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TÍTULO: Lenguaje étnico: una bendición o una maldición en la enseñanza del Inglés como Segunda Lengua en el nivel secundario. Un estudio de la actitud de los profesores de Inglés hacia los idiomas étnicos.

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RESUMEN: Este estudio tuvo como objetivo descubrir el uso de idiomas étnicos; es decir; urdu, punjabi, sindhi, pashto y balochi, etc., por parte de los profesores de inglés paquistaníes. Para este propósito, se utilizó una entrevista semiestructurada para recopilar datos de 40 maestros, que enseñan en diferentes escuelas públicas y privadas en Bahawalpur (distrito en Punjab, Pakistán). Los resultados revelaron que la mayoría de los maestros de escuela del sector público y privado consideraban el papel de dichos idiomas muy significativo para la enseñanza del idioma inglés.

PALABRAS CLAVES: Etnicidad, idiomas étnicos, ESL / EFL, Inglés Escuelas intermedias públicas, Inglés Escuelas intermedias privadas.

TITLE: Ethnic language: a blessing or a curse in Teaching of ESL at secondary level. A study of English teachers' attitude towards Ethnic Languages.

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ABSTRACT: This study aimed to discover the use of ethnic languages (i.e. Urdu, Punjabi, Sindhi, Pashto and Balochi etc.) by Pakistani English language teachers. For this purpose, a semi-structured interview was utilised to collect data from 40 teachers teaching at different public and private schools in Bahawalpur (a district in Punjab, Pakistan). The results revealed that majority of public and private sector schoolteachers considered the role of said languages very significant for English language teaching.

KEY WORDS: ethnicity, ethnic languages, ESL/EFL, Public English secondary schools, Private English secondary schools.

INTRODUCTION.

English holds a very significant position in present epoch because of its international value. A nation that desires to make swift advancement and achieve high goals must keep a pace with the rest of the world. It has to learn the language of communication that is English. The English left a useful heritage of learning English in the subcontinent. Unfortunately, instead of building on that inheritance, Pakistan seems to have lost the interest in it. In Pakistani schools, the curriculum and the teachers all seem to be perplexed to find out of real purpose of learning English (Taimoor 2009).

Teaching of English in Pakistan faces a variety of barriers. Some are true and beyond the control of individual teacher but other problems can be dealt with dedication and hard work. A common Pakistani student learns his mother tongue first which may not be Urdu always, it may be Punjabi,

Sindhi, Pashto, Balochi, Saraiki, etc. When a child joins the school, he / she has to learn Urdu as it is national language. Before it he is expected to learn Arabic for religious studies. So after learning these languages, he starts learning English.

Language reflects culture and it is also the main source of group identity. Ethnic groups show strong loyalty to their language which they speak. Therefore, they do utmost effort to preserve the same language. The present study observes English Language teacher's attitude toward prevailing ethnic languages in their respective areas and target language in Pakistan. Language is directly associated with ethnic identity. Apart from some other markers of group identity like age social class, sex, and religion, language is also regarded indispensable to maintain group identity.

As language is considered significant part of culture and individual identity, the attitude of people towards it must have strong influences on its status within a given community. Gardner and Lambert's (1972) study of language attitude commonly accepted as systematic attempts in the field of language learning and teaching, and proposed motivation is a construct made up of specific attitude to language. Group specific is the most important of these; the attitude learners have towards the members of target community whose language they intend to learn. English language teacher may accept specific practices regarding attitude and motivation which are seen to be adequate to the targeted culture of the teaching and learning situation (Hird, et al, 2000). In this respect, if Pakistani English Teachers and students adopt positive attitude towards English it will create strong motivation to learn English in Pakistan.

English language teachers in Pakistan do not teach English in English (Colman, 2010). They try to teach English by using their own ethnic language. This is because of their social and cultural context. The pre-partition and post-partition era have seen some controversies which were directly related to the ethnic language such as Urdu-Hindi, Urdu-Bengali, Sindhi-Mohajirs, Sariki Punjabi and so on. These controversies have left their ineradicable foot print on the mind of Pakistani

people. Therefore, they think that the language they use is superior to others. Sometimes, they give unnecessary importance to their language which sometimes becomes the cause of clash.

The English language teachers may have an excessive liking toward their own language in Pakistan. During their teaching they employ the techniques of code switching and code mixing in order to convey their idea. No doubt the technique of code switching, and code mixing is good for ESL but the excessive use of this tendency sometimes impede the way of real learning (Miles Turnbull 2001). The teachers and learners of English favored this trend in Pakistan. Teachers use this method because they think they are also the product of this method.

DEVELOPMENT.

Objectives of study.

The purpose of study is to:

- Pinpoint the use of ethnic language by the ESL teacher.
- Observe its use in ESL class by the English teacher at secondary level.
- Suggest remedial measures to the problem posed.

Research Questions.

The proposed study will investigate following research questions:

1. What attitude do the English teachers adopt towards target language i.e. English language and ethnic languages?
2. Do the English teachers use ethnic languages while teaching ESL?
3. Up to what extent do the English teachers use English and other ethnic languages while teaching English in the English language class?

Limitation of the study.

The study will be limited only to the English teachers of Govt. and private English medium schools in the city of Bahawalpur at secondary level.

Literature review.

English language is the only source of communication with the entire world. Therefore developing countries like Pakistan think that proficiency in this language will help them to interact with developed countries to meet the ever changing needs of today. To attain this, government of Pakistan is endeavoring to promote good teaching and learning environment from the last many decades. English teacher of Pakistan can play vital role in this respect, but there are some factors which obstruct the progress in the field of English language learning.

Teaching is considered an art the quality and the efficacy of the teaching depends on the affection, dedication and devotion of the teacher towards the target subject of the knowledge (Musead2008). The quality of the program taught cannot supersede the quality of its teachers in schools, colleges and other institutes of learning. It is the teacher and teacher only who is held responsible for influencing a student's learning of the target subject.

Teacher acts as an agent of transmission of knowledge. He transmits the knowledge of the target subject to the students. The act of education is not just the transmission but the detection of what is unknown. In language learning teacher plays key role. He eradicates the language learning barriers from the students and provides conducive atmosphere to language learning success. The teacher adopts such style of his teaching as can bring adequate desired result. Teacher brings changes in the behavior of the students. He needs to apprehend the subject matter deeply and flexibly so that he can create effective cognitive map and deal with the misconceptions appropriately. The teacher knows how to work as an advocate, manager, evaluator, coach and facilitator because he is aware

about the family background, social setting and the value of diverse culture and ethnic identity of the learner.

Attitude is a noteworthy idea to understand the behavior and attitude of human being. It is considered complex mental state involving feelings and beliefs (Anastasi 1997) explains that attitude is a typical bent of mind to respond in a typical way toward a designed class or stimuli. It has been defined as a mental and neutral condition of liveliness, gained through experience, focusing a directive or dynamic effects on the individual's reaction to all objects and situations within which it is relevant. Likewise the performance of the people is influenced by the attitude they adopt towards the profession.

According to Williams and Burden (1997: 56), "beliefs tend to be culturally bound, to be formed early in life and to be unwilling to change". Teachers generally do not concern with the fulfillment of the need of curriculum content of the target subject. When they teach, they also make efforts to implement their own philosophy of teaching and their individual understanding and beliefs about what good teaching is and how it is attained.

The language of a man is inseparable part of his or her identity (Norton, 1997; Spolsky, 1999). Political and social context is always very important for learning a language. The significance and value which is attached to language may be attributed by at least two factors. First is the ethnic identity of a learner within the different ethnic groups which is having divergent views about the importance and significance of learning a particular language. Second is political and cultural context within which language learning takes place. The second factor is important about a context like the scenario of Pakistani in which multitude of ethnic groups are associated with the dissimilar degrees of social, historical and political importance.

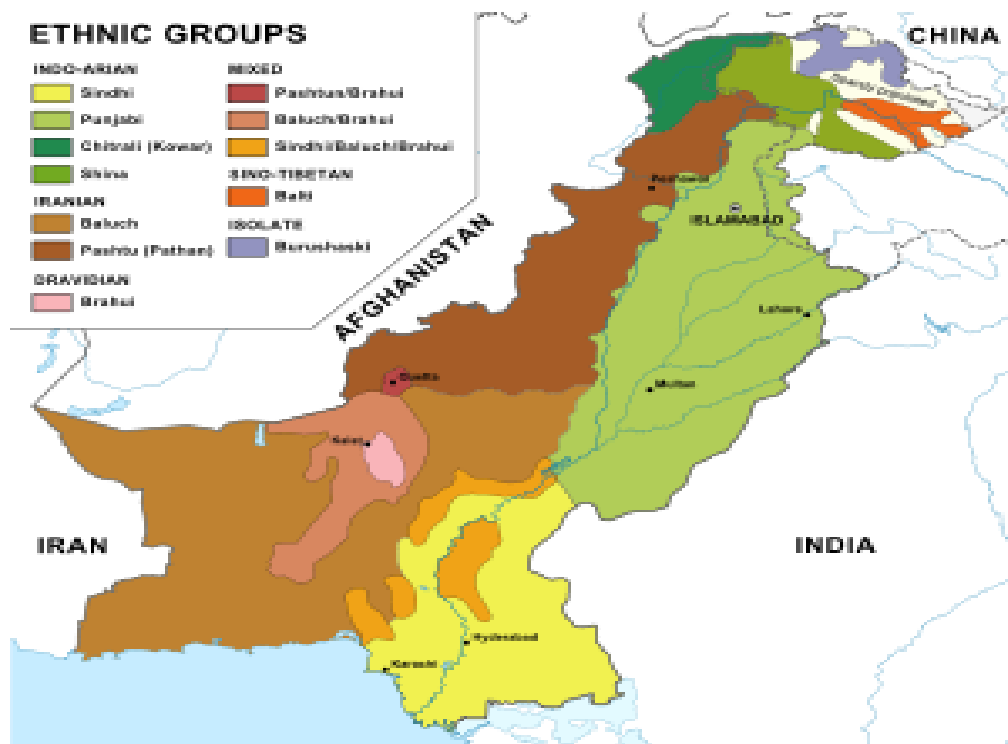
Approximately, 98% languages which are spoken Pakistan belongs to Indo-Iranian branch which are associated branch of Indo-European family of languages. Many Pakistani languages are written

in Perso-Arabic script. The lexis of these Pakistani languages are mostly taken from Persian and Arabic. The common languages which are spoken in Pakistan are Sindhi, Punjabi, Pashto, Saraiki, Urdu, Balochi, and Kashmiri etc.

The population of Pakistan consists of following ethnic groups (2009) Wikipedia 18.8.2015

1	Punjabis	78.7 million (45%)
2	Pashtuns	27.2 million (15%)
3	Sindhis	24.8 million (14%)
4	Saraikis	14.8 million (8.4%)
5	Muhajirs	13.3 million (7.6%)
6	Baloch	6.3 million (3.5%)
7	Others	11.1 million (4.66%)

There are also other smaller ethnic groups exist in the northern areas of Pakistan such as Kashmiris, Hindkowans, Khowar, Shina, Kalash, Burusho and Brahui etc.



Wikipedia 11-12-2015.

Punjabis.

The people of Punjab are called Punjabis. They are 45% of the total population of the Punjab. The language they speak is Punjabi which is associated with the name of their province Punjab.

Pashtuns.

Pakhtus, Pashtuns and Pathans are the various names of this ethnic group. They mainly live in to the west of River Indus but now they have been spread in other major cities of Pakistan. They are the (15%) of the total population of Pakistan. They are associated with the largest ethnic group in the neighboring country Afghanistan.

Sindhis.

This province is proud of the legacy of ancient Indus Valley Civilization. The people of Sindh are called sindhis. They comprise of the (14%) of the total population of Pakistan. The river Indus runs from this province .They are mainly engaged with agriculture, land owning, politics and establishment.

Balochs.

Balochs are also the ethnic group of Pakistan. They estimate the (3.5%) of the total population of entire Pakistan. Since the inception of Pakistan they are endeavoring to get the status of settled and managed life.

Muhajirs.

Right after independence the people migrated from India and settled in newly established Pakistan are called Mohajirs. The same term is also used for the Urdu speakers' multi ethnic group. They are mainly binded with a language named Urdu .The Urdu language has also been given the status of national language of Pakistan. A large population of this group is settled in Karachi but they are settled in other parts of Pakistan. They have created their own influential political party led by Altaf Hussain named MQM (Motahida Quaomi Moment).

Saraikis.

Saraikis consist of the (8.4%) of the total population of Pakistan. They also claim that they have separate and unique language and culture. They are the residents of Multan, Dera Ghazi Khan, Rahim Yar Khan and Bahawalpur.

Pakistan is called multilingual state because several languages are spoken in it. Urdu is given the status of national language while it is spoken only by the 7.6% of the total population. It was the language of Mohajirs who came from India when Pakistan appeared as an independent state on the map of the world.

After the inception of Pakistan, the status of official language was given to English which was the language of formerly rulers. The pre-partition and pro-partition era have seen many ethnic based movements. Before, the inception of Pakistan English Persian and Urdu Hindi controversies and after inception Sindhi Mohajir, Saraiki Punjabi and Balochi Punjabi controversies provided the basis for the emergence of ethnic roits. After the independence of Pakistan the flames of ethnicity also intruded due to the irrational policies of the rulers.

Urdu, English Sindhi, Pushto and Balochi are the medium of instruction in the different schools of Pakistani. English is being used as a medium of instruction in those schools where students come from prosperous background with real exposure of English .They are so expensive that lower middle class and working class cannot get access to these institutions. There are many schools which are quite affordable for most Pakistani, are those in which teachers teach in Sindhi, Pushto and Urdu as a medium of instruction. The English teachers in these schools teach English in their own ethnic language.

The following chart shows that almost all ordinary school run by Government use Urdu as a medium of instruction in Punjab, Khyber Pakhtoonkhwah, Balochistan and Azad Kashmir.

	Punjab	Islam- abad	NWFP	Sindh	Balochi- stan	Azad Kashmir	FANA	Federal Govern- ment	Total
Urdu Medium	67,490	368	13,556	3,657	9,939	6,009	1,370	167	102,556
Sindhi Medium	Nil	Nil	Nil	36,750	Nil	Nil	Nil	Nil	36,750
Pashto Medium (upto 5h only)	Nil	Nil	10,731	Nil	Nil	Nil	Nil	Nil	10,731
Mixed Medium	No Information	Nil	Nil	1,394	Nil	Nil	Nil	Nil	1,394
English Medium	22,855	309	3,995	5,943	465	Nil	Nil	Nil	33,893
Total	90,345	677	28,282	47,744	10,404	6,009	1,370	167	185,324

Consesus (2004).

Pakistan has variety of languages (Rehman2000). An average Pakistani learner has to learn and speak at least three languages. One, as a child at his home, he learns his mother tongue which may be Punjabi, Saraiki, Pushto, Sindhi and Balochi, etc. He has to learn Urdu which is the national language of Pakistan in his school and college. During the period of higher education, he realizes that English is indispensable for him to get the desired status in society in life.

Therefore, Pakistan is regarded Multilingual country as it fulfills the criteria which is mentioned in "The Webster's Encyclopedia Unabridged Dictionary of English language (1996) that a person who is able to speak more than two languages with equal facility is called multilingual person. Kachru (2004) has also explained that a community is called multilingual whose members speak two, three or more languages according to function and situation.

Research methodology.

A study of teachers' attitude towards ethnic languages while teaching ESL at secondary level in Pakistan is the focus of study. Different factors were considered and analyzed which were playing their roles in the present study. The survey approach is found suitable for this descriptive research to find out the estimation of the respondents of government and private English medium schools in Bahawalpur.

Design of the study.

A qualitative research will be used for the present study. A descriptive survey design was used. According to Pawell and Cannaway (2004)..Surveys generally takes two forms, questionnaire or interviews and even in some cases both are used for data collection. In this study the information was collected through interview.

Population of the study.

The present study is meant to observe the attitude of the English teacher towards ethnic languages in Pakistan and its use in ESL class. The targeted population is as under English teachers teaching in the following government English medium schools:

- (Govt. Abbasia Higher Secondary school, Bahawalpur.
- Govt .Satellite town high school, Bahawalpur.
- Govt. Cantt. high school Bahawalpur.
- Govt. Sadiq Dean Model High school near Farid gate Bahawalpur.

Teachers teaching 9th &10th classes in the following private English Medium schools.

- The city school model town A, Bahawalpur.
- The Educators, model town A Bahawalpur.
- The Beacon house school system Bahawalpur.

➤ Sadiq public school Ahmed pur road Bahawalpur.

Samples of the study.

The samples of the study consisted of. male teachers of government English medium schools and private English medium schools. For this purpose the researcher selected 40 teachers from both sectors. Suitable sampling technique was adopted and data was collected.

Research instrument.

Various types of research tools are used for data collection in applied linguistics. In the present study semi structure interview is used as a research instrument.

Semi-structured interview.

40 English Teachers from different schools both private English medium schools and government schools were invited to appear for a semi-structured to find out teachers' opinions about the use of target language or ethnic language while teaching English in class 9th and 10th in their respective institutes.

Ethnic languages i.e, Urdu, Sindhi, Punjabi, Pashto and Balochi can play a significant role while teaching ESL.

When asked about the significance of the Urdu, Sindhi, Punjabi, Pashto and Balochi, etc., in Pakistan the respondents of Government sector strongly favored that without the use of ethnic language it is impossible to teach English in Pakistani context at secondary level. While the view point of the private English medium schools is different. They say that although these languages provide the basis but these are not indispensable for the learner because the learner is already familiar with the basic structure of English as he is studying English right from the beginning of his academic career.

Ethnic language is a source of assistance for learner to learn English.

When the question is asked that ethnic language helps the learner to understand the topic easily. The respondents of the Government sector say the use of ethnic language helps the learner to understand the topic easily by translating every line of the topic. The respondents of private English medium schools strongly reject the idea of the respondents of government schools. They say by translating the topic in ethnic language the mental ability of the learner to understand the target language do not develop. This practice also hinders the listening and reading ability of the learner which are vital for learning target language. Rather they opine that the difficult expression of English should be made easy with the use of easy and common expression of everyday life in target language.

Being a language of intruders it is despised.

When asked about the feeling of hatred of the masses towards English language, the respondents of government schools opine that the English as a nation are not good human beings as they treated us like a slave. They were intruders who forcefully implemented their policies on the people of sub continent. We do not learn English with our own interest. We are compelled to learn English. They are also affecting our social, cultural and religious values. Our young generation is trying to copy them, and therefore, lagging behind in the adoption of true Islamic spirit. On the other hand, the respondents of private English medium schools say although the views given by the respondents of government schools are somewhat true but English language is the need of the today. Without this we cannot compete with the entire world. We should have a generous and broad minded view by giving up the prejudice against the English.

The positive attitude of English teacher is a source of good results in English language teaching.

When the question of the positive attitude of English teacher is placed before the respondents of the both sectors the respondents of government schools say that there are some ground realities apart from the attitude of the teacher.

Pakistan is developing country, we have lack of facilities in schools. We are not having latest equipment of teaching, the stuff of the students which we receive is not of good quality .In this condition the attitude of the English teacher does not matter a lot. While the respondents of the private English medium schools argued that apart from the deficiencies mentioned above the positive attitude of the teacher can bring revolution .A good and devoted English teacher plans his lesson in such a way as inspire the learner to learn. This inspiration matters a lot in English language learning.

Ethnic language, a source of retaining ethnic identity.

When asked whether ethnic language is a source of retaining ethnic identity. The respondents of Government schools say that the use of ethnic language while teaching ensures the identification of ethnic identity, because everyone claims that his or her language is superior to other. Everybody loves his language.

The use of particular ethnic language makes the learner realized the value of his group and his language. Therefore it should be used. While the respondents of private English medium schools hold different views. They say learner has a lot of time to retain his ethnic identity when he spend his time interacting with his family members, relatives and friends all speak the same ethnic language.

Importance of four language skills (Listening, Reading, Speaking and Writing) in language learning.

When the question asked about the importance of four language skills (Listening, Reading, Speaking and writing).the respondents of both sectors mutually gave their opinion that yes these four are necessary for language learning especially in case of English language learning. The respondents of the private English medium schools further added that the practices of all especially the first two i.e Listening and Reading help a learner lot in the learning of target language because Listening is the first skill in the sequence of language learning and we spend most of the time in listening.

Ethnic language a source to clarify the meaning of difficult words.

When the question is asked up to what extent ethnic language should be used the respondents of Government schools say that the use of ethnic language can be reduced to 50%. It means we should use 50/50 ethnic language and target language. While on the other hand the respondents of the private English medium schools argued in rear cases ethnic language can only be use to clarify the meaning of difficult words.

Use of Ethnic language due to inability of speaking English fluently.

When question is asked whether inability in speaking of English fluently is the cause of the use of ethnic language, the respondents of Government schools somewhat accepted that inability in speaking of English is also a cause of their use of ethnic language. They said that they have not been given the proper training to teach English in target language. While the respondents of private English medium schools also confirmed that ability of speaking English in the very first requirement of their selection as a English teacher. Therefore they have attended the English language courses before joining private English medium schools.

Ban on ethnic language.

When the question is asked whether ethnic language should be banned in the class the respondents of government school strongly rejected this idea that it should not be banned. While the respondents of private English medium schools favoured this idea that ethnic language should be banned in ESL classes.

Ethnic language hinders the real learning of learner.

When question is asked whether the use of ethnic language assists the learner or hinder the learning of the learner, the respondents of Government schools replied that it helps the learner to learn a language while the respondents of private English medium schools say although it seems to be helping for the learner but actually its use hinders the real learning of the learner in the long run.

CONCLUSIONS.

The conclusions of the study “study of teachers’ attitude towards ethnic languages while teaching ESL indicated the English teacher teaching in both sectors, i.e., private English medium schools or government schools are having considerable difference in opinion about the use of medium of instruction while teaching English at secondary level in various schools of Bahawalpur.

The study also reflected that the system of induction and methods teaching of English teacher in private English medium schools is different from the system and methods of government schools .In private English medium schools the stress is laid not only the competency of grammatical discipline but also on the spoken ability of the teacher. Proper training programs for fruitful teaching are organized by different NGOs and publishing companies whose published books are being taught in those schools. While this practice is seems to be absent in government schools.

English teaching through various interesting activities, play cards and fun games is also initiated in these schools, this is being shared on the basis of personal experience during the visit of city schools boys branch Bahawalpur by the researcher.

Students are also encouraged to interact with the teacher in target language while explaining the various activities which have been shown in picture stories displayed on the chart. While on the other hand, in government schools, stress is only laid on the syllabus. Teachers do not like to take pains to devise above mentioned activities for the betterment of the learners.

The teacher of government schools shared that good and brilliant students go to well reputed English medium schools therefore we are unable to generate good results in English. This could be somewhat true but the importance of suitable atmosphere and competent teacher cannot be denied.

These are a few above mentioned reasons due to which English teacher of government schools mostly rely on the use of ethnic/national language while teaching English in classes by giving lame excuses. On the other hand the teachers teaching in private English medium schools have realized the importance of target language and therefore they are successful in generating desired results.

My PhD studies in English Linguistics will try to explore the more wider aspects of ethnicity, ethnic language and ethnic fractionalization in society and its impact on ESL learning in Pakistan because I am going to research this important and inseparable phenomenon of society in my PhD research.

Recommendations.

In present study of teachers' attitude about ethnic languages data has been collected to see whether its use is blessing in Pakistani context or it is a curse. The results of the study have been evaluated.

In the light of results and findings, these recommendations are proposed:

- The English teachers of our schools especially government schools should be made realized about the importance of the use of target language in Pakistani context.
- Stereo type and traditional thinking and disliking about the English and its language should be eliminated.
- The English teachers should teach the students with positive and results oriented thinking and consider it the need of time.
- Proper training for English teachers to teach the students in English should be imparted.
- During the induction of English teachers, spoken competency should be made compulsory.
- The use of ethnic language should be reduced to minimum level.
- The learner should be encouraged and motivated to interact with the teacher in English.
- The teacher of English should make the teaching easy by using very simple construction of spoken utterance.
- Modern technological devices should be provided in the class so that the practice of four language skills should be imparted.
- Teaching English through activities and fun game should be made the part of class room teaching apart from syllabus.
- Now the cable network provides the facility BBC and CNN news channel for everyone. The learners should be motivated to watch the said T.V channel on regular basis.

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