

Change of Medium of Instruction at Intermediate Level and Its Influence on Students' Motivation for Education

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Abstract

Researchers in the field of psycholinguistics have recommended mother tongue as the best option for Medium of Instruction (MOI), but due to some social, economic, ethnic, political etc. reasons it could not become possible in Pakistan. In the prevalent system of education change of MOI is implemented at different levels. This study has explored the phenomenon of change of MOI at higher secondary level, especially in the public-sector colleges and its influence on students' motivation for education. A questionnaire was developed for data collection. There were 264 male and female students, who were selected as respondents through stratified random sampling. Data was collected through personal visits and analyzed both qualitatively and quantitatively. It was found that there was significant difference of opinion among male and female students in respect of the influence of change of MOI on their motivation level for education. The overall influence of the change of MOI was found negative which demands serious concern by the education policy makers in Pakistan.

Keywords: medium of instruction, intermediate level, influence, motivation, education.

Introduction

In accordance with the research studies in the educational history of human beings, Medium of Instruction (MOI) (Li & Shum, 2008) has been a critical issue for the policy makers due to multiple reasons indigenous or international, hidden or obvious all over the world (Nisar & Ijaz, 2011). Literature on language policy holds record of difference of opinion even among educational experts in this regard. There can be no hard and fast rules for recommendation of MOI because of the social, traditional,

economic and cultural differences all over the world and different attitudes of the people toward indigenous and foreign languages. Even the age of globalization has not been able to eliminate these differences. Therefore, it is very difficult or rather impossible to hold any single opinion as universal for deciding MOI in the education system for all nations of the world. People always have to decide according to their priorities and requirements if the decision is not imposed upon them.

The motive behind the choice of this research was to highlight the difficulties faced by the students in terms of change of MOI at intermediate level for science subjects which resultantly influence their interest in education. Both motivation for education and medium of instruction play an important role in respect of learning achievements of students. This study was meant to elaborate this relationship for the guidance of educationists and language policy makers, so that students' concerns might be taken into account in this regard.

Hypothesis

The study was conducted to test the following null hypothesis:

H₀: There will be no significant difference of opinions among male and female students in respect of the influence of change of medium of instruction on their motivation for education at intermediate level.

Research Questions

This study was also meant to find out answers to the following question:

- (1) What is the significance of change of MOI for science subjects at intermediate level in terms of its influence on students' motivation for education?
- (2) Whether the change of MOI for science subjects at intermediate level influence students' motivation for education negatively or positively?

(3) Whether male and female students differ in their opinions regarding influence of change of MOI on their motivation for education at intermediate level or not?

Literature Review

Pakistan is one of those countries of the world where more than one medium of instruction (English, Urdu, Sindhi and Pashto) are being used for education (UNESCO, 2007). Almost every Pakistani student has to face the challenge of three languages. First is his mother tongue i.e. Punjabi, Sindhi, Pashto, Balochi or Siraiki, etc. The second one is the national language Urdu and the third one is the foreign language English. English was introduced in the Subcontinent by the British colonial power in the nineteenth century (Rehman, 2007) and now it is a very strong MOI in this region.

Language policies and considerations before partition of East and West Pakistan were solely made for the development of a formula which should be equally acceptable to Urdu speakers and Bengali Speakers. The harmonious relationship between Bengali and Urdu (Hassan, 2007) was the actual agenda at that time. The issue of MOI after that has not been addressed consistently.

Majority of the public sector schools especially in the rural areas of Pakistan use Urdu as a MOI up to secondary school level except in the provinces of Sindh and Khyber Pakhton Khawah (K.P.K). In Sindh, Sindhi language is also used as MOI from nursery to university level, while Pashto is used as MOI in the primary schools of K.P.K. mostly in rural areas.

In Urdu-medium schools up to secondary level, science subjects are taught in Urdu, whereas, at the intermediate level these subjects are taught in English in almost all public sector higher secondary schools, intermediate or degree colleges of Pakistan. Therefore, the change of MOI takes place at intermediate level for the students of public sector educational institutions. The researcher has personally witnessed that only due to this reason a number of students become reluctant for further education in science and

study arts subjects in Urdu (MOI). The students of rural areas feel themselves threatened by English as a MOI. This study is not going to probe into the pros and cons of the adoption of foreign language (English) as a MOI in detail. The focal point of the study is related to the change of MOI. This change definitely has certain influence on the education of the students.

The importance of English and at the same time status of English in Pakistan and all over the world is very well known. English has achieved the status of international lingua franca (Bjorkman, 2008) and according to (Phillipson, 1992) nonnative speakers of English especially from post colonial countries feel pride in speaking it or they are appreciated as speakers of English. In 1990, Tejero claimed that the Filipinos took pride in claiming that they were the third largest English speaking nation on earth (Velasquez, 2005). There is no doubt that the powerful upper class elite uses English as an identity marker, and supports continued use of English in all the domains of power, but more importantly the less affluent also support English (Rehman, 1997). The students of Urdu-medium schools who continue their education with science subjects at intermediate level face difficulties in the form of change of terminology and mismatch (Richard, 1995) with the conceptual framework of foreign language.

There are different arguments which are produced in the favor of English as a MOI. The most valid argument for English as MOI is that, it facilitates access to modern world and advanced knowledge. But the question is, if countries like China, Japan, France, Russia, Germany , Korea etc. have achieved the same in their indigenous languages, why can't we? One argument on the issue can be that indigenous languages lack the appropriate terminology in fields of commerce, science and technology to become MOI at university level. The language studies in the world prove that it is very much possible through a sincere, competent and effective language planning. And further it is not necessary or rather possible that every minor or major language should be used a MOI. A consensus can be developed for a suitable indigenous language at the regional or country level which requires less corpus planning. For example in Pakistan Urdu has

gained the status of lingua franca (Hussain, 1992) and a consensus can be developed for it to be used as MOI and if other languages are to be included than a bilingual or multilingual education system may be developed as according to Tsui, et al, (1999) an indigenous language is far better than a foreign language as MOI.

If English remains a major language of MOI in Pakistan then question arises that, what is the percentage of those people who can speak, understand and write English in the population of almost hundred and seventy or eighty millions in Pakistan? English has few native speakers in Pakistan though it's spoken as a supplementary language by the Westernized, urban elite. Then, can a country make progress or meet the challenges of modern world by taking into consideration only the negligible or small percentage of the population? Researchers in the field of psycholinguistics claim that children learn best in their mother tongue (Mustafa, 2005). It is reasonable and necessary to take into accounts the feelings and difficulties of the majority of Pakistanis because we cannot make progress and resolve our problems without involvement of the whole nation in the cycle of development.

The solution of this issue is a matter of serious concern. Can a Bilingual or Trilingual/Multilingual Education System (Gorter, 2005) be recommended for the linguistically diversified countries like Pakistan, where six major and 58 minor languages are spoken (Rahman, 2010)? Can a system of education be devised in which English can be adopted according to the requirements (Cleof & Velasquez, 2005), that is English for Specific Purpose (ESP), and at the same time indigenous languages maintained or preserved? The study is intended to find the answers to these questions and consult those who are directly affected with this dilemma of change of MOI. The researcher has focused on change of MOI at intermediate level and its consequent psychological influence on the students' motivation level.

Methodology

It was a survey research. Mixed research methodology i.e. both qualitative and quantitative was used in the study. Data was collected through questionnaire and then

analyzed both quantitatively (SPSS) and qualitatively. A pilot study was conducted to ensure the validity and reliability of the questionnaire. The target population was large and heterogeneous; it consisted of students of almost 132 public sector colleges (72 male and 60 female) of Karachi. The respondents were selected from clusters of 36 male and 30 female (67) colleges which were selected randomly from a total of 132 (72+60). Finally a total sample size of 264 (144M+120F) was selected through stratified random sampling. The mother tongue of more than 90% students was Urdu whereas the rest were used to speak Punjabi, Pashto, Sindhi or Balochi at home. The quantitative analysis was followed by the qualitative analysis to make the results more intelligible for non-scholarly readers.

Karachi is the biggest city of Pakistan. It is thickly populated and multiethnic. People from all races and walks of life are residing in it. It is an economic hub and people from all over Pakistan (Punjab, Sindh, KPK, Balochistan, AJK, Gilgit Bultistan and FATA) have their considerable representation in its population. Urdu is the lingua-franca and equally spoken by literate or illiterate factions of the societies in the city. A big size of the population is getting education in public sector schools and colleges. Due to these above narrated factors, researcher decided to conduct the study at Karachi. Following was the composition of students as respondents in the study:

- (i) Table (1) shows the distribution of male and female colleges in the sample size.

Table (1)
Distribution of the Colleges by Gender

SNO	COLLEGES	FREQUENCY	PERCENTAGE
1	Male	36	54%
2	Female	31	46%
	TOTAL	67	100%

It is clearly manifested in Table (1) that out of total 264 student respondents 55% were male and 45% female.

(ii) Table (2) shows the distribution of male and female students in the sample size.

Table (2)
Distribution of the Students by Gender in the Sample Size

SNO	RESPONDENTS	FREQUENCY	PERCENTAGE
1	Male	144	55%
2	Female	120	45%
	TOTAL	264	100%

It is clearly manifested in Table (2) that out of total 67 colleges 54% was male and 46% female. The difference in the frequency of male and female respondents is in accordance with the existing difference of strength of students and colleges in Karachi. Both the genders were equally consulted for data collection as per their strength in the colleges.

Data Collection

Data was collected through close ended questionnaire. The questionnaire comprised 10 questions (attached as appendix “A”). It was developed through consultation with the experts in the field (PhDs in education and linguistics). Every question was followed by five attributes i.e. (a) strongly agree, (b) agree (c) undecided (d) disagree and (e) strongly disagree; based on Likert Scale widely used in survey research. To ensure the validity of the data, it was collected through personal visits by the researcher and queries of the respondents if any were answered then and there. There was 100% return response of the questionnaire. The reliability of the research instrument was also confirmed through application of Cronbach’s Alpha.

Data Analysis

Data will be analyzed in detail in the following two stages:

(i) Major Hypotheses Testing

(ii) Item-by-Item Analysis (for answers to above stated three questions).

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Testing of the Major Hypothesis

A hypothesis was made for the study, which will be tested in the following:

Null Hypothesis

H₀: There will be no significant difference of opinion among male and female students in respect of the influence of change of medium of instruction on their motivation for education at intermediate level.

Analysis of the Problem

1. $H_0 : \mu_1 = \mu_2$
2. $H_1 : \mu_1 \neq \mu_2$
3. $\alpha = 0.05$ with $df = 262$
4. Test Statistics : t – test

Computation Results:

T-Test

Table (3)

Group Statistics					
	Sex	N	Mean	Std. Deviation	Std. Error Mean
Response	Male	144	4.2424	.58364	.04864
	Female	120	4.0117	.68614	.06264

Table (4)

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper	
Response	Equal variances assumed	8.209	.005	2.952	262	.003	.23069	.07815	.07681	.38458
	Equal variances not assumed			2.909	234.747	.004	.23069	.07930	.07446	.38693

5. Decision Rule: Reject H_0 if computed $t \geq 1.9768$

6. Conclusion

Referring to the table of critical t values, it is found that at Alpha = 0.05 with degree of freedom (df) = 262 the tabulated value of $t = 1.9768$, which is smaller than the computed value $t = 2.952$. Therefore, the H_0 is rejected and it is established that there is significant difference of opinion among male and female students in respect of the influence of change of medium of instruction on their motivation for education at intermediate level.

Item-by-Item Analysis of the Data

In this section of the study, the data would be analyzed item-by-item. Following points should be kept in view while reading the reports:

- (i) Chi-Square One-Variable test is applied through SPSS for analysis.
- (ii) Level of Significance Alpha (α) = 0.05
- (iii) Degree of Freedom (df) = $k - 1 = 5 - 1 = 4$

(iv) Decision Rule: Reject H_0 if computed value of $X^2 \geq 9.49$

Following is the item-by-item data analysis of questionnaire:

Analysis of the Problem

The problem for each item was analyzed in the same pattern as mentioned below:

1. H_0 : $f_1 = f_2 = f_3$
2. H_1 : $f_1 \neq f_2 \neq f_3$
3. $\alpha = 0.05$
4. Test Statistics : X^2

Item No. 1

I speak mother tongue at home.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.1.

Computation Results of X^2

Chi-Square Test

Table (5)

Test Statistics	
	Qu1
Chi-Square	6.317E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies

Table (6)

Qu1			
	Observed N	Expected N	Residual
Strongly Disagree	5	52.8	-47.8
Disagree	5	52.8	-47.8
Undecided	2	52.8	-50.8
Agree	38	52.8	-14.8
Strongly Agree	214	52.8	161.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is lower than the computed value Chi $X^2 = 6.317E2 = 631.70$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 214 strongly agree and 38 agree with the statement, which confirms that there is overwhelming majority (95%) of the students who speak their mother tongue at home.

Item No. 2

I prefer Urdu to English for reading books or magazines.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.2.

Computation Results of X^2 **Chi-Square Test**

Table (7)

Test Statistics	
	Qu2
Chi-Square	3.337E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies**Table (8)**

Qu2			
	Observed N	Expected N	Residual
Strongly Disagree	1	52.8	-51.8
Disagree	9	52.8	-43.8
Undecided	8	52.8	-44.8
Agree	99	52.8	46.2
Strongly Agree	147	52.8	94.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is smaller than the computed value Chi $X^2 = 3.337E2 = 333.70$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 147 strongly agree and 99 agree with the statement, which confirms that there is overwhelming majority (93%) of the students who prefer Urdu to English for reading books or magazines.

Item No. 3

I watch Urdu television channels.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.3.

Computation Results of X^2

Chi-Square Test

Table (9)

Test Statistics	
	Qu3
Chi-Square	3.665E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies

Table (10)

Qu3			
	Observed N	Expected N	Residual
Strongly Disagree	6	52.8	-46.8
Disagree	9	52.8	-43.8
Undecided	6	52.8	-46.8
Agree	79	52.8	26.2
Strongly Agree	164	52.8	111.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi X^2 = 9.49, which is smaller than the computed value Chi X^2 = 3.665E2 = 366.5. Therefore, the H_0 is rejected. The frequency table further

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shows that out of 264 respondents 164 strongly agree and 79 agree with the statement, which confirms that there is overwhelming majority (92%) of the students who watch Urdu television channels.

Item No. 4

My parents discourage watching English television channels.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.4.

Computation Results of X^2

Chi-Square Test

Table (11)

Test Statistics	
	Qu4
Chi-Square	1.094E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies

Table (12)

Qu4			
	Observed N	Expected N	Residual
Strongly Disagree	25	52.8	-27.8
Disagree	40	52.8	-12.8
Undecided	15	52.8	-37.8
Agree	79	52.8	26.2
Strongly Agree	105	52.8	52.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is smaller than the computed value Chi $X^2 = 1.094E2 = 109.40$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 105 strongly agree and 79 agree with the statement, which confirms that there is overwhelming majority (69.69%) of the students whose parents discourage watching English television channels.

Item No. 5

I speak Urdu in the extracurricular activities of my college.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.5.

Computation Results of X^2

Chi-Square Test

Table (13)

Test Statistics	
	Qu5
Chi-Square	3.412E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies

Table (14)

Qu5			
	Observed N	Expected N	Residual
Strongly Disagree	2	52.8	-50.8
Disagree	14	52.8	-38.8
Undecided	7	52.8	-45.8
Agree	84	52.8	31.2
Strongly Agree	157	52.8	104.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is smaller than the computed value Chi $X^2 = 3.412E2 = 341.20$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 157 strongly agree and 84 agree with the statement, which confirms that there is overwhelming majority (91%) of the students who speak Urdu in the extracurricular activities of their colleges.

Item No. 6

I prefer Urdu to English as a medium of instruction at intermediate level.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.6.

Computation Results of X^2

Chi-Square Test

Table (15)

Test Statistics	
	Qu6
Chi-Square	1.708E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies**Table (16)**

Qu6			
	Observed N	Expected N	Residual
Strongly Disagree	16	52.8	-36.8
Disagree	39	52.8	-13.8
Undecided	11	52.8	-41.8
Agree	72	52.8	19.2
Strongly Agree	126	52.8	73.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is lower than the computed value Chi $X^2 = 1.708E2 = 170.80$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 126 strongly agree and 72 agree with the statement, which confirms that there is overwhelming majority (75%) of the students who prefer Urdu to English as a medium of instruction at intermediate level.

Item No. 7

Science teachers hardly encourage classroom discussion in English at intermediate level.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.7.

Computation Results of X^2

Chi-Square Test

Table (17)

Test Statistics	
	Qu7
Chi-Square	1.914E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies

Table (18)

Qu7			
	Observed N	Expected N	Residual
Strongly Disagree	16	52.8	-36.8
Disagree	20	52.8	-32.8
Undecided	17	52.8	-35.8
Agree	85	52.8	32.2
Strongly Agree	126	52.8	73.2
Total	264		

Conclusion

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Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is lower than the computed value Chi $X^2 = 1.914E2 = 191.40$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 126 strongly agree and 85 agree with the statement, which confirms that there is overwhelming majority (80%) of the students who confirm that science/commerce teachers hardly encourage classroom discussion in English at intermediate level.

Item No. 8

I try to avoid participation in the classroom activities when it is compulsory to speak English.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.8.

Computation Results of X^2

Chi-Square Test

Table (19)

Test Statistics	
	Qu8
Chi-Square	52.780 ^a
Df	4
Asymp. Sig.	.000

Frequencies

Table (20)

Qu8			
	Observed N	Expected N	Residual
Strongly Disagree	23	52.8	-29.8
Disagree	56	52.8	3.2
Undecided	31	52.8	-21.8
Agree	66	52.8	13.2
Strongly Agree	88	52.8	35.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is smaller than the computed value Chi $X^2 = 52.780$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 88 strongly agree and 66 agree with the statement, which confirms that only 58% students try to avoid participation in the classroom activities when it is compulsory to speak English.

Item No. 9

I hesitate to take initiative in classroom activities due to change of MOI at intermediate level.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.9.

Computation Results of X^2

Chi-Square Test

Table (21)

Test Statistics	
	Qu9
Chi-Square	1.464E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies**Table (22)**

Qu9			
	Observed N	Expected N	Residual
Strongly Disagree	10	52.8	-42.8
Disagree	33	52.8	-19.8
Undecided	25	52.8	-27.8
Agree	80	52.8	27.2
Strongly Agree	116	52.8	63.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4, tabulated value of Chi $X^2 = 9.49$, which is larger than the computed value Chi $X^2 = 1.464E2 = 146.40$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 116 strongly agree and 80 agree with the statement, which confirms that there is overwhelming majority (74%) of the students who confirm that they hesitate to take initiative in classroom activities due to change of MOI at intermediate level.

Item No. 10

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Medium of instruction should be changed after intermediate level.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.10.

Computation Results of X^2

Chi-Square Test

Table (23)

Test Statistics	
	Qu10
Chi-Square	1.689E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies

Table (24)

Qu10			
	Observed N	Expected N	Residual
Strongly Disagree	10	52.8	-42.8
Disagree	36	52.8	-16.8
Undecided	19	52.8	-33.8
Agree	74	52.8	21.2
Strongly Agree	125	52.8	72.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi X^2 = 9.49, which is smaller than the computed

value Chi $X^2 = 1.689E2 = 168.90$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 125 strongly agree and 74 agree with the statement, which confirms that there is overwhelming majority (75%) of the students who agree that MOI should be changed after intermediate level. In the Pakistani context the exalted professional career is determined after intermediate level qualification. Maintaining the MOI at intermediate level is meant to give opportunities to all for their auspicious professions without any disturbance by MOI. For professional qualification students have more time and they most probably have got strong and clear basic concepts up till now, especially of science subjects in their national language. Now the MOI might be changed if inevitable as opined by the students.

Findings and Conclusion

The main purpose of this study was to explore the phenomenon of the change of MOI at intermediate level in the perspective of its influence on students' motivation for education and make recommendations for effective education in the light of the opinions of students of intermediate level. The scope of the study was limited to the students of intermediate level of public sector colleges of Karachi and only those students were targeted who were taught in Urdu as MOI at secondary level in their respective secondary or higher secondary schools before admission in colleges.

The following null hypothesis was formulated for the study:

H₀: There will be no significant difference of opinion among male and female students in respect of the influence of change of MOI on their motivation level for education at intermediate level.

The null hypothesis was rejected and it was established that there was significant difference of opinion among male and female students in respect of the influence of change of MOI for science subjects at intermediate level on students' motivation for education. It was concluded in the perspective of over all data analysis (item by item) that change of MOI at intermediate level had a significant negative influence on the

motivation level of the students in general. They were found very much inclined toward their national language in formal and informal academic activities. The change in MOI shook the confidence of majority of the students for taking initiative in classroom activities solely based upon communication due to language barrier i.e. L2 or foreign language (English). Whenever students were asked by the teacher to speak only in the MOI, most of them were not convinced to participate until and unless they were compelled to participate. Therefore, teachers were not reported as encouraging the students to discuss something in English. Majority of the students preferred Urdu to English as MOI at intermediate level. In their daily routine activities like games, newspaper reading, novels or magazine reading, domestic discourse or television programs they opted Urdu by choice, therefore, they were not motivated for English as MOI at intermediate level after getting their education in Urdu MOI from class I to class X. The result of this research demands a review of the education policy in Pakistan regarding MOI to address the concerns of the students as the strength of English-medium schools is increasing and Urdu-medium schools decreasing day by day.

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