for the broadcasting of values. They symbolize without at the similar time incising the unity of our joint culture, to safeguard this unity we need a language for inter provisional communication and in this linking the claim of Urdu call for distinct attention. Quaid e Azam very clearly said that Urdu would be the national language of Pakistan. If some body mislead to the people of Pakistan, he would be the enemy of the Pakistan.

Without one national language, no state can persist tied up firmly collected. (Jinnah1948:89)"

As stated by commission on national education (1959) "English should be imparted as essential language from class VI up to degree level and mother tongue should be the medium of instruction up to class V"

Baker,(1998) presented the characteristics of language of medium of instruction and according to him, the language should be logical and clear for the educators and learners. It should be thinkable to endorse advanced research and it should be considered as the language which can be understandable for every individual in the country.

In various documents in Pakistan, statements about the language policy have been given. In these documents, there are different versions of the constitution. There have been given statements by the governmental authorities in the legislative assembly debates. There are various documents which have been issued by almost all the government in their educational policy. Urdu is the national language. Bengoli and Urdu were the national languages of the Pakistan from 1955 till 1971. When East Pakistan got separated from the west Pakistan in the form of Bangladesh. Urdu is the mother tongue of the minority of the population since the creation of the Pakistan. This minority is called Mahajirs or immigrants who came from India since the creation of Pakistan. The government of Pakistan has given the rationale about the national language which is that Urdu is the language that is widely used in listening, speaking, reading and writing that is used as “link language” of Pakistan. This link language of Pakistan has got the status of the first language of all Pakistanis. In addition to, all jobs are available in Pakistan in case an applicant has the full command over it. Urdu serves as a symbol of unity and it creates a sense of “unified Pakistani identity”. This identity resists the concept of ethnicity which could break the federation. (Rehman, 1996 ).

There is a provision that other indigenous languages may be used to preserve the federating units as Pakistan is sensitive to the sights of federating unit being a democratic country. In this regard, the constitution of Pakistan guarantees the use of provincial languages where it is desired. (Mahboob, 2002).

Urdu is the national and link language and it is widely used, it has been allowed in the constitution and in the educational policies that Urdu would serve as a medium of instruction. English is the official language and an international language. It is being taught at higher levels as a medium of instruction for those especially who want to study science and technology. (Masood, 2007),

### **CURRENT SITUATION**

Pakistan being a multilingual country, there are two parallel medium of instruction in Pakistan.

1. English medium
2. Urdu medium

It has been given provision in the commission on national education (1959) to adopt the regional languages as medium of instruction up to primary level. The provinces of Pakistan operate various languages. Regional languages of provinces of Pakistan serve as language of every day communication. Urdu is being used as a medium of instruction up to primary level whereas English serves as a language of official business and language of instruction in the higher education. ( Jalal, 2004, Aryes, 2003)

According to a notification of Punjab education department, all public schools of the Punjab government have been converted to English medium schools from this year onwards. The conversion of Urdu medium schools into English medium schools has been taken as prerequisite to raise the standard of education. Conversion of Urdu medium schools in to English medium schools does not guarantee the raise in standard of education. (Bashir & Batool, 2017)

The standard of education can be raised at that time when our teachers are well versed in teaching of curriculum to their student in English language as a medium of instruction. The first thing that should have been undertaken was the change in curriculum. The second thing was starting of comprehensive teacher’s training program. There are a lot of unemployed trained teachers who could have been recruited for the purpose. English has got a status of an international language. It is one of the dominating languages of the world.

This is a report of UNESCO in which there has been given a suggested estimate that around 50% of today’s spoken languages may be extinct by the year 2100. The present government has not recruited teaching staff that is qualified enough to teach science, mathematics in English. (UNESCO, 2003).

In this situation it is not appropriate to take the risk the future of the country for the sake of foreign language. This is the dire need of the hour to make teachers and students well versed in the language of instruction. In this situation they are capable of sharing knowledge, ask and answer questions. In this situation, they can engage in creativity and fashion an environment in which teachers and students engage in healthy and interactive discussions and debates in the class room. Quality education comes into being through healthy and interactive discussions and debates in the class room. (Qorro. 1999)

There has been made an Endeavour on the on the part of non-profit entities to brighten the young minds of our nation through supplementary reading material in the local languages like Sariki and Punjabi that is being introduced in the local schools of southern Punjab.( Ali,& Rehman, 2001), This Endeavour has been taken to keep students in touch with their indigenous languages. We can make our students responsible and active citizens to get them acquainted with get reading material. This get reading material consists of short stories which can make our students to think creatively, critically, freely and out of box. (Jafri, et al., 2013).

Directorate of staff development Lahore which is now known as QAED provides teacher’s training to teachers of Punjab for the professional development. There are some other foundations also which served teachers to big cities like Karachi and Lahore where they get an opportunity of professional development and undergo a process

of learning. They get acquainted with modern methods of teaching, and they become able to impart gainful knowledge to their students.

There is no doubt in it that English may be the language of power and international language, it is not appropriate to let it hinder our youth's creativity and it may act as an obstacle on the path of their learning. We must keep in mind that the strategy which the govt. of Punjab has taken, our system of education is still for behind in adopting such a strategy.

## METHODOLOGY

### Population and sample

All the schools of elementary level including the secondary school of Tehsil Fateh Jang were included in the study. All the teachers at elementary level were the population of the study. Eighty teachers and thirty schools were selected for the study as a convenient sample. For the level of achievement only grade VIII was selected.

### Instrumentation

Close ended Questionnaire was used as the instrument for this study. The questionnaire was consists of polar questions based on yes or no. For comparison of results the gazettes issued by Punjab Examination Commission for the year 2012 and 2013 were consulted. For purpose of data collection personal visits were made.

### DATA ANALYSIS

Result was calculated after data was tabulated, processed and analyzed.

**Table 1: To observe the causes of the changing of medium of instruction.**

S#	Statements	percentage	
		Yes	No
1	The available recourses fulfill the need of the new medium of instruction.	25	75
2	Do you utilize the same teaching strategies as used before?	70	30
3	Does the manager of the institution help you to solve the problems?	70	30
4	Did you get special training for the implementation of new medium of instruction?	25	75
5	Do you think students feel comfortable with new medium of instruction?	20	80
6	The teachers are sufficient for the implementation of new medium of instruction?	25	75
7	Do the teachers have the specific qualification for the implementation of new medium of instruction	25	75
8	Do you think that students have the required level of English language as required for new medium of instruction?	20	80
9	Did the curriculum change for new medium of instruction.	35	65
10	Were the students ready for adopting new medium of instruction?	30	70

75% of the teachers apposed that the available recourses fulfill the need of the new medium of instruction. They did not get special training for the implementation of new medium of instruction. The teachers are not sufficient for the implementation of new medium of instruction and the teachers do not have the specific qualification for the implementation of new medium of instruction. 70% teachers accepted that they utilize the same teaching strategies as used before and the managers of the institution help them to solve the problems. 80% teachers apposed that students feel comfortable with new medium of instruction and students have the required level of English language as required for new medium of instruction. 65% percent teachers were of the opinion that the curriculum was not changed for the implementation of new medium of instruction. 70% teacher did not favor the statement that students were ready for the adopting new medium of instruction.

**Table 2: To compare the level of achievements before and after the change of medium of instruction**

S#	Name of School	Result before change of medium of instruction		Result after change of medium of instruction	
		Students appeared	Pass%	Students appeared	Pass%
1	Govt. Elementary School Behlot	10	90	13	38
2	Govt. Elementary School Karima	40	93	19	68
3	Govt. Elementary School Dharek	58	97	31	77
4	Govt. High School Jhang	99	96	61	97

5	Govt. Elementary School Sahib Khan	8	63	9	78
6	Govt. Elementary School Pind Fazal Khan	35	100	26	100
7	Govt. Elementary School Bahter	42	90	66	53
8	Govt. High School Langer	32	97	38	39
9	Govt. High School Jabbi Kasran	12	67	5	60
10	Govt. Elementary School Gakhar	23	96	42	71
11	Govt, High School Jangle	34	100	5	60
12	Govt. Girls Elementary School Pind	14	100	12	100
13	Govt. Girls Elementary School Dhoke Ghyan	3	100	3	100
14	Govt. Elementary School Kak Chaudhry	4	100	3	100
15	Govt. Girls Elementary School Kak Chaudhry	7	100	7	100
16	Govt. Girls Elementary School Ludhial	8	100	5	100
17	Govt. Girls Elementary School Mian Rasheeda	13	100	9	100
18	Govt. Girls Elementary School Pind Fateh	16	100	12	100
19	Govt. High School Mian Rasheeda	16	100	21	100
20	Govt. High School Moorat	33	94	27	90
21	Govt. Elementary School Dhoke Seelo	14	100	11	100
22	Govt. Girls High School Ratwal	21	100	15	85
23	Govt. High School Ratwal	35	95	25	100
24	Govt. High School Hattar	22	77	36	100
25	Govt. Girls High School Hattar	35	94	36	58
26	Govt. High School Qutbal	80	61	56	63
27	Govt. High School Kanial	16	75	20	55
28	Govt. Girls Elementary School Kanial	25	92	20	90
29	Govt. Girls High School No.1 Fateh Jang	119	91	117	91
30	Govt. Girls High School No.2 Fateh Jang	112	96	154	64

By comparing of the results of the 30 male and female schools, it was observed that most of the schools have shown low result with new medium of instruction while only two schools improved the result a little bit. Nine maintained their result same as was in the previous year. It is also seen that the strength appeared in the last year was more than the year with new medium of instruction.

**Table 3: To determine scope of English language as a medium of instruction in education system of Pakistan.**

S#	Statements	percentage	
		Yes	No
1	Do you think that this new change of medium of instruction has positive effects in future?	80	20
2	Is the English need of the time?	75	25
3	Do you think that English has thousands of words and phrases than of other language?	80	20
4	English is the maximum spoken language in the world	85	15
5	Do you believe that English medium schools are performing an improved work of educating the kids and their products are far better in life?	70	30
6	Is it true that English is the language of Employment opportunities?	65	35
7	Do you think that English is Language of Internet and computer usage?	70	30
8	Highest numbers of books are written in English at all levels.	85	15
9	Do you think that level of achievements will get better than before?	70	30

The 80% teachers accepted that this new change of medium of instruction has positive effects in future and English has thousands of words and phrases than of other languages. 85% teachers agreed that English is the maximum spoken language in the world and highest numbers of books are written in English at all levels. 75% teachers accepted that English is the need of the time. 65% teachers accepted that English is the language of Employment opportunities. 70% teacher agreed upon that English medium schools are doing a better job of educating the children and their products are far better in life and level of achievements will get better than before in future by adopting English as medium of instruction.

### CONCLUSIONS

It was concluded that most of the teachers were not favoring that the available recourses fulfill the need of the new medium of instruction as they had not get special training and required qualification for the said purpose. Most of the teachers believed that students do not feel comfortable with new medium of instruction and students were not ready for the adopting new medium of instruction. It was observed that most of the schools have shown low result with new medium of instruction. Most of the teachers accepted that this new change of medium of instruction has positive effects in future and English is the most spoken language on the face of earth and highest numbers of books are written in English at all levels.

### RECOMMENDATIONS

For the better implantation of new medium of instruction, it is necessary that the required resources should be provided to fulfill the need and necessary training should be given to the teachers to meet the demand. The strength of the teachers should be reasonable and they should be equipped with the necessary qualification that may require for the fulfillment of need. In a multilingual country like Pakistan it is seen that student may not feel comfortable with a foreign language for the comprehension of the course. There should be students having the required mental level to accept the change of medium of instruction. It is also necessary that the curriculum may change for the said purpose.

English is and international language. Most of the books and literature is in English. So it has a great scope in present and in future also. It is the most spoken language in the world and it connects the people through communication. In recent time world has become a global village and there may be a common source of communication which is English. It is seen that the job opportunities are connected with English language.

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