



THE INTELLECT VOICE ABOUT NATIONAL LANGUAGE AND FOREIGN LANGUAGE: A PERCEPTION FROM ACADEMIA

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Abstract

The current study was designed to investigate the perceptions of higher education faculty about the scholarships and effects of national and foreign on the performance of students. The main objectives were to investigate the voice of intellectual community about the preference of medium of instructions, identify the factors regarding the medium of instructions and find out the academic confidence among students about the preference of medium of instructions. One hundred faculty members were selected randomly from The Islamia University of Bahawalpur. Self-developed instrument, Medium of Instructional Preferences Survey (MIPS) with four indicators was used. The results revealed that male teachers were more optimistic to use the national language as medium of instructions on all indicators. Students showed positive attitude towards learning in national language. Confidence building by using national language as medium of instruction as compared with foreign language. Students were more creative when they used national language for learning purpose. Further recommendations were made on the basis of results.

Keywords: Intellect, foreign language, mediums of instructions.

Introduction and Review of Related Literature

English is the language of laureates of the world. In Pakistan, the efforts to read write and speak proficient English is just a dream. The most perplexing part in English language is Grammar. In the same way, speaking skills are difficult to practice and need to prepare with much intention. The most difficult and influencing skills are speaking. The students had difficulty with speaking without any practice in English tenses and articles. When teaching a foreign language, the teacher's communicates his/her lectures in mother language that effect the students' attainment of the desired language. In the English language teaching, the role of mother language remained an issue (Koucka, 2007).

Many factors are associated with assigning quality of fundamental training but the dialect is natural way to correspond and comprehension in the classroom. The building of nations are described by individual and societal multilingualism. The way students unable to communicate "submersion" (Skutnabb-Kangas, 2000). It is closely resembling to train the students submerged without showing them how to swim. Intensified by constant challenges, for example, low levels of teacher training, inadequate resources, wrong educational program and absence of satisfactory school environment. The submersion makes both learning and teaching greatly troublesome, especially when the dialect of language is unfamiliar to the teacher. Primary language based bilingual projects utilize the student's first language, known as the L1, to show starting perusing and composing aptitudes alongside scholastic substance. The second language, known as the L2, ought to be instructed efficiently with the goal that students can steadily exchange aptitudes from the well-known dialect to the new one. Bilingual models and practices shift their outcomes, yet the

utilization of the primary language in the early years so learners can secure and create education abilities apart understanding and contribution in the classroom.

A study conducted by Sinha, Banerjee and Shastri (2009) found that monolingual students were better in English receptive vocabulary, examining understanding and writing fairly. In English syntax mindfulness, phonological mindfulness, expressive vocabulary, vocabulary thickness and composing quality the two gatherings were proportional. This demonstrated bilinguals notwithstanding being capable in two dialects (L1 and L2) don't totally exceed expectations the monolinguals in perusing and composing related aptitudes.

Kavaliauskiene (2009) communicated diverse outcomes. At beginning, every student generally depends on his first language in learning English and furthermore he examines appreciation works out, composing and back translation exercises help students' awareness of contrasts amongst English and the primary language, and encourage semantic improvement.

At a national level the English as second language are typically engaged with the training of students in English language at a global level. The distinguishing proof of means has turned out to be more imperative in the arrangement of second language teachers (Midobuchea, Benavidesb, & Kostina-Ritchey, 2011). Proficient performances, qualities, and principles showed verbal and non-verbal practices as teachers cooperate with students, families, partners, and groups. These positive practices boost students' learning and advancement (NCATE, 2010). Talbert-Johnson (2006) reports that medium of instruction have conceded competitors whose qualities are unsuitable, hazardous, and hard to achieve.

These aspirants may have content learning yet they need sufficient planning. Protocols, states of mind, and impression of others assume a key part in deciding achievement in the realm of instructing (Cline and Necochea 2006). The recognizable proof of qualities was steady with those distinguished by Major and Brock (2003) who detailed topics of compassion, states of mind, bits of knowledge, and instructive methodologies that were fundamental attributes when educating differing understudies. Research recommends that a recognition with neighborhood culture, instructive frameworks and preparing in showing English abroad will impact how instructors are seen by their national students (Rao, 2010). Educators can confront challenges when conventional students vary from their showing style, particularly when the host nation may perceive the need to "modernize" presentation styles however would prefer not to "westernize" (Rao, 2010; Rao, 2002b). Many challenging issues are illustrated as:

The teaching of English is a subject and not a language of communication.

Students fail to learn how to communicate and practice proficient English.

At present, official textbooks and curricula fail to take account of different levels and needs of students.

Teachers have little voice in the process and practice of teaching English.

The curriculum barriers make students self-assess their level of English lower as they progress through the education system. (Tepav, 2013).

The distinctions are linguistic, grammatical and phonetic. In the nations like Malaysia, Nigeria, Namibia, Singapore, Iran and Pakistan have many languages that present similar correspondence issue. The two hundred languages are being spoken in India, has the extreme case (Aito, 2005; Canagarajah and Ashraf, 2013; Hanafi, 2014; Kishore, 2015; Wharton, 2000). The national language of Hindi needs to resist with English as a second language gives them the equivalent chance of learning English with the Hindi speakers (Manivannan, 2016). In India, Pakistan, Bangladesh and Sri Lanka, for instance, English competes positively, assuming dubiously, with the national dialects of Hindi and Urdu. Primary language has possibly both positive and negative outcomes. It might serve as social and intellectual capacities (Carless, 2008). It is guaranteed that the students working in groups don't need to communicate in English constantly. The use of first language identifies with student personality. Negative effect of native language use is that an excessive extent of dependence on the first language may undermine the connection in English. The majority of the researchers proved that the students should educate in their mother language for better execution (Cline & Necochea, 2006).

Mother language is a mean of social interaction and is definitely identified with the statement of basic passion for society. Medium of instruction is straightforwardly connected with the perception and talking capability of students and educators. English too settled in medium of instruction has gained the best most position among neighbor language with multifaceted status in Pakistan. On the other hand, Urdu is the

national language of Pakistan. Students who get tutoring in their mother language in early years demonstrate better learning achievements. At the point when instructors deliver lectures in English, the students get confused. They need to change to Urdu for explaining. Though a few languages are spoken in Pakistan, English leads the way among the first class and official and language. HEC has announced to speak Urdu as official language. They are coordinated to translate their acts, statutes and sites into Urdu from English. However, the situation is as yet disturbing with respect to the implementation. It is an acknowledged fact that the role of mother language is most influential in achieving the desired objectives of education. The institutions where the sole medium of instruction is English language often feel to explain their lectures in students' mother language. The current study is an intention to explore the role of university faculty to present a true picture of language that are actually communicated to students.

1.1 Objectives of the Study

Following were the main objectives of the study:

To investigate the voice of intellectual community about the preference of medium of instruction.

Identify the factors regarding the medium of instruction.

Find out the academic confidence among students about the preference of medium of instruction.

1.2 Research Questions

The research questions based on the objectives of the study were:

RQ 1: What is the voice of intellectual community about the preference of national language as medium of instructions?

RQ 2: What are the factors responsible in implementing the national language as medium of instructions?

RQ 3: What is the difference between the perceptions of male and female teachers regarding the national language as medium of instructions?

Research Methodology

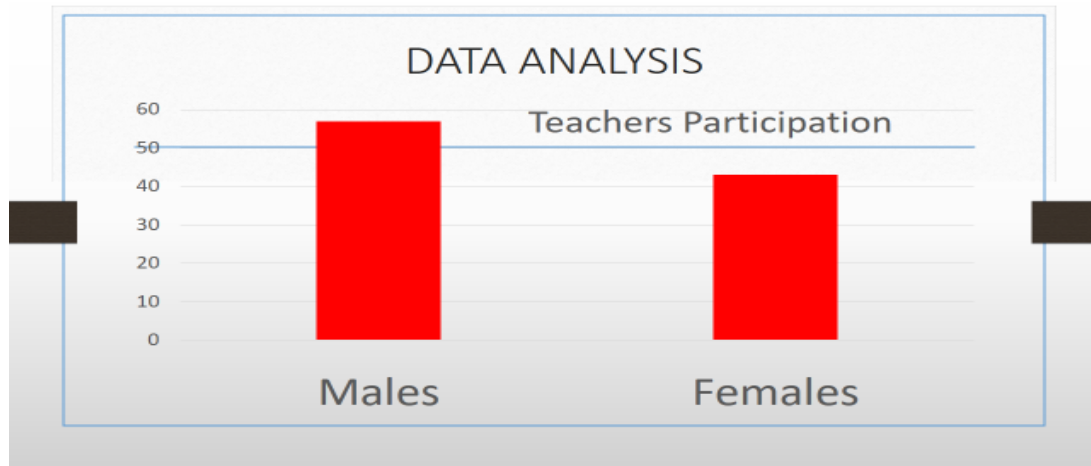
It was a descriptive research in nature. Survey Method was used for the purpose of data collection.

2.1 Population and Sampling

All the faculty members teaching in The Islamia University of Bahawalpr were the population of the study. The sample was selected randomly keeping in view the representation of all faculty members. Hundred faculty members (57 Males, 43 Females) were requested to participate in the study. The sampling distribution was as under.

Table 1: Sample Representation of Respondents

SAMPLE				
University	Male Teachers		Female Teachers	
IUB	57%		43%	
Qualification of Faculty	37 PhD	20 MPhil	20 PhD	13 MPhil



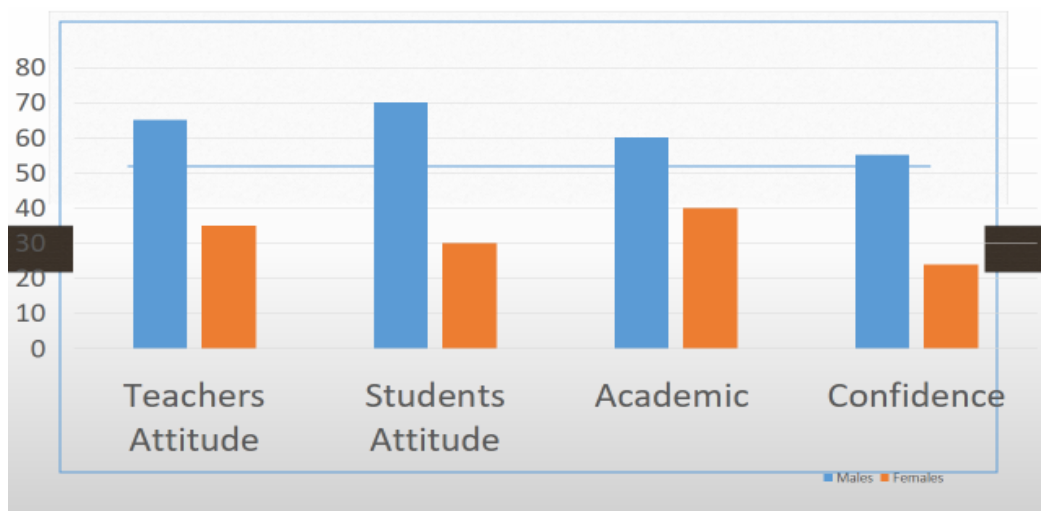
Instrumentation

The self-constructed instrument, Medium of Instructional Preferences Survey (MIPS) was used for the collection of data from the respondents. The factors involved in the instrument were, Teachers Attitude, Students Attitude, Academic Aspect and confidence of the students. The Cronbach Alpha reliability of the instrument was .912 which was excellent for conducting of research studies.

Data Analysis

The data were entered into SPSS and both types of statistical tests, descriptive as well as inferential analysis were applied for analysis of the data. The tests were Mean, SD and t-test.

RQ 1: What is the voice of intellectual community about the preference of national language as medium of instructions?



RQ 2: What are the factors responsible in implementing the national language as medium of instructions?

Table 2: Descriptive Statistics of the Factors of Medium of Instructional Preferences Survey (MIPS)

Descriptive	Teachers' Attitude	Students' Attitude	Academic	Confidence
Mean	3.97	3.95	3.71	3.60
SD	.99	.91	.78	.88

Table 2 showed that topmost indicators in selecting of medium of instruction were teachers' attitude. The next affecting indicator was students' attitude. The third indicator was academic score of students and the last one was students' academic confidence.

RQ 3: What is the difference between the perceptions of male and female teachers regarding the national language as medium of instructions?

Table 3: Perceptions of Gender about Medium of Instructions

Indicator	Gender	N	Mean	SD	t	Sig.
Teacher Attitude	Male	57	3.99	.78	2.769	.007**
	Female	43	3.51	1.21		
Students' Attitude	Male	57	3.90	.58	2.491	.014*
	Female	43	3.60	1.19		

*P<0.05 and **0.01

According to table 3, there exists a significant difference between male and female teachers on the indicators of teachers' attitude and students' attitude. Male teachers supported the evidence more than that of female teachers that mother language should be the mediums of instructions.

RQ 4: What is the difference between the perceptions of male and female teachers regarding the national language as medium of instructions?

Table 4: Perceptions of Gender about Medium of Instructions on Indicators

Indicator	Gender	N	Mean	SD	t	Sig.
Academic	Male	57	3.72	.59	1.984	.049*
	Female	43	3.45	.96		
Confidence	Male	57	3.65	.65	2.318	.022*
	Female	43	3.32	.95		

*P<0.05

According to table 4, there exists a significant difference between male and female teachers on the indicators of academic confidence of the students. Male teachers supported the evidence more than that of female teachers that mother language should be the mediums of instructions to improve the academic confidence of students.

Results and Discussion

A significant difference was found between the perceptions of male and female teachers with respect to national language as medium of instructions. Male teachers were more optimistic to use the national language as medium of instructions

A significant difference was found between the perceptions of male and female teachers with national language as medium of instructions on all indicators of instrument. Male teachers were more optimistic to use the national language as medium of instructions on all indicators.

Regarding the perceptions of teachers:

Students showed positive attitude towards learning in national language.

Confidence building by using national language as medium of instruction as compared with foreign language. Students were more creative when they used national language for learning purpose.

Recommendations

Teachers may use national language as medium of instructions.

Bilingual instructions may be delivered as better understanding to students.

By using only national language we can't meet the international standards.

So, there may be encouragement for teachers and students to use foreign language.

The teachers should motivate and encourage the students to use foreign language to compete the international standards.

There must be a balance in the national and foreign language to fulfill the academic requirements.

Therefore, the parents, media and society must play its role to highlight the blessings and incentives of using the national language.

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