

Impact of English as Medium of Instruction on Student Learning at Primary Level in Lahore

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ABSTRACT

Selection of appropriate language of instruction has remained the point of discussion for the policy makers since 1st education policy of Pakistan. Pakistan is a multilingual country due to which various provincial / regional languages are spoken therefore, medium of instruction at national level has ever been remained questionable in the country. It seems obvious to many educationists that learners learn best through a language they understand well, there is also considerable support for retaining the English as medium of instruction in Pakistan.. The main objective of this study was to explore the impact of English as medium of instruction on student learning at primary level in Lahore. A descriptive method of research was used for the collection of data. Out of all the population of teachers of Lahore Cantt, 80 teachers were selected from 8 schools by systematic random sampling technique. An adapted questionnaire having 30 statements as research instruments was used to collect the data. Data was analyzed in SPSS software. Various formulas i.e., mean score, percentage, standard deviation, and mode for each statement was used. Appropriate recommendations were made in light of the findings.

Keywords: Medium of instruction, Educational Language Policies, Primary level.

INTRODUCTION

By definition “Medium of instruction is the language that is used in educational institution for the teaching of educational content. It could be the official language of a country” (Muhammad, 2009). The language which is used by teacher for the instruction of student is categorized as medium of instruction. Teaching the ideas, experiences and educational contents through the medium of mother tongue, it enhance the skill of the students learning in benefitting manners instead of using second language for the purpose, (British council, n.d.). Since schools are generally representative of the wider society, the major languages used in the society are likely to be used within the education system or school. One of these major languages will usually be the MOI for all subjects, (Wedell&Malderez, 2013). The matter of which language is use in education and its effects on teaching learning process is complex one. It is helpful to judge how the use of language supports the aims of the class. For instance it may be well to give all classroom instruction in English at low level class, because this is helpful experience to new language and will be learnt but explaining the technique behind an activity to the same group might be done in first language, (British council, n.d.). According to the professional the best MOI is the first language of

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the students. Use of the second language will influence their learning capability and they will left behind those who are learning in their first language, Prof Mujib of JamiaMillia (Delhi) said“ A child translate a word from foreign language to his mother tongue and retranslate to foreign language which takes 17 seconds. Likewise, it will take 34 second to translate and retranslate when he is talking to his teacher. Therefore, we can imagine that how much time he is wasting instead of direct approach” (Mustafa, 2005).

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. Development cannot come without using one's own language. There is no instance of any country having made development through the medium of a foreign language. It is not possible for a man to see with the eyes of others, or walk with the legs of others; it is evenly or perhaps more impracticable for him to think in the language of others, (Rehman, 1997).The problem of medium of instruction in Pakistan is a direct result of the multilingual character of the people but its controversial nature is to a great extent a legacy of the undivided India where it was a problem of the mutual distrust of two major communities, (Rahman, 2004).

Wedell&Malderez (2013) state which language is used as the MOI at each level of the education system is likely to depend on: Historical precedent: in the relatively few, long-standing, stable, nation states containing a clear linguistic majority speaking a single language (countries like China, Japan, United kingdom, France, for Example), there is unlikely to be much disagreement about which language should be the MOI. Conscious pragmatic decisions, taken voluntarily or through necessity, at some point in history, countries that have in the past century undergone major political change (e.g. in the 1960s countries of the former soviet Union like Azerbaijan, or in the 1940s to 1960s centuries that were formerly colonies, like India,) (Wedell& Malderez,2013). Furthermore,Wedell&Malderez(2013) conclude that where school use a non-mother tongue, often English as the MOI for some or all subjects, there is additional linguistic and cultural learning to be done , and the teacher's role whatever their subjects, will include assisting in that learning.

Islamic Philosophers recommends that MOI should be the mother tongue of learner. In this regard they prove that since Prophet Adam (AS) till our Holy Prophet PBUH), Allah sent countless prophets to guide the human beings. They all preached their nation in their own mother tongue. Thus the MOI to every nation for its guidance and education adopted by all the prophets was in their own respective languages. It is said in the Holy Quran in Surah Ibrahim, “we sent a messenger except (to teach) in the language of his own people, in order to make (things clear to them. So Allah leads astray those whom He pleases and He is exalted in power, full of wisdom”. Islamic school of thought recommends teaching a kid in his mother tongue. It was a custom in old Arab's urban area that they used to send their children to an institution called ‘BADIA’ where they had to learn original

language of Arabs. The great Muslim scholars like IMAM SHA'AFI learnt Arabic from BADIA established by the native Arabs near urban areas. Therefore, it is very natural to teach a person in his/her mother tongue. It increases the skills of an individual to quickly and clearly understand the concepts and things deliver to him. The Holy Quran was revealed by the Allah Almighty in Arabic, and Hazrat Muhammad (SAW) conveyed the message of Allah in Arabic which was the mother tongue of Arabs. It was the reason that Arabs clearly understood the interpretations and messages as conveyed by the Prophet Muhammad SWA.

MEDIUM OF INSTRUCTION AND EDUCATIONAL LANGUAGE POLICIES

MOI is a significant existing problem for language policy makers. Before the creation of Pakistan throughout the British imposing period the language in education policy was that Urdu should be used as MOI for the lower classes and that English should be used as MOI for the leaders. Since 1947 Pakistan has created quite a lot of education policies, but their “carrying out has in general unsuccessful to build up in demonstration with policy,” (OBE, 2010). It was recommended in the Pakistan education conference 1947 that Urdu should be taught as a necessary language in school, the stage of its introduction in the primary school being left to the decision of the provincial and state government. The advisory board 1948.1949 and 1950 of education suggested that English must be changed by national language. It is reported in educational conference 1951 that the mother tongue has been made the MOI in all primary schools. In NEP 1959 recommended that in the West Pakistan, the medium of instruction from class 1 to class 5 is Urdu. It is said in the proposal for a new educational policy July 1969 the education policy should ensure that the medium of instruction at all levels of education is changed to Bengali in East Pakistan and Urdu in West Pakistan. National education policy and implementation programme 1979 reported that the continued existence of English medium schools, as a inheritance of the British imposing period go against the principal of development of unison of thought by integrating different streams of education into a single unified and coherent educational system. It has therefore, been determined that all Pakistani, English medium schools will be bringing to an end, (Government of Pakistan, 1979). In the view of NEP 1992-200 the MOI shall be provincial languages, the national language or English, (Ministry of Education Pakistan, 1992). White Paper, the first public document of the education policy of 1998-2010, declares that regional language should be the MOI at early stage. In the NEP 2009 the policy makers vowed to use Urdu as MOI in national educational institutions, (OBE, 2010).

BASIC CRITERIA IN SELECTING THE RIGHT MOI

The basic criteria in selecting the right medium of instruction are ability to;

- a. Help students acquire knowledge as effortlessly as possible;
- b. Communicate with clarity and objectivity, and above all,
- c. Stimulate critical and creative thinking, (Ministry of education and scientific research, 1970).

IMPORTANCE OF ENGLISH AS MOI

Wedell&Malderez (2013) quoted that:

Coleman (2010) identifies four main ways in which knowledge of English may contribute to development within a particular context. It may:

Increase citizen employability.

Facilitate international mobility (e.g. migration, tourism, studying abroad)

Enable access to crucial information or opportunities (e.g.to scientific studies relevant to the local content written in English and/or to training opportunities for which knowledge of English is a prerequisite)

Act as a neutral national or official language for those leaving in contexts where other available languages would (for historical or political reasons be unacceptable in this role), (Wedell&Malderez, 2013).

Considering the importance and usefulness of English in our personal and national life, it will be suicidal to make it an additional kind of subject or lay less stress on it in our education system.

METHODOLOGY

This study was descriptive in nature and survey conducted. All the Federal Government schools of Lahore Cantt were the population of the study .The systematic random sampling technique was used. There are 24 federal government schools in Lahore Cantt. The desired sample size was 8 schools. Chairman F.G schools had provide a list of school in Lahore Cantt. K is equal to the size of the population, 24, divided by the desired sample size, 8. Thus $K = (24/8) = 3$. So every 3rd school was selected. 10 teachers from each F.G school were selected to obtain the data. Therefore sample of 80 teachers were selected for the collection of data. A close ended questionnaire (Poon, Lau & Chu, 2013) was adapted to obtain necessary information about the impact on English as medium of instruction on student learning at primary level. The researchers were personally visited the sample institutions and got the questionnaires filled from the target sample. SPSS 15 (Statistical Package for Social Science) software was used to analyze data in the form of ANOVA, Frequencies and Percentage and Mean scores.

ANALYSIS AND INTERPRETATION OF THE DATA

Table 1

Response rate by Qualifications

	Frequency	Percent	Cumulative Percent
M.A	46	57.5	57.5
B.A	31	38.8	96.3
F.A	3	3.8	100.0
Total	80	100.0	

Table 1 describes that 57% teachers were M.A qualified, 39 % were graduated and 4% had intermediate academic education.

Table 2

Response rate by Schools

School	Frequency	Percent	Cumulative Percent
F.G JPS R.A Bazar Lahore Cantt	10	12.5	12.5
F.G JPS no 2 Saddar Lahore Cantt	10	12.5	25.0
F.G Girls high school R.A Bazar Lahore Cantt	10	12.5	37.5
F.G JPS Mazhar lines Lahore Cantt	10	12.5	50.0
F.G public high school Shami road Lahore Cantt	10	12.5	62.5
F.G JPS School Shami road Lahore Cantt	10	12.5	75.0
F.G Middle school Mazhar lines Lahore Cantt	10	12.5	87.5
F.G Primary school Chirtal lines Lahore Cantt	10	12.5	100.0
Total	80	100.0	

Table 2 portrays that 12% respondents were selected as sample from each of above mentioned school list.

Table 3

Students prefer having EMI (English as Medium of Instruction)

Scale	Frequency	Percent	Cumulative Percent
Strongly Agree	10	12.5	12.5
Agree	38	47.5	60.0
Undecided	10	12.5	72.5
Disagree	17	21.3	93.8
Strongly Disagree	5	6.3	100.0
Total	80	100.0	

Table 3 indicates that 59% teachers were agreed that students do prefer having English as medium of instruction, 27% were disagree and 12% teachers were unable to decided.

Table 4

Student prefer having UMI (Urdu as Medium of Instruction)

	Frequency	Percent	Cumulative Percent
Strongly Agree	14	17.5	17.5
Agree	29	36.3	53.8
Undecided	9	11.3	65.0
Disagree	26	32.5	97.5
Strongly Disagree	2	2.5	100.0
Total	80	100.0	

Table 4 shows that 53% respondent were agreed that students prefer having Urdu as medium of instruction, 34% were disagree and 11% respondent were unable to decided.

Table 5

With EMI students feel more motivated to learn

	Frequency	Percent	Cumulative Percent
Strongly Agree	15	18.8	18.8
Agree	25	31.3	50.0
Undecided	14	17.5	67.5
Disagree	20	25.0	92.5
Strongly Disagree	6	7.5	100.0
Total	80	100.0	

Table 5 point out that 50% teachers were agreed that with EMI students feel more motivated to learn , 32% were disagree and 17% teachers were unable to decided.

Table 6

With UMI students feel more motivated to learn

	Frequency	Percent	Cumulative Percent
Strongly Agree	17	21.3	21.3
Agree	32	40.0	61.3
Undecided	12	15.0	76.3
Disagree	17	21.3	97.5
Strongly Disagree	2	2.5	100.0
Total	80	100.0	

Table 6 specify that 61% teachers were agreed that with UMI students feel more motivated to learn, 24% were disagree and 15% teachers were unable to decided.

Table 7

With EMI students can answer question more precisely

	Frequency	Percent	Cumulative Percent
Strongly Agree	12	15.0	15.0
Agree	24	30.0	45.0
Undecided	9	11.3	56.3
Disagree	32	40.0	96.3
Strongly Disagree	3	3.8	100.0
Total	80	100.0	

The above mentioned table suggests that 45% teachers were agreed that with EMI students can answer question more precisely, 44% were disagree and 11% teachers were unable to decide.

Table 8

Student find learning enjoyable if it takes place to a language with which they are already familiar

	Frequency	Percent	Cumulative Percent
Strongly Agree	35	43.8	43.8
Agree	29	36.3	80.0
Undecided	8	10.0	90.0
Disagree	7	8.8	98.8
Strongly Disagree	1	1.3	100.0
Total	80	100.0	

Table 8 designate that 80% teachers were in the favor of the statement, 10% were disagreeing and 10% teachers were unable to decide.

Table 9

Students basic conceptual development is more effective if it take place through a language which they understand

	Frequency	Percent	Cumulative Percent
Strongly Agree	32	40.0	40.0
Agree	36	45.0	85.0
Undecided	5	6.3	91.3
Disagree	6	7.5	98.8
Strongly Disagree	1	1.3	100.0
Total	80	100.0	

Table 9 signify that 85% teachers were agreed that students basic conceptual development is more effective if it take place through a language which they understand, 9% were not agree and 6% teachers were unable to decided.

Table 10

With UMI children lean more and in a happier frame of mind

	Frequency	Percent	Cumulative Percent
Strongly Agree	21	26.3	26.3
Agree	36	45.0	71.3
Undecided	16	20.0	91.3
Disagree	4	5.0	96.3
Strongly Disagree	3	3.8	100.0
Total	80	100.0	

Figure of the table disclose that 71% teachers were agreed that with UMI children lean more and in a happier frame of mind, 9% were disagree and 20% teachers were unable to decided.

Table 11

Urdu is easy for the student to learn because Urdu is familiar so it will be easy for a teacher to clear the concept of students.

	Frequency	Percent	Cumulative Percent
Strongly Agree	25	31.3	31.3
Agree	39	48.8	80.0
Undecided	5	6.3	86.3
Disagree	7	8.8	95.0
Strongly Disagree	4	5.0	100.0
Total	80	100.0	

Above table depicts that 80% teachers were agreed that Urdu is easy for the student to learn because Urdu is familiar so it will be easy for a teacher to clear the concept of students, 14% were disagree and 6% teachers were unable to decided.

Table 12

With EMI students can only understand 50% of the content

	Frequency	Percent	Cumulative Percent
Strongly Agree	12	15.0	15.0
Agree	34	42.5	57.5
Undecided	12	15.0	72.5
Disagree	19	23.8	96.3
Strongly Disagree	3	3.8	100.0
Total	80	100.0	

Table 12 shows that 57% teachers were agreed that with EMI students can only understand 50% of the content, 28% were disagree and 15% teachers were unable to decide.

Table 13

With EMI vocabulary affects students understanding of subject knowledge

	Frequency	Percent	Cumulative Percent
Strongly Agree	11	13.8	13.8
Agree	48	60.0	73.8
Undecided	10	12.5	86.3
Disagree	8	10.0	96.3
Strongly Disagree	3	3.8	100.0
Total	80	100.0	

Table 13 specify that 72% teachers were agreed that with EMI vocabulary affects students understanding of subject knowledge, 14% were disagree and 12% teachers were unable to decide.

Table 14

With EMI students find it difficult to take notes

	Frequency	Percent	Cumulative Percent
Strongly Agree	10	12.5	12.5
Agree	29	36.3	48.8
Undecided	15	18.8	67.5
Disagree	17	21.3	88.8
Strongly Disagree	9	11.3	100.0
Total	80	100.0	

Table 14 shows that 49% teachers were agreed that with EMI students find it difficult to take notes, 32% were disagree and 19% teachers were unable to decide.

Table15

With EMI, it slows down students learning obviously

	Frequency	Percent	Cumulative Percent
Strongly Agree	8	10.0	10.0
Agree	29	36.3	46.3
Undecided	23	28.8	75.0
Disagree	12	15.0	90.0
Strongly Disagree	8	10.0	100.0
Total	80	100.0	

Table 15 indicates that 46% teachers were agreed that with EMI, it slows down students learning obviously, 25% were disagree and 29% teachers were unable to decided.

Table 16

EMI is not easily understandable for students that generates a gap between teachers and students

	Frequency	Percent	Cumulative Percent
Strongly Agree	14	17.5	17.5
Agree	27	33.8	51.3
Undecided	16	20.0	71.3
Disagree	20	25.0	96.3
Strongly Disagree	3	3.8	100.0
Total	80	100.0	

The above table reveals that 51% teachers were agreed that EMI is not easily understandable for students that generates a gap between teachers and students, 29% were disagree and 20% teachers were unable to decide.

Table 17

With EMI students feel difficulty to exchange ideas

	Frequency	Percent	Cumulative Percent
Strongly Agree	13	16.3	16.3
Agree	38	47.5	63.8
Undecided	8	10.0	73.8
Disagree	17	21.3	95.0
Strongly Disagree	4	5.0	100.0
Total	80	100.0	

This table evidence that 64% teachers were agreed that with EMI students feel difficulty to exchange ideas, 26% were disagree and 10% teachers were unable to decide.

Table 18

With EMI concept of students remain unclear

	Frequency	Percent	Cumulative Percent
Strongly Agree	9	11.3	11.3
Agree	31	38.8	50.0
Undecided	17	21.3	71.3
Disagree	20	25.0	96.3
Strongly Disagree	3	3.8	100.0
Total	80	100.0	

Table 18 shows that 50% teachers were agreed that with EMI concept of students remain unclear, 29% were disagreeing and 21% teachers were unable to decide.

Table 19

With EMI students can learn more vocabulary

	Frequency	Percent	Cumulative Percent
Strongly Agree	23	28.8	28.8
Agree	37	46.3	75.0
Undecided	7	8.8	83.8
Disagree	10	12.5	96.3
Strongly Disagree	3	3.8	100.0
Total	80	100.0	

Table19 indicates that 71% teachers were agreed that with EMI students can learn more vocabulary, 16% were disagree and 9% teachers were unable to decided.

Table 20

With EMI students academic results can be maintained

	Frequency	Percent	Cumulative Percent
Strongly Agree	11	13.8	13.8
Agree	31	38.8	52.5
Undecided	15	18.8	71.3
Disagree	17	21.3	92.5
Strongly Disagree	6	7.5	100.0
Total	80	100.0	

Table 20 specify that 52% teachers were agreed that with EMI students academic results can be maintained, 29% were disagree and 19% teachers were unable to decide.

Table 21

It is easier for students to understand lesson conducted in English

	Frequency	Percent	Cumulative Percent
Strongly Agree	6	7.5	7.5
Agree	29	36.3	43.8
Undecided	11	13.8	57.5
Disagree	30	37.5	95.0
Strongly Disagree	4	5.0	100.0
Total	80	100.0	

The above table shows that 44% teachers were agreed that it is easier for students to understand lesson conducted in English, 42% were disagree and 14% teachers were unable to decide.

Table 22

With EMI students learn language better of earlier stage

	Frequency	Percent	Cumulative Percent
Strongly Agree	20	25.0	25.0
Agree	26	32.5	57.5
Undecided	13	16.3	73.8
Disagree	15	18.8	92.5
Strongly Disagree	6	7.5	100.0
Total	80	100.0	

Table 22 point out that 57% teachers were agreed that with EMI students learn language better and earlier stage, 26% were disagree and 16% teachers were unable to decide.

Table 23

English is necessary because of globalization

	Frequency	Percent	Cumulative Percent
Strongly Agree	32	40.0	40.0
Agree	32	40.0	80.0
Undecided	9	11.3	91.3
Disagree	6	7.5	98.8
Strongly Disagree	1	1.3	100.0
Total	80	100.0	

Table 23 signify that 80% teachers were agreed that English is necessary because of globalization, 9% were disagreeing and 11% teachers were unable to decide.

Table 24

With EMI students can play a much more active role in their own learning by questioning and by exploring ideas.

	Frequency	Percent	Cumulative Percent
Strongly Agree	19	23.8	23.8
Agree	36	45.0	68.8
Undecided	12	15.0	83.8
Disagree	9	11.3	95.0
Strongly Disagree	4	5.0	100.0
Total	80	100.0	

Table 24 indicates that 69% teachers were agreed that with EMI students can play a much more active role in their own learning by questioning and by exploring ideas, 16% were disagree and 15% teachers were unable to decide.

Table 25

The Gap between elite and lower classes can be achieved through increasing access to English

	Frequency	Percent	Cumulative Percent
Strongly Agree	18	22.5	22.5
Agree	37	46.3	68.8
Undecided	11	13.8	82.5
Disagree	11	13.8	96.3
Strongly Disagree	3	3.8	100.0
Total	80	100.0	

Table 25 reveals that 69% teachers agreed that the gap between elite and lower classes can be achieved through increasing access to English, 18% were disagree and 14% teachers were unable to decide.

Table 26

Children cannot read and write in their Home Language so English should be used

	Frequency	Percent	Cumulative Percent
Strongly Agree	10	12.5	12.5
Agree	27	33.8	46.3
Undecided	16	20.0	66.3
Disagree	21	26.3	92.5
Strongly Disagree	6	7.5	100.0
Total	80	100.0	

Table 26 point towards that 46% teachers were agreed that children cannot read and write in their Home Language so English should be used, 34% were disagree and 20% teachers were unable to decide.

Table 27

Children cannot read and write in their Home Language so Urdu should be used

	Frequency	Percent	Cumulative Percent
Strongly Agree	11	13.8	13.8
Agree	27	33.8	47.5
Undecided	14	17.5	65.0
Disagree	22	27.5	92.5
Strongly Disagree	6	7.5	100.0
Total	80	100.0	

Table above indicates that 48% teachers were agreed that children cannot read and write in their home language so Urdu should be used, 35% were disagree and 17% teachers were unable to decide.

Table 28

With EMI, students have opportunities to learn content-based subject knowledge in English

	Frequency	Percent	Cumulative Percent
Strongly Agree	16	20.0	20.0
Agree	43	53.8	73.8
Undecided	4	5.0	78.8
Disagree	14	17.5	96.3
Strongly Disagree	3	3.8	100.0
Total	80	100.0	

Table 28 indicates that 74% teachers were agreed that with EMI, students have opportunities to learn content-based subject knowledge in English, 5% were disagree and 20% teachers were unable to decide.

Table 29

With EMI Students need to prepare the content before attending lessons

	Frequency	Percent	Cumulative Percent
Strongly Agree	7	8.8	8.8
Agree	43	53.8	62.5
Undecided	8	10.0	72.5
Disagree	17	21.3	93.8
Strongly Disagree	5	6.3	100.0
Total	80	100.0	

Table 29 indicates that 62% teachers were agreed that with EMI Students need to prepare the content before attending lessons, 28% were disagree and 10% teachers were unable to decide.

Table 30

With EMI, it helps enhance students overall English proficiency.

	Frequency	Percent	Cumulative Percent
Strongly Agree	26	32.5	32.5
Agree	38	47.5	80.0
Undecided	5	6.3	86.3
Disagree	8	10.0	96.3
Strongly Disagree	3	3.8	100.0
Total	80	100.0	

Table 30 indicates that 80% teachers were agreed that with EMI, it helps enhance students overall English proficiency, 14% were disagree and 6% teachers were unable to decide.

Table 31

With EMI, Students are facing a large amount of vocabulary, which creates difficulty in learning.

	Frequency	Percent	Cumulative Percent
Strongly Agree	9	11.3	11.3
Agree	28	35.0	46.3
Undecided	21	26.3	72.5
Disagree	18	22.5	95.0
Strongly Disagree	4	5.0	100.0
Total	80	100.0	

Table 31 specify that 46% teachers were agreed that with EMI, Students are facing a large amount of vocabulary, which creates difficulty in learning, 27% were disagree and 26% teachers were unable to decide.

Table 32

With EMI, learning progress and effectiveness are more affected.

	Frequency	Percent	Cumulative Percent
Strongly Agree	17	21.3	21.3
Agree	35	43.8	65.0
Undecided	11	13.8	78.8
Disagree	11	13.8	92.5
Strongly Disagree	6	7.5	100.0
Total	80	100.0	

Table 32 indicates that 65% teachers were agreed that with EMI, learning progress and effectiveness are more affected, 21% were disagree and 14% teachers were unable to decide.

Statements	Mean	S. D
Students prefer having EMI (English as Medium of Instruction)	3.39	1.142
Student prefer having UMI (Urdu as Medium of Instruction)	3.34	1.179
With EMI students feel more motivated to learn	3.29	1.245
With UMI students feel more motivated to learn	3.56	1.123
With EMI students can answer question more precisely	3.12	1.205
Student find learning enjoyable if it takes place to a language with which they are already familiar	4.13	.998
Students basic conceptual development is more effective if it take place through a language which they understand	4.15	.929
With UMI children lean more and in a happier frame of mind	3.85	.995
Urdu is easy for the student to learn because Urdu is familiar so it will be easy for a teacher to clear the concept of students	3.93	1.088
With EMI students can only understand 50% of the content	3.41	1.122
With EMI vocabulary affects students understanding of subject knowledge	3.70	.960
With EMI students find it difficult to take notes	3.17	1.230
With EMI, it slows down students learning obviously	3.21	1.133
EMI is not easily understandable for students that generates a gap between teachers and students	3.36	1.150
With EMI students feel difficulty to exchange ideas	3.49	1.147
With EMI concept of students remain unclear	3.29	1.081
With EMI students can learn more vocabulary	3.84	1.096
With EMI students academic results can be maintained	3.30	1.174
It is easier for students to understand lesson conducted in English	3.04	1.119
With EMI students learn language better and earlier stage	3.49	1.263
English is necessary because of globalization	4.10	.963
With EMI students can play a much more active role in their own learning by questioning and by exploring ideas.	3.71	1.105
The Gap between elite and lower classes can be achieved through increasing access to English	3.70	1.084

Children cannot read and write in their Home Language so English should be used	3.17	1.178
Children cannot read and write in their Home Language so Urdu should be used	3.19	1.202
With EMI, students have opportunities to learn content-based subject knowledge in English	3.69	1.098
With EMI Students need to prepare the content before attending lessons.	3.37	1.107
With EMI, it helps enhance students overall English proficiency.	3.95	1.066
With EMI, Students are facing a large amount of vocabulary, which creates difficulty in learning.	3.25	1.085
With EMI, learning progress and effectiveness are more affected.	3.58	1.188

Comparison of teachers' perceptions towards English as medium of instruction on the basis of levels of Qualification (FA, BA, MA)

ANOVA on EMI Attitude Score among Qualification level

	Sum of Squares	Df	Mean Square	F	p.
Between Groups	54.861	2	27.431	.176	.839
Within Groups	12031.626	77	156.255		
Total	12086.488	79			

Above table shows that there is no significant difference between the attitudes of teachers towards the English as medium of instruction on the basis of different qualification level of teachers ($F=.176$, $p=.839$) at $\alpha \leq .05$ level of significance. Therefore it is concluded that different qualification levels do not affects the attitude of teachers for English as medium of instruction.

Comparison of teachers' perceptions towards English as medium of instruction on the basis of Schools

ANOVA on EMI Attitude Score among Schools group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1871.587	7	267.370	1.885	.085
Within Groups	10214.900	72	141.874		
Total	12086.488	79			

Above table shows that there is no significant difference between the attitudes of teachers towards the English as medium of instruction on the basis of schools group ($F=1.885$, $p=.085$) at $\alpha \leq .05$ level of significance. So it is concluded that teachers of different schools do not affect the perception of students for English as medium of instruction.

CONCLUSIONS AND DISCUSSION

English as medium of instruction has a significant impact on student learning at primary level. While the course of process of the thesis as well as on analysis of the data, it has revealed that most of the teachers prefer English as medium of

instructions over mother tongue or national language. In the light of our research, majority of the teachers are in view that the gap between elite class and lower classes can be achieved through adopting English as medium of instruction. Moreover, the same concept has been highlighted in the National Education Policy (NEP) 2009. Besides this, it has been revealed that most of the teachers said that EMI is not easily understandable for a student that generates a gap between teachers and students. The study also reveals that student cannot read and write in their home language, therefore, English must be adopted as MOI at primary level. Whereas, it was proved in previous researches that the children can learn better in their mother language. Most of the teachers are in view that English should be adopted as MOI from early stages because the children in their child hood can conceptually better understand the concepts and ideas as such EMI will be more effective if students are familiar with this language from early growing stages. On the basis of findings and results it was concluded that, most of the teachers agreed that English have a significant impact on student learning at primary level. Moreover, it was concluded that teachers of different schools don't affects the perception of students for English as medium of instruction. It is concluded that different qualification levels do not affects the attitude of teachers for English as medium of instruction.

Although previous researchers concluded that national language should be MOI whereas our research concludes that English should be adopted as EMI, (Ahmad, 2011). The main reason of this difference in both researches is that the scenario has now been changed due to following reasons:

- a. Most of the young educated generation hailed from Urdu medium education system cannot qualify the exam and standard sets for English medium schools an EMI.
- b. The electronic media has dominated the developing countries by adopting English as communication language.
- c. Through the passage of time, private schools have adopted EMI due to which English has become most commonly used language.
- c. The learning and teaching of computer and applied the science is in English, especially in Pakistan, therefore, this has changed mind and behaviour of mass for adoption of English as medium of instruction being the most popular MOI.

RECOMMENDATIONS

Selecting an appropriate language as MOI is a continuous problem in Pakistan. Our educational institutions are categorized into Urdu medium, English Medium. Some institutions have been adopted regional and provincial languages. In Madaris Arabic is used as MOI. In the situation of Pakistan, it is very difficult to bring together all the educational institutions at one medium.

Suggestion and recommendations which can be made on the basis of the result are as follows:

1. English should be used as medium of instruction from early stage.
2. Teacher should be trained sufficiently for the use of English as a medium of instruction.
3. EMI should be adopted with the combination of local or national languages.
4. At the primary level education should be given in straightforward English, so the students possibly will be aware of it.
5. MOI should remain English but teachers and learner may switch over to first language whenever there is a need to elaborate some certain points.
6. All type of Educational Institutions, Public and Private, should follow the same policy of MOI very strictly.

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