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TÍTULO: Medio de Instrucción (MoI) en idiomas locales y no locales.

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RESUMEN: El estudio se centra en percepciones de los maestros sobre el uso de los idiomas locales y no locales como Medio de Instrucción (MoI) de los grados 1 a 5 en las Escuelas Públicas Divisionales en Faisalabad, Pakistán, después de la política de idiomas 2017 que enfatiza al Urdu como MoI. El propósito fue analizar implicaciones pedagógicas de esta política. Hubo 55 informantes y las escuelas seleccionadas se dividieron en 2 grupos para el análisis. El modelo de Verhoeven (1998) se aplicó para analizar los datos. Como resultado, los maestros mostraron preocupación por el uso del Urdu como MoI, y algunos padres de áreas rurales apreciaron el uso de Urdu como MoI. Las escuelas divisionales en áreas urbanas destacaron el inglés como MoI por su demanda emergente.

PALABRAS CLAVES: Medio de Instrucción (MoI), idioma Urdu, política, percepción.

TITLE: Medium of instruction (MOI) in local and non-local languages.

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ABSTRACT: The study focuses on the perceptions of teachers on the use of local and non-local languages as Medium of Instruction (MoI) from grades 1 to 5 in Divisional Public Schools in Faisalabad, Pakistan, after language policy 2017 which emphasizes Urdu as MoI. The purpose was to analyze the pedagogical implications of this policy. There were 55 informants. The selected Schools were divided into 2 groups for the analysis. Verhoeven's (1998) Model was applied to analyze the data. It was observed that the teachers showed concern on the use of Urdu as MoI. Some parents from rural areas appreciated the use of Urdu as MoI. However divisional schools in urban areas emphasized English as an MoI for its emerging demand.

KEY WORDS: Medium of Instruction (MoI), Urdu language, policy, perception.

INTRODUCTION.

The curriculum we have been using in our schools is what our political freedom fighters had put in place after the attainment of independence in 1947 and it was based on the 1947-48 Education policy. Due to the passage of time and changes in social economic political and technological life, our school curriculum had become archaic and required serious attention.

The above quote provides the rationale for the emergence of the 2017 New Language Policy (NLP) in Pakistan, advocating for local languages as MoI from grades 1-5. While all government schools applied it towards enhancing the use of a local language for early education, private schools continued using Non-Local Language English as MoI from pre-school to higher education.

Teachers in private schools have a record of citing the fluency of their pupils in English as a sign of good education and much of this perceived achievement has been attributed to the policy of using English as the MoI from early grades. This is the background that the current work sought to develop the perceptions of teachers in private schools on this language policy of using local languages as MoI from grades 1-5 in Faisalabad.

DEVELOPMENT.

Statement of the problem.

A large body of research points to the fact that when children use a native or local language as MoI in school, both their acquisition and later transference of literacy skills to other languages is enhanced (Alidou 2001, Matafwali 2010, Tambulukani and Bus 2001). These literacy skills that children attain enable them to manipulate the familiar language (L1) as they breakthrough to an unfamiliar language (L2). Such is the anchor of the 2017 NLP which advocates local languages as MoI. As the case may be with every new policy, different perceptions are elicited from those affected. It is for this reason that the study was designed to unravel the perception of the teachers of divisional public schools about local languages as MoI from grades 1-5.

Purpose of the study.

The purpose of this study was to establish the perceptions of teachers of divisional public schools about the usage of local languages as MoI from Grades 1-5.

Research Questions.

1. What are perceptions of teachers of divisional public schools on the usage of local languages as MoI from grades 1-5?
2. What are the views of school administrators of divisional public schools on the usage of local languages as MoI from grade 1 to 5?

3. What are teachers' perceptions on the teaching and learning materials about local languages as MoI from grade 1-5 in divisional public schools?

Significance of the study.

The change of the Pakistan educational curriculum towards the promotion of local languages as MoI hopes to attain better initial literacy for early childhood education. However, there is no much research done to find out what perceptions teachers in divisional public schools hold on the usage of local languages as MoI in grades 1-5. Therefore, this study intended to highlight the situation in divisional public schools as regards the new language policy. The study might stimulate further research on the many questions that stakeholders have pertaining to the new language policy in relation to these schools.

Delimitations of the study.

The study was limited to Faisalabad because this is where divisional public schools are established and officially operating. The findings of this research may not be generalized to the government, private and other divisional public schools due to a small sample but may provide a general clue on challenges involving the implementation of the new language policy.

Literature review.

The historical perspective on Language in Education Policies in Pakistan.

In 1950s, after de-colonization in most of the Asian countries, English was the language of science, technology, business, media and education (Canagarajah, 2006; Rassool, 2007). The prevailing standing of English language caused many problems in language and education in the postcolonial countries, like India, Kenya, Hong Kong, Bangladesh and Pakistan.

It was not easy to design policies of coherent language-in-education and to reach a conclusion about MoI medium of instruction at school level (Rassool, 2007). On the other hand, university education

in majority of such countries is imparted in English MoI (Rassool, 2007; Tsui & Tollefson, 2004). Due to receiving school education in language other than English, this situation has been and is still creating problems for university students and presenting them with challenges due to lack of proficiency in English, such as difficulties in following English medium lectures, presentation preparation, writing assignments and other academics, evaluations, comprehending English contents and understanding the ideas and concepts underpinning a subject or a topic (Rasool, 2007).

Pakistan is a multicultural and multilingual state with at least 75 languages of which 25 are major languages (Rahman, 1995). Hence, issues faced by the country since independence about the selection of language of MoI and development of an effective policy of language-in-education. Pakistan has faced the issue in policy of language-in-education that remains unresolved to date since its independence from British colonial rulers in 1947. To understand Pakistan's language-in-education policy, there is the need to explore and understand its historical background.

Pakistan, Malaysia, Kenya and other underdeveloped countries are facing unsettled issues like selection of MoI for teaching learning process as they are postcolonial, multilingual and multicultural countries (Rassool, 2007, p.15). Powell (2002) is of the view that colonialism is the major restriction in the issue of language-in-education as English language is a heritage of colonial rulers (Watson, 1999; 2007).

In the 17th century, the MoI Persian was replaced with English by British colonial rulers (Powell 2002). There were economical and political reasons behind this change in MoI to produce a local class of elite for the purpose of operating the colonial project (Rahman, 1995; Rassool, 2007); to make a vast colonial state in the world; to demonstrate their control through language; and to assert British India (Rahman, 1995). Nonetheless, it could have its effect on some major educational institutions where MoI was English while vernacular languages like Bengali, Gujrati, Punjabi and

Tamil were MoI of the rest of the locals (Rahman, 2002; Rassool, 2007), thus there was a division in the society on the access to learn English language (Rahman 1995).

In order to teach ‘uncivilized natives’ the western values the British rulers English medium schools (Rahman, 2006) on the same pragmatics of creating an elite class to get their cheap labour with loyalty with the British Empire. After 41 years of the Act of Native Exclusion 1791, the graduates of these institutions were appointed on the civil service positions in 1832 (Spear 1958, in Rahman, 2006, p.30), And English language was the major selection criteria of competence. High fees were charged in these institutions by the government while the local public was supposed to get education in local languages. The nationalists were satisfied that general public was provided with an education that ‘fit them for their position in life’ and they had no need not go for higher education (Education Commission 1883, in Rahman, 2006, p.53).

In the colonial rule, English was the language of power because it guaranteed superior post, commerce and trade, social status and royal mobility for the native people (Rahman, 2002). On the language issue in multilingual countries MoI and language-in-education has a significant role in every domain of life and society. In post-colonial and multilingual countries like Pakistan it is still a major concern (Tsui & Tollefson, 2004).

The New Language Policy 2017.

The new language policy argues that the new curriculum is inclusive of both government and private schools. In his inauguration speech, the Minister of Education gave his position concerning the new language policy as MoI even in private schools as follows.

The researcher is aware that some indigenous Pakistanis, especially elite members of society, have taught their children English language right from birth. In Education and according to curriculum development principles, such children’s familiar language is obviously English. For this reason,

some schools, especially international ones, may be allowed to use English as a medium of instruction from pre-school to Grade 8 but will teach one of the local languages as a compulsory subject beginning at Grade 2.

Studies on the Medium.

Brock-Utne (2001), in his study tells about ‘classroom observation’ which was conducted in many countries. His study reveals that the use of non-local languages compels the teachers to use method which is traditional and teacher-centered, which reduces both teachers’ teaching effort and students’ learning effort. In classrooms mostly the teachers talk while the learners are passive or silent participants. Because the learners cannot speak the non-local languages as MoI, the teachers are also bound in using traditional teaching techniques like chorus teaching, memorization, repetition, fake talk, recall and code switching. In this regard, Luangala (2010) also posits that such traditional techniques would hinder learners from developing thinking skills that enable them to solve problems independently.

The traditional teaching techniques cited above do not promote authentic teaching and learning. Such situations create not only school ineffectiveness, but also academic achievements are low. Brock- Utne (2001) argues that the learners communicate in a better way in the countries where local language is MoI, and this communication develops better teaching environment for both the teachers and learners.

Generally, it has been noted that performance levels in private schools are better than those in government schools where the familiar language is normally used. However, Brock Utne’s (2001) studies do not provide the reason why pupil performance, for instance, in private schools seems good even though the language used is not familiar to most learners. It is obvious, however, that the findings are from lower grades, but they do not indicate whether they include the situation in private

schools. The researcher hoped to fill this gap by exploring views from private school teachers on the use of local languages as MoI.

In his study, Arshad (2009) cites that the Breakthrough to Literacy Project in Pakistan was very illuminating about policy to raise learning quality to get better results. Its main purpose was to assist the progress of literacy skills and reading abilities in both local language/mother tongue and non local among young learners. Arshad (2009) argues that the students' achievement and literacy skills have correlation between them. He concludes that many Pakistanis view teaching in local language/mother tongues as compared to teaching in Non-local language. On the other hand, elite class likes English as MoI for their children as a tool to get power, job and social status (Shah and Afsar, 2019). These different approaches leave negative effects on the morale of both teachers and students.

The studies by Arshad (2009) and UNESCO (2001) bring out important aspects pertaining to language in education. They give indication about a need to strike a balance between English and local languages. UNESCO's stance suggests a bilingual kind of education for it enhances holistic development of the learners. The current study hoped to add to the holistic development of the learners by taking time to learn about the deliberations in private schools pertaining to use of local languages as MoI. By investigating on the perceptions of divisional public-school teachers on the use of local languages, this study tried to put into perspective the instructional models formulated by Verhoeven (1998).

While the above sentiments refer to English, this study attempted to explore the perceptions of divisional public-school teachers on local language as medium of instruction in Pakistan.

Studies on language completion and complementarily draw one to Banda's (2002) study on the minority and majority languages. In his study, Banda explains that the languages termed minority are the languages spoken by the majority group while as the majority languages are those spoken by

the minority group. This attributes to the status given to these languages. Banda (2002) cites Holmarsdottir (2001:38) that a “minority group” is not necessarily a minority at all. He explains that a “minority group” is in fact a dominated majority that is controlled by the dominant minority. Banda (2002) explains that the learning of initial literacy in South Asian languages (the real majority languages) should make the transferability of literacy skills to learning of initial literacy in the second language, English (the real minority language) even much easier. It was hoped that the current study on the perceptions of teachers in divisional public schools on the use of local languages as medium of instruction would highlight aspects of language complementarity and/or competition in schools.

Regarding learners’ reading levels in local language and English, Mansoor’s (1993) comparative study in reading abilities on English and Urdu in primary schools in Pakistan respectively revealed that the pupils who used Urdu, a local language proved better than those Pakistani pupils who used English. Mansoor’s study (ibid) concluded that English as MoI in Pakistan has detrimental effects to a pupil’s academic performance. Mansoor (1993) however, does not provide any comment given by divisional public-school teachers on how detrimental English is as MoI. It is; therefore, possible that his findings may be focusing on government and not on divisional public schools.

This literature is nevertheless essential to this current study because the views that may arise from the other schoolteachers on the medium of instruction may have information on the reading abilities of the learners. It was therefore important to further this study by finding out the perceptions of teachers in divisional public schools concerning the new language policy of using local languages as MoI. Instead of focusing on reading abilities of the learners, the current study would broadly dwell on perceptions of teachers in divisional public schools about local languages as MoI from grades 1-5.

Another study relating to preferences and attitudes on MoI is a study done by Nkosha (1992) who conducted a survey on parents and teachers' views about English as the MoI at lower primary level. He conducted a study on parents' views on English as MoI. Findings revealed that some parents preferred English to local language with the reason that transferring children from English to local language would disturb their learning. However, the psychologist Spolsky (1985: 68) argues that "A mother tongue is the expression of the primary identity of a human being. It is the language through which a person perceives the surrounding world and through which initial concept information takes place". This current study sought to take another angle from Nkosha (1992) by establishing the perceptions of teachers in divisional public schools about local languages as MoI for grades 1-5. Similar to Nkosha's (1992) study is Jalal's (2008) research which focused on the attitudes of teachers and parents towards English as MoI in Pakistani schools. The study revealed a mixture of inclinations towards English and local language. Jalal (2008) observed that people in Karachi districts of Pakistan opted for both languages because they thought that while English would help their children get better jobs, Urdu would enhance the continuity of culture in the lives of their children. The gap that the researcher hoped to fill was that Jalal's (2008) research was done in Sindh province while the researcher's study was based in Faisalabad. More so, Jalal (2008) did not specify whether his findings included divisional public schools in the districts he targeted. His findings could, however, be relevant to the current study for it is possible that some of his findings may be common in all types of schools.

Methodology.

In an attempt to explore the perceptions of teachers on the use of local languages as MoI in private schools, this study is guided by Verhoeven's (1998) theory of the 6 models of literacy instruction.

According to this six models' literacy instruction theory by Verhoeven (1998), there are 6 procedures by which the usage of mother tongues (minority languages) and official languages (majority languages) can operate as MoI. By minority languages is meant the mother tongue for the ethnic children. The majority languages are the second languages such as English as the case with this study. The six models are basically for the children whose mother tongues are the minority languages while as the majority languages such as English are learnt as second languages (Banda 2002). The diagram below illustrates the six models of literacy instruction by Verhoeven (1998).

Six models of literacy instruction.

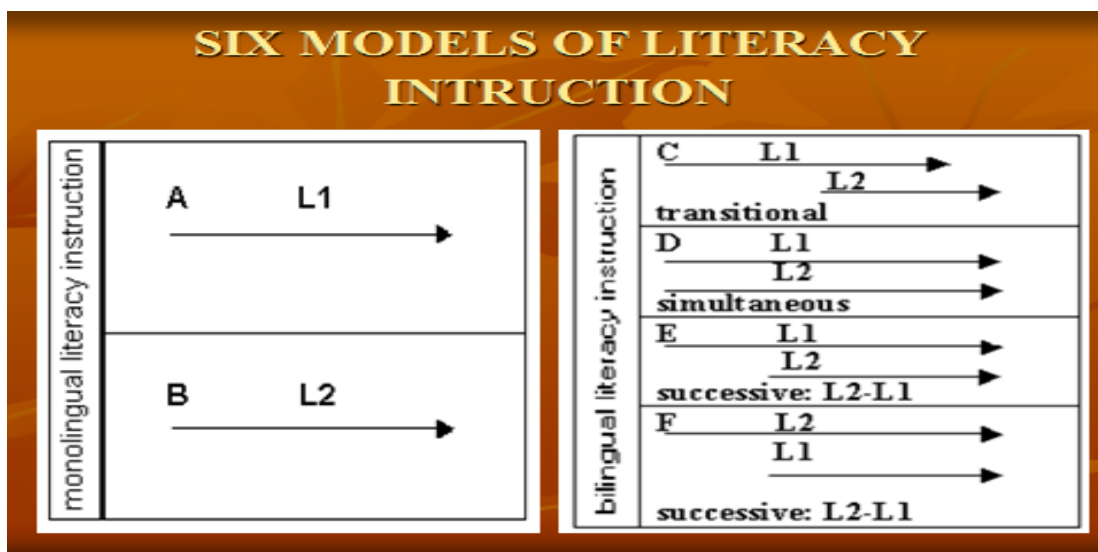


Figure1. The six models of literacy instruction to minority children (arrows indicate school progress). (Source: Verhoeven, 1998:203).

Research site.

This study was conducted in 10 Divisional Public Schools in Faisalabad division. Faisalabad was selected as a study area because it could give a good representation of the established and registered divisional public schools that are in operation.

The locations of these schools can be classified into two parts. There are those schools in the central part of the city and those schools situated on the outskirts. The researcher undertook such a

deliberation of sampling out these schools from the two different settings in existence; so that, the findings would be a representation of all divisional public schools.

Data Collection Methods.

In order to gather as much information as possible on the perceptions of teachers in divisional public schools on using local languages (Urdu) as MoI from grades 1-5, three different data collection techniques were used namely; semi structured interviews, focus group discussions and analysis of document. The variety of methods of data collection was aimed at strengthening the validity of the data collected (Webb, 1966).

Semi-structured interviews.

Semi-structured interviews were selected as a suitable technique for this study on the premise that in depth information is gathered due to the open-ended structure of the questions (Kombo, 2006). To help the researcher arrive at the desired knowledge about the perceptions of teachers in divisional public schools on using of local languages as MoI from grades 1-5, semi-structured interviews were brought in use to solicit detailed information from the school administrators. The principles of semi- structured interview were followed to collect comprehensive data that would address the issues raised in both the objectives of the study.

Focus Group discussions.

Leedy and Ormrod (2005, p.186) advise that to conduct an in-depth focus group interview, the researcher should gather several people, about 12, for the discussion on a specific topic for one to two hours. However, since the focus groups were small, ranging in numbers from two to four interviewees, the duration of the focus group interviews lasted for approximately thirty minutes.

Documents analysis.

In addition to focus group discussion and semi structured interviews the documents related to the subject under study were reviewed. According to Kalusopa and Chifwepa (1999), the analysis of documents provides insights in the various policy strategies that have been initiated towards the development of a given topic.

Data Collection procedure.***Piloting.***

The researcher conducted a pilot study in 3 divisional public schools. The researcher had to first arrange for times to visit the various schools. The researcher was able to make necessary adjustments on the instruments by examining the questions in the interview guide for bias, sequence and clarity (Marshall and Rossman (1995) cited in Nkosha (1999, pg 88). The pilot study was, therefore, an assurance that the topic was researchable, and the instruments were appropriately designed.

Actual Data Collection.

Data was collected over a period of 2 weeks. The researcher took the task of first visiting the targeted schools and arranging on how to meet the various informants. The school administrators, who were also the targeted informants, helped in organizing the other targeted informants who were the grades 1 to 5 teachers. The choice of the administrators as well as the teachers was purposive in that the informants were directly involved in the handling of the pupils who were already using the new curriculum.

Data Analysis.

Data analysis means ‘analyzing the collected information during an experiment or survey to make deductions and inferences’ (Kombo et.al, 2000:117). Kombo (2000) explains that data analysis

involves uncovering underlying structures as well as extracting important variables. The researcher's choice of data analysis began during data collection. This is in agreement with White (2005:186), who says that, 'qualitative data analysis occurs simultaneously with data collection, the first step is to manage the data for investigation.' For instance, the researcher was able to notice that in some schools, the informants were not aware that a new curriculum had been introduced in the education system in Pakistan.

This was noted and since semi interviews provide a leeway for adjustment of the questioning technique, the researcher was able to rephrase for the benefit of the informants. This enhanced the collection of correct data. In turn, the researcher was able to write down the responses from the interviewees. In order to avoid any loss or distortion of data, all the interviews conducted were copied soon after the data collection had begun. This enabled the researcher to familiarize himself with the data while taking into account, possible ways in which it could be analyzed and reported.

The data in this study were analyzed qualitatively using themes that were generated in the objectives of the research.

The themes were further used in discussing the findings of the study.

Results and discussion.

There are findings of the work on the perceptions of teachers in divisional public schools on using local languages as MoI from grades 1-5. These findings are based on interviews conducted on the school administrators and on the Focus group discussions conducted on the grades 1-5 teachers. The document analyses of the Education Curriculum Framework. The findings are presented using the thematic approach. These are divided into three thematic sections derived from the research objectives and are stated below:

1. The views of divisional public-school administrators on using local language as MoI from grades 1-5.
2. Teachers' perceptions on the availability of teaching and learning material based on the new policy of using local language as MoI from grade 1-5.
3. Teachers' perceptions on how the NLP of using local languages as MoI from grades 1-5 is being implemented in divisional public schools.

The views of Divisional Public-School Administrators on using of local language as MoI from Grades 1-5.

There were a number of issues raised by both the administrators and teachers pertaining to the new language policy. The findings are presented in sub themes below.

Preferences between Urdu and English as MoI.

Various informants had their own perceptions on the use of local languages as MoI. One informant commented that the English language as medium of instruction had been enhancing excellent results in many private schools and in her school, in particular. When asked about how the new policy had affected the results, the following were responses given by various head teachers from the divisional private school:

We are already the best in the area; our children learn how to read before they get to grade five. What problem has the government found with us? Are we not the ones who provide the corporate world with graduates? What study did the government do in order to come up with the conclusion that local language is best for initial literacy? We have not complained of any failures here. Why is the Ministry looking for a solution where there is no problem? The Ministry should have first drawn up a plan, sensitizing the schools on how the policy was to be implemented before it actually did.

There is need to get back to the drawing table and revisit this policy. Otherwise, we are comfortable with English here.

More findings from the school administrators showed that there were different interpretations and applications of the newly introduced language policy of using a local language from grade 1 to 5. This was evident in explanations such as this by informant A from a sub divisional school: The New Language policy is a blessing in disguise to us. Our children come from homes that use Urdu and the use of English as MoI was a big problem to most of them. But the New policy is now bridging the home and school and it is therefore no doubt that these children will now value what they learn for they will be part and parcel of the system. But I must confess pupils who already have an Urdu background are excelling in class but not those who use English at home. I have three pupils who have just come from UAE to join my school. These are struggling to even communicate in English. It is now worse for them during the Urdu lesson. As a way of mitigating this problem, I have ordered teachers to code switch between English and Urdu even during the Urdu lesson so as to accommodate all the learners. I do not even know whether introducing Urdu as a subject and not as MoI is the correct interpretation of the policy.

Some teachers, especially those from sub divisional schools stated that once something was policy, they could not refuse to implement it as doing so was risky to their jobs. Informant B commented: We follow the new syllabus which says we must use a Local language as the MoI. This is what we have started implementing. This is a directive from government, and we must be seen to be doing the same so that we are not seen as going against the policy. If you checked on pages 49 sub clause XVIII of the new education policy, you will see this policy is clearly stated for us to follow. In any case in our schools, I do not think the new policy will make any big change because teachers were mostly teaching using a mixture of local language and English in order to be effective to the pupils who were struggling with English.

The researcher had time to look up what is written on pages 49 sub clause XVIII of the new education policy 2017. It states:

XVIII) Medium of Instructions for all subjects at primary level shall be either local language or national language (Urdu).

XIX) English as compulsory subject shall be started from grade one.

Teachers' Perceptions on the Availability of Teaching and Learning Materials based on the New Language Policy.

In this section, findings on the availability of teaching and learning material are presented.

One challenge which ranked high among the informants' responses was the lack of teaching and learning material. The informants gave a complaint that being in private schools; they were encountering difficulties in accessing books on the revised curriculum. Even the informants from schools where the policy had been implemented said they depended on outdated Urdu textbooks which they had borrowed from the nearby government schools. This explains why informant M said she was using an old Urdu textbook as she tried to implement the new curriculum in her class.

Lack of Trained personnel for the NLP.

The study established that many respondents were willing to implement the new curriculum but were not adequately trained. What the study further established was that even teachers who graduated from college after this NLP was introduced did not have adequate training in teaching using local languages as MoI. Many respondents reported that their lecturers in colleges had not changed their curriculum to the NLP and trained them as if they use English as MoI. This is what one of the newly trained teachers had to say: "How do you expect the policy to be sustainable when lectures in colleges are not using the policy to train new teachers? This is causing a mismatch between the new curriculum in schools and the previous curriculum in colleges".

The representative was further asked to comment on how much preparation the ministry had given to teachers for them to handle the new curriculum. He explained: “Teachers are not trained to teach a language but are given the methodology in which any language can be used, implying that all teachers of language are trained to teach any language”.

At a sub divisional school, informant N pointed out that the grade 1 teacher was so enthusiastic about teaching in Urdu but had this to say to justify this teacher’s enthusiasm to teaching using Urdu as the MoI: “My teacher has been attending the workshops concerning the new curriculum. This has helped her to be very competent. More so, she is conversant with Urdu because she grew up and went to school in Faisalabad. You see, I count myself lucky to have such a teacher who even took Urdu as a subject even at secondary school. But I just wonder how other schools without such teachers are faring in this new curriculum. My teacher is not trained to teach in local language per say. It is just her interest in the subject that is helping us”.

When asked if Urdu had been taught in the school even before the NLP, one informant stated that there was Urdu subject in the school even if learners sat for Urdu examination in grade seven. “They just do guess work in the exam”, he commented. But during the same focus group discussion, there were other Head teachers who cited that they had introduced Urdu as a subject in their schools after the introduction of the NLP.

The views of School Administrators and Teachers of Divisional Public Schools on using local language as MoI from Grades 1-5.

Of interest in this section was to establish the views of school administrators and teachers in private schools on using local language as MoI for the grades 1-5 learners. The study revealed a number of views that are categorized into themes as noticed in the previous chapter. The discussions in this section follow the themes as outlined below

Preferences between Urdu and English as MoI.

The study revealed two main preferences regarding MoI in divisional public schools. The divisional schools still expressed the need to continue with English as MoI whereas the sub divisional schools welcomed the new policy of using Urdu as MoI for the grades 1 to 5 learners. Referring the two language preferences to the theoretical framework of this study, it can be noted that divisional schools opted for model B which is English exclusive as MoI where learners begin to use the second language (L2) from the early grades and throughout their education.

The sub divisional private schools opted for model C which advocates for a local language for initial literacy with a hope that when the learners in these schools reach grade six, they would switch to L2 as MoI while L1 would be maintained as a subject. We can then conclude that a precedent has been created in divisional public schools where two main instructional models of Verhoeven (1998) are in operation in these schools at present.

It is vital at this juncture to discuss the reasons for the two main preferences of the MoI in these schools. The fact that divisional schools comprise mainly students whose syllabus is not in Urdu is an important concern brought forth by divisional schools. The study, however, reveals that there is a group of learners that is not addressed in these schools. The conclusions that all Pakistani children in these schools come from homes where English is the language of play may be an over generalization which could end up sidelining the other children in the schools. The findings in the study seem to suggest that class determines which child can go to such schools and which child cannot. While it is obvious that the issue of high fees cannot be refuted, there seems to be a revelation that the issue of class according to how much English a child can articulate is becoming a serious issue creating a line divide even in other aspects of life. This finding resonates with Shah and Afsar (2018) study that the use of European languages cuts off the elite from the population and that only a small population will ever utilize this competence in English.

Furthermore, the studies reveal that the strong defense put up for English as MoI in the divisional schools could indicate that prior to the introduction of the NLP; there was no proper sensitization in private schools as regards the new policy. This is backed up by one informant who asked if the ministry did any research or survey before coming up with the NLP. By such sentiments, it is brought to the reader's attention that often, educational planners devise policies based on administrative and political considerations at the expense of the so important educational, linguistic and pedagogical factors (Coppersmith, 1980).

The current study shows that sub-divisional schools accepted the NLP as it was viewed as a solution to the learners' problems of failing to express themselves in English. This finding is similar to Alidou's (2001) study that the use of mother tongues in basic education produces positive outcome if carefully implemented. The study further revealed that not every pupil in these schools was a Pakistani, but the policy was still introduced.

CONCLUSIONS.

This analysis and finding were an attempt to illustrate the position of new language policy which the ministry of education introduced in 2017. It should be noted from the outset that one of the findings which may help the reader to appreciate the study is that within the broader picture of private schools, there lies another type of private schools called divisional public schools. The divisional public schools are the ones situated in the major cities of Pakistan while as the other private schools are spread everywhere in every city.

The study revealed a line divide between the divisional and sub divisional schools in the sense that the two types of schools opted for two different MoI: Urdu for the sub divisional schools and English for the divisional schools. This therefore entails that at present, there are two mediums of instruction running in divisional public schools. Model B (English exclusive) is for the divisional

schools while as model C (transitional) is found in sub divisional schools. Note, however, that model C followers have also clung to English for fear that they may lose out on the privileges that come along with the language.

The study concludes that despite the genuine concerns on which the policy of exemptions was founded, it may encounter some abuse by some schools and individuals whose aim of maintaining English as MoI may simply be for economic and prestigious gain at the expense of the local languages. This concludes that local languages still maintain a low status not only in the education sector but in other sectors as well. This may have influenced other schools not to endorse the policy for it would impact negatively on the 'business'.

The need to revamp the situation is of great importance if the policy is to be embraced and therefore sustained by many stakeholders in the country. The concern on the lack of teaching and learning material coupled with incompetent personnel cannot be overemphasized. The study concludes that if not given due attention, this situation may pose a threat on the sustenance of the policy. Related to this is the issue of performance. It can be concluded that in schools where the policy was introduced, better results may be expected since there were already signs of better performance by the learners. The implication is that the policy may take off in some schools while as other schools may not endorse it completely.

Recommendations.

1. The findings revealed a lack of awareness on the new language policy in most divisional public schools. The Govt. should therefore provide more sensitization on the new curriculum in these institutions.

2. Considering the fact that the local language policy had been implemented around the time of the study, there is need for a follow up study which will evaluate the performance of learners under the new curriculum.

3. A new study on the promotion and development of equality on language status between local languages and English is necessary. This will curtail the English- vernacular language divide that is emerging in private schools.

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