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## The use of methods of bilingualism or multilingualism rather Monolingualism in English language class by English teacher and its subsequent effects on students' achievements and personality

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### Abstract:

*To estimate the casual relationship of English language teachers' use of bilingualism (English, Urdu), rather multilingualism (English, Urdu and Punjabi) during English language class and its subsequent effects on students' academic achievements, their confidence, character building and personality growth, its merits and demerits, a thorough study aiming students (Boys & Girls) of inter level of various private and public sector colleges of District Jhang, was conducted. Questionnaire was developed to collect responses of the sample population. Results showed that it has weak positive results on students' intellect, comprehension, academic achievements, character building, personality growth, understanding, reputation and recognition of English language teacher and least but not last, their perception, conception and international image of English language experience a great setback.*

**Key words:** Monolingualism, Bilingualism, Multilingualism, English Language, English Language Teachers

## **Introduction**

English language patronized by the political, economic and socio-cultural hegemony of its natives widened its horizons throughout the world but especially in the areas which remained under colonial exploitation during any time. The powerful flux of the language compelled the masses to shift themselves on learning English language for one motive or the other. However, its powerful reputation experienced certain variations according to the areas and their socio-cultural backgrounds.

English language has become the third widely spoken language around the globe. Its speakers are on increase day by day. Its importance can be judged by this simple fact that it is the official language of many countries including Pakistan. It is the first language (L1) of many countries and second language (L2) of most of the world. English language is a vogue around the globe. People like to converse and present themselves in English rather than their native languages as it fills them with pride and confidence and quality.

English literature is widely read and recognized throughout the world which is another feature of pride for English and English language alike. Today along with English literature, English Linguistics which is defined as the “science of language”, is on mark that differentiates language on the basis of its syntax, morphology, semantics and phonetics and many more. It helps a lot in understanding the basic structure of English sentence and adds a lot to the knowledge of English language learner.

In Pakistan, English is the official language of the state. There exists a state of diglossia in Pakistan where the elite

speaks pure English with native accent while the middle and vernaculars speak with variations in their accents and idiolects. English language is of great worth in Pakistan. The reasons are many, one of them is that Pakistan remained once in the subjugation of the British and the other one is non-refutable global importance of English language. It is rightly considered that the nations who are to progress should shift themselves to English language or should shift themselves to some other world because progress is far from them, as English is the language of trade and commerce, politics and politicians, work and business and the language of education and the educated. Almost every subject in education has been presented in English language which speaks the validity of English language.

In Pakistani education it is dealt as the compulsory subject at all levels. English medium school and colleges helped a lot in improving the status and position of English language in the country. Different national and international level NGO'S are at work to improve the overall structure and status of the language. Seminars and conferences are regularly been planned to meet the challenging needs of the time regarding the scope of English language. Different policies and strategies are regularly been envisaged and implemented to enhance the popularity of English language throughout the country. Special treatment is given to this language in all fields of the life so that it can flourish to its best and yield the best results, contributing to the progress of Pakistan. Instead of all these exhorting efforts, when closely analyzed, the results are rather painful. English language, apart from every possible attempt to make it easy and comprehensible, is the most horrible thing for the Pakistani student at this time. The students are scared of it as from a wild animal that may harm them at any moment. Pakistani students use fair or unfair means to pass this subject but the dream of government to empower every student with

this language is still a thirsty one. Whatever the contributing factors are, this is a hardly swallowed reality that still there are some loopholes that are hindering the smooth influence of language, and due to those loopholes Pakistan is still considered a third world backward country of the world whose literacy rate is still below average when most of the countries have 100% literacy rate.

It is also a sad state of affairs that our administration, apart from its long and high pitched claims of promoting English language and designing facts and figures regarding its smooth flow, is lagging behind the modern world. Our notable politicians and policy- makers are themselves still unable to express themselves in this language, though they try, but their try arouses pity and fear in the words of Aristotle.

Among the contributing factors, when closely examined to know the actual state of the affairs, one of the contributing factors is the casual attitude of English language teachers towards the language itself. This is also a dilemma of our English teachers that they don't teach language in the way, it demands. Even in this modern and competitive environment, our English language teachers are using their old, outworn methods of teaching. They still confine themselves to the blackboards and white boards and the state in most of the government schools is even worse than it. English language is taught in non-standard way and substandard environment. Help of other local languages is sought to teach this international language which not only hampers the actual motive of teaching of English language but also destroys the personality and confidence of the students, with the result that the students shirk from English language and if they learn it in the way, they are taught, the results are rather disastrous and dangerous. It also proves to be the actual barrier in the way of student's achievement and puts a blot on the reputation and prestige of English language also.

## **Methodology:**

The current study aims at analyzing the “USE OF THE METHODS OF BILINGUALISM AND MULTILINGUALISM OF ENGLISH LANGUAGE TEACHERS DURING ENGLISH CLASS AND ITS SUBSEQUENT EFFECTS ON STUDENTS’ ACHIEVEMENTS AND PERSONALITY.”

For this purpose five (5) private and five (5) public sector colleges of District Jhang participated in the study. Boys and girls, both students expressed their views through a questionnaire developed by the researcher. Different questions of different approaches gauged their perceptions about each question. They were questioned from the basic to the best to know the best response. The students of each college were given detailed demonstration about the motives of the study. They were clearly told what the study is going to do and what contribution their active and accurate feedbacks have to do in the successful culmination of the study, after that a comprehensive questionnaire noted their opinions on every question and later on those opinions were systematically analyzed by S.P.S.S software to compile the results of the study.

Very informative information came to hand through this methodology. It helped a lot in formulating the results of the study. Students shared information, if dealt carefully, can lead to better a lot of things and in the long run can be helpful in the overall potential and results of the students. It can also provide a chance to English language teacher to cultivate a poise of self-reliance and self-efficiency that would be helpful in developing the personality and performance of English language teachers. English language is taught in different environments to the students of different social backgrounds with different English teachers with different methodologies. The ultimate motive of each methodology is to teach English language effectively by

the teacher and learn effectively by the student. But some of the methodologies are really harmful as they do more harm than good. One of them is the use of different local languages in an international language class.

English language demands extreme sincerity and devotion to yield best results. Recent studies showed that in Pakistan the level of English language level is going down day by day with the results that English language is still in its toddling stages in Pakistan. English language teachers and English language are the crucial parts of each other. They have to cooperate with each other. The present study helped developing a clear concept about their relationship and would be helpful in strengthening the bond of this comradeship.

### **Results:**

The students of the sample population were asked to give their proper and practical feedbacks on various questions which formed the questionnaire and which tried to check the researcher' hypothesis whether the use methods of bilingualism or multilingualism by English language teachers during English language class is good for students' academic success, personality development and confidence building or vice versa. Each answer was critically analyzed and was gauged for its validity. One thing along with others was keenly observed that there shouldn't be any biasness or partiality on the part of the students towards their teachers that may blur the results of the study. The students were given very detailed presentation about to what are the real motives of the study and what would their exact feedbacks have to contribute to the validity of the study.

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Q.1: Do you know what is meant by Monolingualism, Bilingualism or Multilingualism?		Yes	No
Q.2: what is Monolingualism?		Use of one language	Use of more than one language
Q.3: what is Bilingualism or Multilingualism?		Use of one language	Use of more than one language
Q.4: What method is currently employed in your English class by your English teacher?	Monolingual (English)	Bilingual (English & Urdu)	Multilingual (English, Urdu & Punjabi)
Q.5: Which method you like the most?	Monolingual (English)	Bilingual (English & Urdu)	Multilingual (English, Urdu & Punjabi)

Question No 1 to 5 were very basic type ones which tried to know students' general knowledge about the term of topic whether they can understand the topic and can act according to it or not. Approximately all of the students when briefed a little immediately understood what it meant and responded that they knew what these terms meant. They agreed that their English class is a mixture of different local languages where the teacher is the soul presenter and English language is communicated through Urdu and sometimes even in Punjabi also. When asked about their favorite method of communication and the reasons why they like it, mostly the intellectual students were in the favor of monolingual language, saying that English language when translated into some other local language loses its taste and chaste. It becomes a local language in the hand of a naïve who shadows the actual image of the language. They were of the opinion that English communication will strengthen their concepts of this language, shaping their whole career and personality. Some mediocre students said that switching on from English to some local language helps understanding the thoughts expressed by the English language. It helps to understand the proceedings of the class, but the views shared

by most students in the favor of monolingual method were of high importance as they seemed to be on the right stand that English language demands originality and first hand dealing which only monolingual method can deliver.

Q.6: What are the reasons of your likeness of Monolingualism?	1. It interests my nature, knowledge and nostalgia. 2. It is so because I am bit weak in English. 3. Shift of languages helps me in understanding class activity. 4. It helps to improve my spoken , confidence and personality.	
Q.7: What are the reasons of your likeness of Bilingualism or Multilingualism?	1. It interests my nature, knowledge and nostalgia. 2. It is so because I am bit weak in English. 3. Shift of languages helps me in understanding class activity. 4. It develops my interest in the subject.	
Q.8: What impact Monolingualism has on your academic achievements?	Positive	Negative

Monolingual method was their best choice as it was most near to the warm heart pulse of English language. It can express English values, traditions, thoughts and beliefs in the true sense of the word, while other methods are of temporary importance and have least attraction among groups of students. Majority of the students sought bilingualism and multilingualism as to the real cause of their downfall and to the current situation of English language. They said that due to the use of these local languages their confidence and speaking power can't develop so that can't compete with students of the institutes whose mode of instruction is purely English. They can't excel in their academics because of lack of professionalism as it has not been taught by their English teacher.

Q.9: What impact bilingualism has on your academic achievements?	Positive	Negative
Q.10: What implications do you find with monolingual method?	1. Nothing. 2. It halts comprehensibility and success. 3. It increases comprehension and success.	

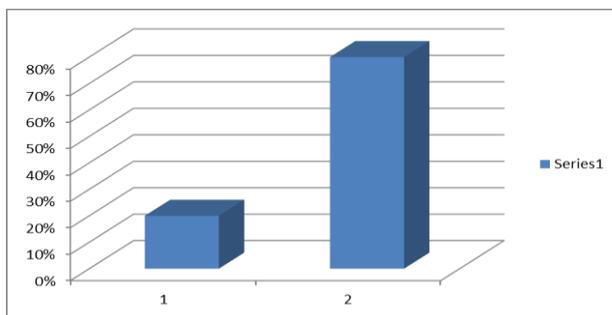
Q.11: What implications do you find with bilingual or multilingual method?	<ol style="list-style-type: none"> <li>1. Nothing.</li> <li>2. It halts comprehensibility and success.</li> <li>3. It enriches comprehension and success.</li> </ol>
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English language teachers have a lot to play in the careers of their students. Students mostly copy their teachers. Students argued that monolingual methods are of great importance in developing the credulity of English teacher as well as of the students. The country like Pakistan needs a lot of progress and dedication in English language field. This can only be achieved if the teachers deliver their task with full zeal and zest and in the way the language demands and the students should utilize that English language's knowledge to the best of their performance to yield the best, not only for themselves but for the survival and sustenance of English language also.

Q.12: Can Monolingualism improve the status of English Language?	Yes	No
Q.13: Can Bilingualism or Multilingualism improve the status of English Language?	Yes	No
Q.14: Which method would you suggest for achieving success?	Monolingual	Bilingual or Multilingual

In response to the above mentioned three questions, majority of participants was of the view that Monolingualism method can enhance the actual worth of English language. They said that when there would be an English class in English style and culture, then there would be a lot of medium for English language to flourish. English language, as it has become compulsory for almost every educated person to go ahead, has a lot to do with the way by which it is treated in English languages classes.

The response of the students to each question was not without interest. There was a comparison between two concepts whether “USE OF THE METHODS OF BILINGUALISM AND MULTILINGUALISM INSTEAD OF MONOLINGUALISM OF ENGLISH LANGUAGE TEACHERS DURING ENGLISH CLASS AND ITS SUBSEQUENT EFFECTS ON STUDENTS’ ACHIEVEMENTS or vice versa.” So, clearly two opposite groups were formed, one who favored that use of bilingualism helps in understanding English language and in the long run helps in increasing their academic grade while the second group held other views saying that the use of bilingualism and multilingualism on the part of English language teachers is the main barrier in their way to better understanding of English language and favored monolingual method to be propagated in every English language class. Some said that their conception of English language is poor. They cannot pick the actual concepts of the language. The ratio of each group is showed by the graphical representation given below.



There are two columns # 1 and # 2. Number 1(one) refers to the group who held the notion that bilingual or multilingual method is helpful for increasing students' comprehension and the overall results of the students while number 2(two) is for others who said that monolingual method is best of all for the smooth flow and comprehension of English language in English

language class. The results of the students can also be upgraded if the medium of English language would be thoroughly English. There are certain private schools, not colleges of District Jhang whose medium of instruction is thoroughly English and when these students come to the colleges having mixed medium, they lose their strength of English language, moreover they involve in some kind of complex because of their downfall from an exalted place of English sublimity to the dust of ignorance. Their achievements are turned into complexes. Students argued that it is the responsibility of their language teachers to provide them the best environment which suits their career and personality. They complained that their teachers don't take proper headache of their duty. They have a routine and they work according to that. Students said that teachers should realize their duty and worth and should concentrate on the task assigned and not to shirk from their duty, realizing the fact that they have a very important role to play in students' life and if dealt irresponsibly can lead to destruction of students' careers. They strongly agreed the notion that English language should be the medium of their instruction not only inside the class but also outside of the class activity.

### **Conclusion:**

The study questioned about the use, effectiveness or ineffectiveness of many local languages in English language class and their effect on students' results, personality and character. It is a common practice of our colleges that they don't pay any special attention to English language. It is also very sorrow state of affairs that schools and colleges proclaim themselves to be English medium school, although almost all of their syllabus is in English except some subjects, but the way those subjects are dealt is contemptuous, rather pitiable.

English class is taught in Punjabi language and if the teacher is good at Urdu by the luck of students, he will use Urdu language. There are some other reasons of teachers' lack of performance in English language. One of the strong reasons is teachers' lack of English subject competency. Mostly English language teachers have joined this field by chance or on chance. A very little ratio of teachers, there would be who have come into this field by the choice of their own. The work done in compulsion or against one's will yields no positive results and loses its vigor after some time. English language teachers with the help of helping books and guides cram their lectures and inculcate the same habit into their students whose output is too dangerous to imagine.

Pakistan is under-developed country. Students are supposed to be the strong pillars of any country. English language is supposed to be the leading and prosperous language of the world and is considered to be the key to progress in this world of competition. If Pakistan, Pakistani government, the institutions and English teachers are agree to this fact above mentioned then they should consider the alarming state of affairs which is engrossing the reins of our progress and halting the ways of our students to be successful and practical.

Languages do matter. They shape the careers, personalities and visions of its readers and beneficiaries. English language is rich in culture and texture, knowledge and innovations. The need is to explore it. The need is to enrich ourselves. The need is to feel the need of hour which is strongly demanding to flourish English language around the country. English teachers have a great responsibility on their shoulders. The progress of the whole country is in their hands. They will have to be more reasonable, more practical. The time is not of repeating errors again and again. The time is to strike because

the iron of our students' capabilities is hot. They can be molded in whatever way, teachers want.

English language is the guarantee of progress, success and confidence but it will only be possible when it would be dealt in English way and fashion. Monolingual method should be propagated in English language classes. This study focused some colleges of District Jhang, but if we talk about the whole country, the situation is not better anywhere. Government should devise policies regarding it, head institutes should reconsider their missions and English language teachers should understand and feel their real worth and should act according to it to do the best of themselves, for the country and for the students.