

# **LANGUAGE IN INDIA**

**Strength for Today and Bright Hope for Tomorrow**

**Volume 12 : 1 January 2012**

**ISSN 1930-2940**

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## **Uses of Educational Technology in “Pakistan Studies” Subject at the Secondary Level**

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### **Abstract**

This study deals with use of educational technologies in Pakistan studies, use of educational technology in teaching and learning, which gaining popularity rapidly among educators, teachers and students. Educational technology is not a new concept. It is well established teaching strategy in certain parts of the world, but in some it is newly introduced.

This study is conducted by using qualitative research method and case study approach is used for in-depth study. The focus of the study is teaching techniques adopted in Pakistan Studies teaching in a private English medium school in Gilgit Baltistan. The sample of the study is two. Pakistan study teaches teaching in above social context.

In this study in-depth interview and observations were used as key data collection tools. The study was conducted from 1<sup>st</sup> January to 1<sup>st</sup> May. The finding of the study reveals that some common educational technologies were available in their school but they are not using these frequently because they have to cover a large syllabus before final examination.

The study has wider implication for Pakistan Studies teachers. It will help them to improve their teaching skills. It will provide basic live information for further research. The study recommends Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 1 January 2012

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Uses of Educational Technology in “Pakistan Studies” Subject at the Secondary Level

that educational technology should be integrated in Pakistan Studies. It is also important that the teachers should have a sound understanding of the concept of educational technology.

## **Introduction**

In general, the subject of Social Studies which is named Pakistan Studies in grades 9 and 10 in Pakistan are considered a dry subject. For decades, Social Study has been rated as one of the least liked subjects in the curriculum. Shaughyshy and Halydayana (1985) state that it is the subject students love to hate because it is often taught only through textbook that do not invite feedback, participation and students reaction. Teachers stress drill and memorization. According to Tomi (2003), in Pakistan, Social Studies (Pakistan Studies) teaching has been focused on memorizing, repeating and reproducing the same in the exams. Teaching is done in the traditional way, overall less time is devoted for developing skills and attitudes and more time is on rote memorization of factual knowledge. Therefore, students consider it as a boring subject and they do not take interest in its learning. It has been observed that teachers do not engage students in meaningful activities. Students are not provided with the opportunities to use their real life experience, to develop an interest and understanding about Pakistan Studies. These situations create gaps in students' learning, and concepts remain unclear.

Pakistan Study is not abstract in nature, however; in general, it is considered as a dry subject in teaching and learning. Teachers stress on drill and memorization. Hence, for students, it becomes very difficult to understand concepts and events. When students memorize things they forget in a few days, but according to our perception educational technology makes things very lucid to understand and unforgettable. According to our own experience as students and observers, we have noticed that in the class of Pakistan Studies, teacher just reads the content and shows the answers for the questions. In most subjects teachers use educational technology, but when we compare a traditional class room of Pakistan Studies with science class, we derive conclusions in science class which is helped by the use of educational technology while in Pakistan Studies class there is no usage of such tools of technology. When educational technology is used in Pakistan Studies students will easily understand the concepts.

## **Review of Related Literature**

Shakher (2004) presents a brief history of educational technology. The use of educational technology dates back to as early as 150 BC with the Greeks. Globes were among the first educational technology among Ancient Greeks. Greeks realized that the earth was spherical and is known to have used globes early as 150 BC. Another educational technology was book which was used in English schools from the mid 1400s. In 15th Century the art of printing was developed. In 16th century Peter Ramous introduced textbooks in higher education. In 17th

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 1 January 2012

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Uses of Educational Technology in "Pakistan Studies" Subject at the Secondary Level

century John Comines introduced text books for children. Then John Adam introduced the concept of concrete-abstract continuum, for example, define an object, show a model, diagram, etc., and then come to verbal description. In 20th century, other technologies have been introduced like sound recording and photography. During 1933 to 1940 the concept of visual aids helped the process of learning. In 1970 different developments took place and the concept of educational technology took its shape more neatly.

In Pakistan, Pakistan Studies is taught as a multi-cultural Subject: it consolidates history, geography, citizenship, traffic senses, environment, population, personal and social life and relationship between citizen and state into one subject of study, through which knowledge is imparted to the students. According to Saigal (1995), Nosier (2006), and Ahmed (2004), the purpose of teaching Pakistan Studies is to develop spiritual awareness along with civic consciousness by including and understanding of socio-economic and socio-cultural aspects of Pakistan, national cohesion, state integrity and, most of all, importance of co-existence and inter-dependence by encouraging skills of comprehension, creativity and application.

The concept and use of educational technology is not very new, it has been used in the era of Greeks. Jones (1999) states that the use of the educational technology in classroom started in the era of Plato and still educational technologies are being used. The use of technology assumed different forms from the very beginning: books, black board, pencil, and more recently movies, radios, projectors and newer technologies.

Pakistan Study is an area of school curriculum that deals with time, both past and present, places not only in the immediate vicinity but of different concerns of the world. According to Kahhar (2002), “To make all these vivid before the pupil is more important than chalking and talking, a rich gala ray of educational technology will have to be harnessed to make teaching Social Studies lively and interesting” (p.128). He further says “Social Studies are an area of curriculum that is generally not popular with pupils because of its dead uniformity and frozen and fixed accounts of facts. The use of educational technology can zest and interest” (p.129).

Technology can become the force that equalizes the educational opportunities of all children regardless of local and economical circumstances. National Academy of Engineering (1993) points out that the use of technology even though viewed by some as expensive and unnecessary, creates a cost efficient mechanism that gives access to materials and resources that were previously unavailable. So, usage of educational technology is important for all subject areas and especially for Pakistan Studies.

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 1 January 2012

Muhammad Ramzan Ph.D., Farhat Bibi, M.A., Shahena Kousar, M.A., and

Aijaz Ahmed Gujjar, Ph.D. Candidate

Uses of Educational Technology in “Pakistan Studies” Subject at the Secondary Level

158

## **Methodology**

### **Research Question**

What are teachers' perception and practices regarding using educational technologies in Pakistan Studies classroom at the secondary level?

### **Research Design**

Keeping in mind the nature of the problem, we used qualitative approach for our studies. The reason was choosing this approach was that it was more appropriate to our topic. Through this approach, we collected detailed information about our topic.

### **Sample and Sampling**

We selected only one private school as our research sample the reason because we had limitation of time. Generally speaking, qualitative approach requires small sample and large interpretation for in-depth studies. We selected two teachers for our research and a whole class of social studies. Teachers were males since there were the only Pakistan Studies teachers in the school. The school which we selected our research sample was a private school the reason of choosing private school is that higher secondary school Gilgit is one of the top schools of Gilgit Baltistan and we wanted to see how much technology is being used in top schools of Gilgit Baltistan especially in Pakistan Study classrooms.

### **Instrument of the Study**

In this study the primary strategies were interviews and classroom observation. According Marriam (1998), case study usually relies on strategies of interviewing, observation and document analyzing documents. Usually one or two strategies are used. Classroom observations are used as supporting method for collecting data.

### **Data Analysis**

The process of data analysis is infinite. There is a huge data which a researcher collects during the data collection process. This process is about organizing and analyzing the actions and events seen, and covers actions heard and reading of relevant documents to study. We did data analysis in two phases. During Phase One, we transcribed the data collected on day-by-day basis through semi-structured interview. Then, we did the coding carefully for meaning making and categories, but when data increased we made sub-categories. Then in the second phase of data analysis, we sorted out these scripts of data. We related them with our research question. We gave them sequence according to categories.

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 1 January 2012

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Aijaz Ahmed Gujjar, Ph.D. Candidate

Uses of Educational Technology in "Pakistan Studies" Subject at the Secondary Level

## Findings

The study describes that the teachers see that Pakistan studies is a combination of different subjects, like history geography, literature, economics and teaching combination of different subject is a challenging task. However, teachers have to cover a large number of courses before examination. That's why teachers mostly use lecture method. Research on teaching and learning Pakistan Studies in Pakistani classroom reveals that the most common technique used for instruction is to have the students repeat the lesson at the top of their voice, followed by the teacher talking, while students listen, and they memorize whatever knowledge they have been given and regurgitating the same in test and examination. In the school where we conducted this study were an English school and some common educational technologies were available in the school such as Internet, overhead projectors, computers, reference books, audio-visual aids, small tools such as charts, maps and graphs.

## Conclusion

This case study will help researchers in further studies to use education technologies especially in Pakistan studies classroom and through this research teachers and students can develop a sense to use educational technologies in different subjects.

Based on the findings of the research we can safely conclude that use of educational technology in Pakistan Studies brings motivation among students to study the subject well. Furthermore, it has the potential to develop learners into creative people, critical thinkers, problem solvers and independent thinkers. We had conducted this study in an English medium school and the sample of our research was small .Therefore we cannot generalize this study for all schools. But we strongly claim that the use of educational technology makes learning interesting and these technologies can become cause of motivation for students.

## Recommendations

On the basis of the research study, the following points are recommended for further improvement.

It is recommended to the school that they provide educational technologies for students. It is recommended that the teachers use available educational technologies frequently in Pakistan Studies classes.

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Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 1 January 2012

Muhammad Ramzan Ph.D., Farhat Bibi, M.A., Shahena Kousar, M.A., and

Aijaz Ahmed Gujjar, Ph.D. Candidate

Uses of Educational Technology in “Pakistan Studies” Subject at the Secondary Level

160

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Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 1 January 2012

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Uses of Educational Technology in “Pakistan Studies” Subject at the Secondary Level

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Language in India [www.languageinindia.com](http://www.languageinindia.com)

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Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 1 January 2012

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Uses of Educational Technology in “Pakistan Studies” Subject at the Secondary Level