

Female Teacher's Attitude towards English as a Medium of Instruction

RAO MUHAMMAD AQEEL

M.Phil. Scholar
Lahore Leads University, Lahore
Pakistan

Abstract:

The main purpose of present study is to investigate the female teachers' attitude towards English as a medium of instruction in the context of TEFL (Teaching English as Foreign Language) in private schools at primary level of town Sikanderabad, Tehsil Shujbad District Multan, Pakistan. The participants of this study were the female teachers excluding Urdu and Arabic teachers in private sector schools. The data was collected through questionnaire from 50 randomly selected respondents. Data was analyzed in order to describe opinions. The results show that most teachers lack professional degree, they are paid a little against their contribution, schools do not have their own buildings and furniture and school holders' policy also effects faculty members.

Key words: Teacher's attitude, TEFL, Classroom instructions and observations, female English teachers

Introduction

In Pakistan, our National Language is Urdu which was used as a medium of instruction in the past. It is very common observation that English has become a global language because it is the language of education, medicine, science, and Information Technology. For Some people, a global language is

a language which has a large number of native speakers (Graddol 1997, McKay 2002). However, in Pakistan there are a lot of regional and local languages such as Pushto, Punjabi, Seraiki, Balochi, Brahwai, Sindhi, Ranghari, and Mewati, etc which are totally different from the national language, Urdu. A child learns to speak the mother tongue at home, but he has to learn Urdu at primary stage. Then he is also expected to learn Arabic which is the language of the Holy Quran. It is the source of his religious knowledge, and fulfils his spiritual needs. Among this process of language learning, English language enters, which is completely a different kind of language. Therefore it is obvious that learning of English language presents a number of difficulties for the students as well as for the teachers. This is because English differs not only in syntax, structure and idiom from all the Pakistani languages, but it has also a different mode of thought and expression. However, English Language has also a great literature which is continuously expanding. Present study aims to explore attitude of female teachers towards English language.

Literature Review

In the East, English has been the language of the rulers for more than a century. Hence the study of English was considered a special privilege for those who aspired to join the ranks of bureaucracy. While the children of the upper classes of society studied English Language in English medium schools right from the first year of their education, the majority of the native children was taught English language after the competition at primary level. Although it was rightly decided to change the medium of instruction in various subjects from English to the native languages, yet the change has adversely affected the general proficiency of the students in English language. English is taught to our students as a compulsory

subject up to degree level, but most of them fail to gain the reasonable command of the language.

The difference in the achievement of the learners of a second language in the East and the West is the result of the differences not only in the quality of their foreign language teachers, but also in the methods and the techniques they use in their teaching. In the west, teachers of the second language have sound command of that language and they are well aware of the latest and most effective teaching methodology with the help of the modern language teaching aids, which are easily available to them due to their ample resources. In the East, comprising mostly developing countries with, meager resources, the results of the second language teaching are not satisfactory because they lack all the above requirements of effective foreign language teaching.

The teaching of more than one language has been an essential aspect of education in all ages. In the past, study of classical languages was given great importance but in the present times, teaching of one of the modern languages as a second language is a compulsory part of the educational curricula at the secondary level. In western countries, French, Italian, German and Spanish are the main modern languages taught as a second language in schools. They are learnt because of their utility from the international point of view as well as for their educative and cultural values.

In the east, the English language holds a privileged position in the educational curricula mainly because of its increasing status in education, science, technology, medicine, and media and so on. As McKay (2002:1) puts it, "the teaching and learning of an international language must be based on an entirely different set of assumptions than the teaching and learning of any other second and foreign language".

During 67 years of Pakistan's existence the Government of Pakistan has announced several Education Policies. However the problem of Education has been addressed from various

angles as the question of quality, the problem of relevance, improvement of curricula, textbooks, teachers, facilities etc. The issue of ideological mornings of education, medium of instruction, access and equity, growing illiteracy, female education, financing, the problem of wastage and educated unemployment, has mostly been the foci of interest. The Education Policy 1992-2002 seems to adopt a flexible approach towards medium of instruction as may be determined by the provinces, shall be the approved provincial language, the national language (Urdu) or English.

And one burning question/pinching matter is that, in private sector teachers are bound not to use their authority/status to develop the character and personality of the children due to “MAR NAHI PIYAR” and the interfering of parents of elite and royal family. That's why the role of a teacher in private sector is no more than a rolling stone or a man of straw. They are paid little against their loyal and faithful contribution. Further teachers come under political pressure of the policy makers and schools/institute holders in private sector where the place of teacher is no more than a puppet in the hands of small gods.

Methodology

Population of the Study: All teachers teaching English as subject. Teachers of Urdu and Islamiyat were not included in the study. (Age group: 21-25 years only)

Sample of the Study: The researcher selected 50 female teachers from different schools by convenient sampling method in rural area of Tehsil Shujabad, District Multan.

Data Collection Tool: In order to get the required data and to achieve the objectives of the present study, the researcher held interviews and developed the questionnaire on likert type scale,

as Best (1989:82) remarks:- "The questionnaire has unique advantages, and properly constructed, it may serve as a most appropriate and useful data-gathering device in a research project".

Statistical Analysis: Data was collected from different responses of the teachers included in the sample. In this process percentage formula was used.

Data Analysis

Data analysis is given below:-

Table

Items No.	Statement	Responses	Frequency	%Age	Mean
1	English as a medium of instruction is negatively affecting the results of the students	A	40	80	4.00
		DA	08	16	
		U.D	02	04	

It is visible from the analysis given in the table that majority of the teachers (respondents) ie; 80% agreed with the statement that English medium of instruction is negatively affecting the results of the students, 16% disagreed and 04%remained undecided. So the response is very high.

Table

Items No.	Statement	Responses	Frequency	%Age	Mean
2	The original thinking and ideas are difficult to create in students through English as a medium of instruction	A	38	76	3.80
		DA	08	16	
		U.D	04	08	

It is visible from the analysis given in the table that majority of the teachers (respondents) ie; 76% agreed with the statement that the original thinking and ideas are difficult to create in

students through English as a medium of instruction, 16% disagreed and 08%remained undecided. So the response is very high.

Table

Items No.	Statement	Responses	Frequency	%Age	Mean
3	English medium of instruction is a burden for the students.	A	35	70	3.50
		DA	06	12	
		U.D	09	18	

It is obvious from the analysis given in the table that majority of the teachers (respondents) ie; 70% agreed with the statement that English medium of instruction is a burden for the students and children, 12% disagreed and 18%remained undecided. So the response is high.

Table

Items No.	Statement	Responses	Frequency	%Age	Mean
4	Students have competency to understand when taught in English	A	22	44	2.20
		DA	23	46	
		U.D	05	10	

It is visible from the analysis given in the table that majority of the teachers (respondents) ie; 44% agreed with the statement that students have competency to understand when taught in English, 46% disagreed and 10%remained undecided. So the response is low.

Table

Items No.	Statement	Responses	Frequency	%Age	Mean
5	English medium of instruction increases the importance of learning environment for the students	A	36	72	3.60
		DA	14	28	
		U.D	00	00	

It is visible from the analysis given in the table that majority of the teachers (respondents) ie; 72% agreed with the statement that English medium of instruction is negatively affecting the results of the students, 28% disagreed. So the response is high.

Table

Items No.	Statement	Responses	Frequency	%Age	Mean
6	English medium of instruction affects moral, cultural and social values	A	36	72	3.60
		DA	11	22	
		U.D	03	06	

It is visible from the analysis given in the table that majority of the teachers (respondents) ie; 72% agreed with the statement that English medium of instruction affect our moral, cultural and social values, 22% disagreed and 06%remained undecided. So the response is high.

Table

Items No.	Statement	Responses	Frequency	%Age	Mean
7	English medium of instruction broadens the vision of teachers and students	A	42	84	4.20
		DA	03	06	
		U.D	05	10	

It is visible from the analysis given in the table that majority of the teachers (respondents) ie; 84% agreed with the statement that English medium of instruction broaden the vision of teacher and the students, 06% disagreed and 10%remained undecided. So the response is very high.

Table

Items No.	Statement	Responses	Frequency	%Age	Mean
8	Do you think that the students really need the special training for progress?	A	36	72	3.60
		DA	06	12	
		U.D	14	28	

It is visible from the analysis given in the table that majority of the teachers (respondents) ie; 72% agreed with the statement that Do you think that the students really need the special training for progress?, 12% disagreed and 28% remained undecided. So the response is very high.

Table

Items No.	Statement	Responses	Frequency	%Age	Mean
9	Have you got any training in teaching English?	A	28	56	2.60
		DA	13	26	
		U.D	09	18	

It is visible from the analysis given in the table that majority of the teachers (respondents) ie; 56% agreed with the statement that (Have you got any training in teaching English?), 26% disagreed and 18% remained undecided. So the response is very low.

Cumulative table for findings%

Sr No	Statement	A	DA	UN	Mean
1	English medium of instruction is negatively affecting the results of the students	80	16	04	4.00
2	The original thinking and ideas are difficult to create in students through English medium of instruction	76	16	08	3.80
3	English medium of instruction is a burden for the students and teachers	70	12	18	3.50
4	Students have competency to understand when taught in English	44	46	10	2.20
5	English as a medium of instruction increases the importance of learning environment for the students	72	22	00	3.60
6	English as a medium of instruction affects our moral, cultural and social values	72	22	06	3.60
7	English as a medium of instruction broadens the vision of teacher and students	84	06	10	4.20
8	Do you think that your students really need the special training for progress?	72	12	28	3.60
9	Have you got any training in teaching English?	56	26	18	2.60

Conclusions

- Although teachers are competent, yet students are disturbed, drop out is increasing and creativity is decreasing.
- Today English is the vehicle for world communication because progress in science and technology is possible through English, but it takes more time to read and comprehension for the understanding and developments of the students.
- The teachers cannot express their ideas and feelings freely in English. Even they have to use Urdu and they also feel easy to express their ideas in Urdu.
- Mostly teachers lack any professional degree and training.
- Mostly teachers are from native town and their income is very little against their contribution, so the teachers cannot pay full attention to the students due to their low pay package.
- Mostly schools do not have their own buildings and place is also very short.
- Mostly the role of Schools/Institutions holder's is like the Gods of small things that's why female teachers become puppet in the hands of these small Gods.

Recommendations

- Special teachers training programs should be conducted under the Provincial Government.
- Professional degree holder teachers should be elected.
- Subject wise in-service teachers' training program should be managed.
- Implementation of English medium program must be initiated step wise.

- Provincial Government should keep in mind the role and performance of private schools and look after them on half yearly/yearly basis at least.
- Teachers' income must be increased according to their contribution.
- Provincial Government should take necessary actions against policy makers and school holders if their role is not good with their staff especially regarding female teachers.
- Schools must have their own buildings and furniture.
- Comparison of one private school with other private school must be held annually, so that they achieve their highly performance.

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APPENDIX A

Sr No	Statement	A	DA	UN
1	English medium of instruction is negatively affecting the results of the students			
2	The original thinking and ideas is difficult to create in students through English medium of instruction			
3	English medium of instruction is a burden for the students and teachers			
4	Students have competency to understand when taught in English			
5	English as a medium of instruction increase the importance of learning environment for the students			
6	English as a medium of instruction affect our moral, cultural and social values			
7	English as a medium of instruction broaden the vision of teacher and students			
8	Do you think that your students really need the special training for progress?			
9	Have you got any training in teaching English?			

APPENDIX B

LIST OF SCHOOLS

Al Aziz Elementary School

Nokheiz Public School

Furqan Public School

Little Angel Montessori School