



Perceptions Of Teachers And Headteachers Regarding The Hurdles Of Curriculum Change Into English As A Medium Of Instruction At The Primary School Level

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ABSTRACT- Medium of instruction plays a vital role in the teaching-learning process. It is a tool in which a teacher delivers the contents of the curriculum to his/her pupils in their classrooms. A successful and smooth teaching-learning process depends upon the medium of instruction; therefore, the main purpose of this study was to explore the hurdles faced by teachers due to English as a medium of instruction at the primary level. The population of the study comprised of all the Public Boys & Girls primary school teachers, of District Lakki Marwat. A closed-form questionnaire of a 5-points Likert scale was used as a research tool for data collection. The research tool was made valid through the field experts. A simple random sampling technique was adopted by the researcher for data collection from the respondents for which the researcher personally visited every school and the questionnaire was duly filled by the respondents. The reliability of the instrument was determined by putting the collected data through Cranach's Alpha to calculate the internal consistency of the items. The results of the collected data were rectified and analyzed by applying Software Package for Social Sciences (SPSS) version 21. The collected data was analyzed and a t-test was applied to find out the results. Results of the study indicated the hurdles faced by teachers due to English as a medium of instruction at the primary level.

Keywords: Hurdles, Curriculum Change, English, Medium of Instruction, Primary School, Teachers, and Head Teachers

I. INTRODUCTION

Several arguments in favor of English as a medium of instruction have been reported here. (Tollefson, 2000) affirmed that the justification which is put forwarded by several policy-makers regarding English as a medium of instruction must be reviewed judgmentally and impartially. The policy credentials and arguments regarding the language provided by the policy-makers, experts, and stakeholders are viewed as worthier and valuable. The discerning perspective regarding the policy of the language emphasis the gamut of the importance to understand how the public acknowledgment about the implemented policies have the basic effectiveness of the obviate discretion which make the implemented policies durable and be the natural practice of the societal systems. The first and the foremost justification regarding the adaptation of the medium of instruction particularly at the Bachelor (BA) Level is globally acknowledged and at this level English medium of instruction is given much importance because its demands are increasing day by day globally. According to (Cristal, 1997), it is an argumentative fact that most of the written resources whether it is of the internet or learning resources (books, published papers, and articles) are available in the English medium. The helping materials and resources of all over the fields on the internet are also found in the English medium. Now-a- days all people admit the fact that the English language is on the top among all the other languages and is serving global and international purposes specifically in academic (teaching-learning process), business and trade, etc. (Graddol, 1997) found that it is the need of the modern world to teach most of the academic subjects in English medium instead of the native or national language because it is a well understood. In the science subjects, the modern type of books can be found in one of all languages of the world but the same science subjects can be found in the English language all over the world. The demand for English as a medium of instruction is increasing day by day as a key factor which can

be seen in the form of internationalization and globalization within the whole of Europe (Coleman, 2006; Doiz et al., 2013).

The various research study shows that the major purpose behind the initiating of different programs in English as a medium of instruction in European colleges and universities is to draw and to catch the attention of the international academic learner to prepare these students domestically for the global market as well as to uplift the status of these institutions internationally (Doiz, Lasagabaste, and Sierra, 2011). (Ali, 2013) described that the other logical and basic reason for the adaptation of the English language as a medium of instruction is the supposition that the curriculum contents can be best imparted through the English medium of instruction and this enhances the students' expertise over English language and which can be regarded as to be implicated to the wholly solely economic progress of the country. (Chapple, 2015) affirms that teaching students in English medium can automatically lead to enhance all the faculties of the student's language proficiency. (Tuzlukov and Al-Mahrooqi, 2014) suggested that the fluency and profit with time the passage practice when one practices and studies English language and this is only best possible when the curriculum is imparted through English medium of instruction. While (Rogier, 2012) viewed that proficiency in the English curriculum depends on the students' discernment towards the improvement of the English language.

II. LITERATURE REVIEW

(Macaro, 2015) narrated that all the four faculties of the students' i-e writing, listening, reading, and speaking are increased which make a student of the global market through English medium of instruction. (Dearden, 2014) maintained that there is a very fast-moving trend to teach all the subjects of the curriculum in English as a medium of instruction. Its demand is increasing in all the universities, schools and colleges in every country of the world. This trend has a significant impact on the teaching-learning process of the learners. In such situations when every country of the world is adopting English as a medium of instruction for its curriculum. (Crystal, 2003) regarded the English language as a "killer language" of the mother tongue or local languages because students are forgetting their mother tongue and picking up this new English language. (Crystal, 2003) asserted that geographically, the English language is one most popular languages of the world and the command over it gives us to gain more and more information than the proficiency of any other language of the world. About the demerits of English as a medium of instruction (Kavonen, 2017) argues that some countries are utilizing English as a medium of instruction in the opposition of the mother tongue which is not good for the local inhabitants while the third type of countries are not liking the English as a medium of instruction and are still doubtful and suspicious about its use for the learning of the curriculum contents. It is a fact, without any controversy, that Pakistan is a multilingual state where around about thirty-one various languages are locally spoken and understood but unluckily even there is no single language that is spoken and understood commonly in the whole part of the country. Many languages are locally spoken by a very large number of population in a specific area of the country such as Pashto and Hindko are spoken in the province of Khyber Pakhtunkhwa; Balochi, Brahavi, and Jugdal (also Makrani) are spoken in the province of Balochistan; Punjabi, Patwari, and Saraiki are spoken in the province of Punjab; Similarly Sindhi, Saraiki, and Urdu in the province of Sindhi; Gujri and Kashmiri in Kashmir in Azad Kashmir. Urdu is the public or national language of Pakistan whereas the English language is the official language of the country (Miller and Laufer, 2009).

Any language which is used to deliver the content of the curriculum to the class by the teacher in a teaching-learning process is known as a medium of instruction. It is that language in which a teacher transfers the most important information and skills from the various books of the syllabus to his pupils in a class. Both the teachers and students use a specific and selected language to communicate and to interact among themselves (Shohamy, 2013). A Language in which learning, knowledge, and skills are delivered to pupils in classrooms is called a medium of instruction. As Pakistan is a multilingual state, and so to decide which one should be chosen as the medium of instruction in the schooling institutions of Pakistan, is a great matter of concern and remained a controversial issue as well (Dearden, 2014).

III. STATEMENT OF THE PROBLEM

Medium of instruction is one of the key issues at the school level in Pakistan. In this regard, the researcher probed the problem of the medium of instruction by taking the responses of the respondents (students, parents, and teachers) of boys' secondary schools in district Lakki Marwat.

IV. RESEARCH METHODOLOGY

Descriptive design was adopted to describe the characteristics of a population or

A descriptive survey design was used for this study in light of the objectives of the study. All the Public Male Boys & Girls Primary School Teachers and Head Teachers & Headmistresses of District Lakki Marwat have comprised the population of this study. According to John Curry Technique of Sample, 70 Male Primary school teachers out of a total 1387 teachers & 55 Male Head Teachers out of total 555 Head Teachers were selected as the sample of this study. While in the Female section, 56 Female Primary School teachers out of 569 total Female teachers & 33 Female Head Mistresses out of total 336 were randomly selected as a sample of this study.

John Curry Sample Size Rule of Thumb

No of Respondents	Percentage
10-100	100%
101-1000	10%
1001-5000	5%
5001-10000	3%
10000 +	1%

Table 3.1: Table for Sampling Size

Total Numbers of Primary School Teachers	Percentage	Required Sample
(Male) Teachers	1387	%5 70
(Male) Head Teachers	555	10% 55
(Female) Teachers	569	10% 56
Head Mistresses	336	10% 33
Total	2847	215

Source: District Education Officer (DEO), Lakki Marwat

Simple random sampling is a procedure in which every number of populations has an equal chance of being chosen. So for the selection of respondents, a Simple random sampling technique was adopted by the researcher for the collection of data from the respondents. A closed-ended Questionnaire of a five-point Likert Scale was used as a research tool to collect information and data from the Male & Female Teachers and Headteachers & Headmistresses of the primary schools of Lakki Marwat. For the research instrument, the Pilot Testing procedure was applied through the Validity and Reliability process. The research instrument was made valid through the specific subject experts of the field who checked the content validity (language, items, phrases, grammatical setting of the Statements) of the research instrument and decided whether the same instrument was measuring what was supposed to measure. Reliability is the degree of accuracy or precision in the measurement made by a research instrument. It is a statistical procedure in which the research instrument was applied to the relevant respondents who provided specific information. The data was put on into software version SPSS-21. Then Cranach's Alpha was applied to evaluate the internal consistency of the items. The researcher personally visited all the concerned Male & Female Teachers and Headteachers & Head Mistresses of primary schools at Lakki Marwat. The collected data through the Questionnaire was entered into the SPSS-21 version to analyze it according to the objectives of the study. Mean Standard deviation and t-test were applied to obtain the desired results.

V. RESEARCH OBJECTIVES OF THE STUDY

This research aimed to (1) explores the hurdles faced by teachers (Male and Female), in English as a medium of instruction at the primary school level, (2) examine the perceptions of teachers regarding the hurdles of curriculum change into English as a medium of instruction at primary school level, and (3) know the perceptions of headteachers regarding the hurdles of curriculum change into English as a medium of instruction at primary school level.

VI. RESEARCH QUESTION OF THE STUDY

The research question was (1) what were the perceptions of teachers and headteachers regarding the hurdles of curriculum change into English as a medium of instruction at the primary school level?

VII. HYPOTHESIS OF THE STUDY

The research hypothesis of the study was (1) there was no significant difference between the perceptions of teachers and headteachers regarding the hurdles of curriculum change into English as a medium of instruction at the primary school level.

VIII. PURPOSE OF THE STUDY

The main purpose of the study was to know the hurdles of curriculum change into English as a medium of instruction at the primary school level.

IX. RESEARCH RESULTS

Table 1 Showing Perceptions of Teachers and Head Teachers Regarding the Hurdles of Curriculum Change into English as A Medium of Instruction at Primary School Level

S.No	Statements (Hurdles)	Scale Used					Mean	S.D
		A	SA	UD	DA	SDA		
1.	New hurdles are created for teachers after the curriculum changed into English medium.	150 (70.1%)	38 (17.8%)	6 (2.8%)	15 (7.0%)	5 (2.3%)	1.5374	1.005
2.	Headteachers face hurdles in teaching English medium curriculum due to their lower qualifications	110 (51.4%)	75 (35.0%)	9 (4.2%)	10 (4.7%)	10 (4.7%)	1.7617	1.054
3.	The curriculum changed into English medium instruction is an additional load for teachers in teaching	125 (58.4%)	48 (22.4%)	13 (6.1%)	20 (9.3%)	8 (3.7%)	1.7757	1.144
4.	The curriculum changed into English medium instruction is an additional load for students in the learning process.	115 (53.7%)	66 (30.8%)	10 (4.7%)	14 (6.5%)	9 (4.2%)	1.7664	1.084
5.	The curriculum changed into English as a Medium of Instruction has become above the cognitive level of the students	124 (57.9%)	52 (24.3%)	19 (8.9%)	14 (6.5%)	5 (2.3%)	1.7103	1.030

In table 1, the responses of the respondents regarding “**New Hurdles for Teachers**” were 87.9% of the total respondents were agree while 9% disagree with the statement that “new hurdles are created for teachers after curriculum changed into English medium” having a Mean score 1.5; likewise, the responses of the respondents about “**Hurdles due to Lower Qualifications**” were 86% respondents agreed with the statement that “headteacher face hurdles in teaching English medium curriculum due to their lower qualifications” while only 8 % disagree with the Mean score 1.7. Similarly, the responses of the respondents regarding “**Change of Curriculum in English Medium as Additional Load for Teachers in Teaching**” that 80.8% respondents agreed and 13% disagree showing a Mean score of 1.7. So it can be inferred that the curriculum has become an additional load for Primary school teachers when it is changed into English as a medium of instruction. The responses of the respondents regarding “**Change of Curriculum in English Medium as Additional Load for Students in Learning**” were 83% respondents agree and 8% respondents disagree with the statement that “the curriculum changed into English medium instruction is an additional load for students in the learning process” indicating Mean score 1. The responses of the respondents about “**Curriculum above the Cognitive Level of the Students**” 81% respondents agreed while 8% disagree with the statement that “the curriculum changed into English as a Medium of Instruction has become above the cognitive level of the students” which gives Mean score 1.

X. RESEARCH DISCUSSION

The results of the current study further revealed that students were found confused with the English medium curriculum due to which they faced hurdles in attaining the desired objectives. Likewise, headteachers were found unable to use modern methods of teaching due to which students' academic achievement was not ensured. According to the results of the existing study, instructional controversy regarding English as a Medium of Instruction was not resolved and English as a medium of instruction was found not suitable for the students of both urban and rural areas.

According to the previous study by (Chapple, 2015) schools play a vital role in the educational system in which the Medium of Instruction is highly focused; the mother tongue or native language is quite helpful as a medium of instruction at the school level. (Becket and Li, 2012) described that the needs of the students and demands of society can't be ignored, as English is an international language which is spoken and written throughout the world that's why the change of curriculum into English as a medium of instruction would be a good and progress step to compete for the advanced world. (Elhami and Belhiah, 2014) revealed if English as a Medium of Instruction facilitates learning the language of science & technology but on the other hand, it badly influences teachers and hurts students' academic achievements because it is the second language (L2) in developing countries like Pakistan, Iran, Afghanistan and so on. (Ali, 2008) explained that Medium of Instruction is not easily recognizable and understandable in Pakistan as it creates a spark-gap between the students and students; and it is an obstacle for learning due to which the competency level of teachers and students is negatively affected.

XI. RESEARCH CONCLUSIONS

Conclusions were drawn in the light of discussion by keeping in mind the objectives of the study that so many respondents were in favor of curriculum change into English as a medium of instruction due to its global importance. Moreover, it was confirmed by the respondents that the curriculum is made standardized and our native education is internationalized after it is changed into English as a medium of instruction. While some hurdles were also shown in the results of the study that were not denied such as students' confusion with the English medium curriculum which was a big hurdle for the students to easily attain their desired objectives. Similarly, headteachers had some hurdles and problems by not implementing the required modern methods of instruction in teaching the English medium curriculum. It was concluded in the study that instructional controversy about the English medium of instruction was still not resolved and was perceived unsuitable for the students of both rural and urban areas in district Lakki Marwat. The study concluded that properly trained teachers having good command over English were considered mandatory to successfully adopt English as a medium of instruction to fill up the gap in parallel lines as compared to advanced and developed countries where English has been given first and special priority as a medium of instruction. The majority of the items and ingredients mentioned in the study were appreciated and favored by the respondents to adopt and implement English as a medium of instruction.

XII. RESEARCH SUGGESTIONS

The following suggestions were drawn by keeping in view the objectives and results of the study:

1. The problem of English as a Medium of Instruction might be resolved under the umbrella of the field experts, policymakers, educationists, and demands of the society.
2. The governments may give the priority to the interests and development of the English language on the behalf of its four skills to learn it fully including listening, reading, writing, and speaking then it may be authentic and meaningful as a Medium of Instruction at the Primary level
3. The Government may conduct proper training, seminars, workshops, and conferences regarding English as a Medium of Instruction to enhance the teaching abilities of primary school teachers to attain easily the objectives and targets of English as a medium of instruction both for teachers and students.
4. Curriculum may be naturally emphasized to teach in native and local languages because mother tongue is considered as a natural urge for primary school students.

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