Parents' Perception Regarding English as Medium of Instruction at Elementary School Level in Khyber Pakhtunkhwa Pakistan

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Abstract- The present article focused the perceptions of parents regarding English as medium of instruction at Elementary School Level in Khyber Pakhtunkhwa, Pakistan. The objective of the study was to investigate the perceptions of parents regarding EMI at Elementary School Level in KP. All male parents of students at elementary school level in public sector of Khyber Pakhtunkhwa constituted the population of the study. The study was delimited to four (04) districts Abbotabad, Kohat, Swabi and Swat. Seventy five (75) male parents of middle school students were randomly selected as sample. L.R.Gay table and Raosoft online calculator was used for determining the sample size of the target population. A questionnaire was made for parents, and distributed among them through personal visits. The collected data was summarized and entered into SPSS version 16.00 and analyzed through chi-square and percentage. After analysis the results showed that parents' perceptions were positive regarding English as medium of instruction and they were in favor of using EMI in government elementary schools. The study recommends English as medium of instruction for all schools of Pakistan because it is a language accepted to the world community and ignoring it would left the nation far behinds the developed world.

Keywords: English as Medium of Instruction, perception, elementary level, teachers, students and parents.

I. INTRODUCTION

Pakistan is linguistically extremely diverse. According to the Summer Institute of Linguistics' estimate there are 72 languages in Pakistan spoken and understood by the people (Lewis, 2009) while according to Rahman the above estimate is exaggeration because several language names refer to the same language so according to him the number is 61 (Rahman, 2010). In recent decades the status of English is discussed everywhere around the world. According to Coleman (2010, 2011), Wedell (2011) and Seargeant and Erling (2011) and others educationists have talked about the simplistic postulates about the useful and efficient worth in the developing state of English. They suggest that educationists of the developing world should identify the positive, negative and neutral aspects of English which are expected after the introduction of English in their respective countries. The role of English is very complicated in Pakistan. English is widely used by military establishment and bureaucracy. The language of authority and prestige is also English and is considered the speaking language of wealthy and a dominant role in the country since its inception. There are also several varieties in Pakistani English (Rahman 2010b).

Medium of instruction means the language used by teachers inside their classes for communication with their students. Communications skills are must for a good teacher. The good communicative skills of teachers make their teaching effective and make the process of learning interesting for them and they learn the concepts easily. In many countries of the world mother tongue is used for instruction inside schools but due to the dominance of English many developing nations of the world are changing their medium of instruction to get the modern materials available in the English language. Communication in humans is done through various means but the easy and convenient way of communication is "speech" or "words". The communication would be successful if the speaker (sender of the message) is understood by the person who listen the message. Human beings use old and new words and sentences when they communicate one another (Neilson & Roderick, 2004).

Medium means the source dialect used to convey the knowledge and information to the learners in the class. It is the tongue used by teacher to communicate information, learning, skills and values to the learners.

Medium of instruction is used by teacher as well as by learner communicate in teaching learning process (Nisar & Ahmad, 2011).

II. LITERATURE REVIEW

Pakistan has the population of more than 176 million (Government of Pakistan, 2011) and is the 6th largest country in the world. Here the Muslims are in majority. According to (Miller, 2009) there were 174 million Muslims in the country which is 96% of the whole population. Therefore, Pakistan is also the second largest Muslim country in the world after Indonesia. The Elementary and Secondary Education Department has one lakh and sixty two thousand staff (1, 62,000) which makes 55.50% of the government servants of the province of Khyber Pakhtunkhwa. The total students in all the government institutes are 28,000 (Government of Khyber Pakhtunkhwa, 2013).

Medium of teaching and learning has great importance in any education system of a country. Education can be termed as fruitful and genuine unless it is delivered and communicated with the help of students' direct perceptions and practical knowledge. That is the reason that medium of instruction is recommended after testing the direct perceptions, observations and experimentation of the learners. All these aspects are adopted after the study and thorough investigation of the scholars, psychologists and educators and these people are the agents of change of a community (Arshad, 1997). Language of teaching learning process is adopted by looking into the academic strength of the teachers, their mother tongue and all these questions are important for determining the medium for instruction in school. The question of language is the most important and also this that which language to be used as an instructional language in classes but in Pakistan the question became controversial. People in power did not treat it as matter related to education but treat it as a political issue.

The policy makers are not clear to decide and unable to make a decision that which languages ought to be implemented as core subject or which language ought to be adopted as teaching learning medium for optional subjects. We have ethicized the tongue issue that learning or not learning in a tongue is currently taken to be a political reason. At that point one wonders why our famous policy and plan makers and education experts are so confounded and silly in taking a convincing choice on the medium question. This is mostly due to many reasons that there are numerous variables identified with training entwined into the medium of instruction issue. To give some examples, the nature and quality of instruction (that includes the principles of text books and educators), the applicability and want of the language that the learner learns in the life of the kid when he grown-up, and the social and political environment given by a language that is in practice in school (Benson, 2005).

III. OBJECTIVE OF THE STUDY

1.   To investigate the perception of parents regarding English as a medium of instruction at an elementary school level.

Hypotheses of the Study

H01 There is no significant association between perceptions of parents and English Medium instruction.

IV. RESEARCH METHODOLOGY

The nature of current study is descriptive. In the study, the researchers would collect data from the sampled population and would find results of the questions of the study and would test the developed hypotheses. All boys' middle schools' teachers at public sector in Khyber Pakhtunkhwa constituted the population of the research. The study was delimited to the all male parents of middle school students of Abbotabad, Kohat, Swabi and Swat. For data collection purpose closed ended and five Likert scale questionnaire was developed with the consultation of supervisor. The items of the questionnaire were related to the objective of the study. For the purpose to collect factual data researcher visited the randomly sampled teachers personally and collect data by distributing questionnaire among the respondents.

Results

Table 1.1 English as medium of instruction (EMI) is a better medium to teach your child.

	Frequency	*Percent*	*Valid Percent*	*Chi Square Test*
Strongly Agree	33	44.0	44.0	χ^2 = 43.20
Agree	24	32.0	32.0	**T-Value** 9.49
Neutral	6	8.0	8.0	**Significance Level**

	Frequency	Percent	Valid Percent	Chi Square Test
Disagree	6	8.0	8.0	0.05
Strongly Disagree	6	8.0	8.0	
Total	75	100.0	100.0	

The above table 4.3.1 shows the different of percentages of respondents. 44.0 percent respondents strongly agreed, 32.0 percent agreed, 8.0 percent neutral, 8.0 disagreed and 8.0 strongly disagreed. The result is that 76% respondents are of the opinion that EMI is better medium for teaching and the chi-square value 43.20 is greater than the table value 9.49 therefore at significance level 0.05 it also supports the same opinion.

Table 1.2 Your child can easily develop understanding through EMI.

	Frequency	Percent	Valid Percent	Chi Square Test
Strongly Agree	32	42.7	42.7	χ^2 = 46.04
Agree	26	34.7	34.7	
Neutral	9	12.0	12.0	**T-Value** 9.49
Disagree	2	2.7	2.7	**Significance Level**
Strongly Disagree	6	8.0	8.0	0.05
Total	75	100.0	100.0	

The above table 4.3.2 shows the different of percentages of respondents. 42.7 percent respondents strongly agreed, 34.7 percent agreed, 8.0 percent neutral, 12.0 disagreed and 8.0 percent strongly disagreed. The result is that 77.4% respondents are of the opinion that their child can easily develop understanding through EMI and the chi-square value 46.04 is greater than the table value 9.49 at significance level 0.05 therefore it also supports the same opinion.

Table 1.3 EMI produces better classroom atmosphere.

	Frequency	Percent	Valid Percent	Chi Square Test
Strongly Agree	32	42.7	42.7	χ^2 = 26.80
Agree	15	20.0	20.0	
Neutral	11	14.7	14.7	**T-Value** 9.49
Disagree	11	14.7	14.7	**Significance Level**
Strongly Disagree	6	8.0	8.0	0.05
Total	75	100.0	100.0	

The above table 4.3.3 shows the different of percentages of respondents. 42.7 percent respondents strongly agreed, 20.0 percent agreed, 14.7 percent neutral, 14.7 disagreed and 8.0 percent strongly disagreed. The result is that 62.7% respondents are of the opinion that EMI produces better classroom atmosphere and the chi-square value 26.80 is greater than the table value 9.49 at significance level 0.05 therefore it also supports the same opinion.

Table 1.4 EMI allows teachers to discuss content of the lesson in detail.

	Frequency	Percent	Valid Percent	Chi Square Test
Strongly Agree	24	32.0	32.0	χ^2 = 21.33
Agree	24	32.0	32.0	
Neutral	9	12.0	12.0	**T-Value** 9.49
Disagree	14	18.7	18.7	**Significance Level**
Strongly Disagree	4	5.3	5.3	0.05
Total	75	100.0	100.0	

The above table 4.3.4 shows the different of percentages of respondents. 32.0 percent respondents strongly agreed, 32.0 percent agreed, 12.0 percent neutral, 18.7 disagreed and 5.3 percent strongly disagreed. The result is that 64% respondents are of the opinion that EMI allows teachers to discuss content of the lesson in detail and the chi-square value 21.33 is greater than the table value 9.49 at significance level 0.05 therefore it also supports the same opinion.

Table 1.5 EMI is beneficial for conceptual understanding.

	Frequency	Percent	Valid Percent	Chi Square Test
Strongly Agree	23	30.7	30.7	χ^2 = 25.46
Agree	28	37.3	37.3	
Neutral	8	10.7	10.7	**T-Value** 9.49
Disagree	9	12.0	12.0	**Significance Level**
Strongly Disagree	7	9.3	9.3	0.05
Total	75	100.0	100.0	

The above table 4.3.9 shows the different of percentages of respondents. 30.7 percent respondents strongly agreed, 37.3 percent agreed, 10.7 percent neutral, 12.0 disagreed and 9.3 percent strongly disagreed. The result is that 68% respondents are of the opinion that EMI is beneficial for conceptual understanding and the chi-square value 25.46 is greater than the table value 9.49 at significance level 0.05 therefore it also supports the same opinion.

Table 1.6 EMI helps students with diverse capabilities perform better in exams.

	Frequency	Percent	Valid Percent	Chi Square Test
Strongly Agreed	28	37.3	37.3	χ^2 = 38.13
Agree	28	37.3	37.3	
Neutral	8	10.7	10.7	**T-Value** 9.49
Disagree	4	5.3	5.3	**Significance Level**
Strongly Disagree	7	9.3	9.3	0.05
Total	75	100.0	100.0	

The above table 4.3.11 shows the different of percentages of respondents. 37.3 percent respondents strongly agreed, 37.3 percent agreed, 10.7 percent neutral, 5.3 disagreed and 9.3 percent strongly disagreed. The result is that 74.6% respondents are of the opinion that EMI helps students in examination to perform better and the chi-square value 38.13 is greater than the table value 9.49 at significance level 0.05 therefore it also supports the same opinion.

Table 1.7 EMI helps to develop critical and analytical thinking skills among students.

	Frequency	Percent	Valid Percent	Chi Square Test
Strongly Agree	16	21.3	21.3	χ^2 = 48.26
Agree	38	50.7	50.7	
Neutral	6	8.0	8.0	**T-Value** 9.49
Disagree	8	10.7	10.7	**Significance Level**
Strongly Disagree	7	9.3	9.3	0.05
Total	75	100.0	100.0	

The above table 4.3.14 shows the different of percentages of respondents. 21.3 percent respondents strongly agreed, 50.7 percent agreed, 8.0 percent neutral, 10.7 disagreed and 9.3 percent strongly disagreed. The result is that 72% respondents are of the opinion that EMI helps to develop critical thinking skills among students and the chi-square value 48.26 is greater than the table value 9.49 at significance level 0.05 therefore it also supports the same opinion.

Table 1.8 EMI influences grades in board exams.

	Frequency	Percent	Valid Percent	Chi Square Test
Strongly Agree	21	28.0	28.0	χ^2 = 66.53
Agree	40	53.3	53.3	
Neutral	8	10.7	10.7	**T-Value** 9.49
Disagree	3	4.0	4.0	**Significance Level**
Strongly Disagree	3	4.0	4.0	0.05
Total	75	100.0	100.0	

The above table 4.3.16 shows the different of percentages of respondents. 28.0 percent respondents strongly agreed, 53.3 percent agreed, 10.7 percent neutral, 4.0 disagreed and 4.0 percent strongly disagreed.

The result is that 81.3% respondents are of the opinion that EMI influences grades in board exams and the chi-square value 66.53 is greater than the table value 9.49 at significance level 0.05 therefore it also supports the same opinion.

Table 1.9 EMI helps in improving students English language proficiency.

	Frequency	Percent	Valid Percent	Chi Square Test
Strongly Agree	24	32.0	32.0	$\chi^2 = 41.06$
Agree	32	42.7	42.7	
Neutral	10	13.3	13.3	**T-Value** 9.49
Disagree	4	5.3	5.3	**Significance Level**
Strongly Disagree	5	6.7	6.7	0.05
Total	75	100.0	100.0	

The above table 4.3.20 shows the different of percentages of respondents. 32.0 percent respondents strongly agreed, 42.7 percent agreed, 13.3 percent neutral, 5.3 disagreed and 6.7 percent strongly disagreed. The result is that 74.7% respondents are of the opinion that EMI helps in improving students English language proficiency and the chi-square value 41.06 is greater than the table value 9.49 at significance level 0.05 therefore it so supports the same opinion.

Table 1.10 EMI works better in promoting conceptual understanding of various subjects.

	Frequency	Percent	Valid Percent	Chi Square Test
Strongly Agree	21	28.0	28.0	$\chi^2 = 20.13$
Agree	27	36.0	36.0	
Neutral	6	8.0	8.0	**T-Value** 9.49
Disagree	10	13.3	13.3	**Significance Level**
Strongly Disagree	11	14.7	14.7	0.05
Total	75	100.0	100.0	

The above table 4.3.24 shows the different of percentages of respondents. 28.0 percent respondents strongly agreed, 36.0 percent agreed, 8.0 percent neutral, 13.3 disagreed and 14.7 percent strongly disagreed. The result is that 64% respondents are of the opinion that EMI works better in promoting conceptual understanding of various subjects and chi-square value 20.13 is greater than the table value 9.49 at significance level 0.05 therefore it also supports the same opinion.

V.   CONCLUSION AND RECOMMENDATIONS

Majority of the parents agreed that EMI is helpful in teaching. Students learn more easily through EMI than regional languages. EMI is beneficial for conceptual understanding and have good understanding of EMI to teach young one in a better way. EMI helps students to become proficient in English language and English as medium of instruction influence students' grades in home exams. EMI helps in improving students English language proficiency. EMI works best to take active part in teaching learning process. EMI is better to apply the existing knowledge to the appropriate situation and acquired knowledge in different situation. The study recommended that parents represent the community and when parents in majority had positive opinions about EMI in government middle schools of Khyber Pakhtunkhwa. They were in favour to teaching all subjects in EMI to students and more importance should be given by teachers to EMI because it would better prepare their students for the world.

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