

## **English or Urdu medium of Instruction; College Students perception**

**Zubaida Qayyum<sup>1</sup> & Dr. Saima Rauf<sup>2</sup>**

### **Abstract**

*This research study aimed to highlight the language controversy in the educational institutions of Quetta colleges. The research employed quantitative research method for the present research in order to collect the data.*

*Students from Government Girls Degree College Quetta Conti and Government Girls Degree College Quarry Road participated in this research. The total strength of both the colleges were 270. Balloon theory was adopted in this research. The data of the present research was analyzed on SSPS to obtain the results of the study. The outcomes of the study showed that majority of the students in Quetta Colleges were in favor of Urdu. The present study also gave recommendations to curriculum developers and policy makers to adopt the recommendations in light of this research.*

**Keywords:** Bilingual, Medium of Instruction, English Medium of Instruction, Code-switching

### **Introduction**

The best creation of Almighty Allah is mankind and language is regarded as the most beautiful gift that Almighty Allah has given to man. It is the only language that distinguishes man from other animals. Language is the only source for mankind to express his feelings, emotions, joys and sorrows. People living in different countries have different languages, but among all of these, English is the most prominent language of the world. It is one of the major symbols of the modern world. None of the nation in the West or the East can prosper and move shoulder to shoulder with the rest of the world by

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<sup>1</sup> M.Phil Scholar, Department of English Linguistic, University of Balochistan, Quetta

<sup>2</sup> Associate Professor, Department of English Linguistic, University of Balochistan, Quetta

ignoring this language. English is the best means of communication in today's world. 'More people use English today than we have used any other language in the history of the world' (Crystal, 1997).

It is undeniable fact that English is the International language and can be understood everywhere in the world." English, which has a vital function to development one's career globally, is considered the important language for the worldwide communication in different fields." (Crystal, 2012, p.323). English is the language which is not only spoken but also understandable by most of the people in the world next to Chinese. I However, both the languages have vital differences. English language is known at every corner of the world. Whereas, Chinese language is known and understandable only in China. Even in China now the people are taking English language courses and studying it as a subject too. "English has been gaining lot of importance in China in the last quarter century." (Hu.2010, p.365)

In Pakistan, English language due to its rich vocabulary, and dignified use, seems to hold all walks of life Knowledge using English. The crux of the matter this book is that EMI is a controversial expression and is far from value-neutral.

Darden conducted to comprehensive research between Oct 2013 and March 2014 in 60 countries of the world. This main objective of this report was to define English as a medium of instruction. The definition given in this report is: "The use of English language to teach academic subjects in countries or jurisdictions where the first language(L1) of the majority of the population is not English". In addition to this, EMI can also be expressed as using of English language with academic objectives within the parameters or surroundings where English is discerned by majority as a second language.

## **1.2 Problem Statement**

This research highlights that the medium of instruction is to burning issue which needs to be addressed sooner rather than later. It will also throw a light on policy and planning. In addition to this, regional languages are un comparable with English in literature and intellectual content. The policy planners have created ambiguity in making English and Urdu parallel to each other. "In Pakistan, the official language policy demonstrates a strong commitment to Urdu in favor of regional languages but stays ambiguous regarding the relative status of Urdu and English. (Tamim,2014, p.9).

A multicultural, multi linguistic and multiethnic society of Pakistan has more than 70 different languages. But English and Urdu stands out the most prominent among them. The government run institutes give preference to Urdu language whereas, private institutes vehemently focuses on English. Both these languages are at stark contrast to each other. The aim of this study is to know the opinion of students about the medium of instruction. Teacher's suggestion must also be taken into account relating to this issue.

the educationists, linguists and policy makers should review their policy on the basis of this research results. A meaningful and clear cut survey is necessary for countering the fractured and fragmented language policy.

## **2 Literature Review**

This chapter discusses the importance of English, importance of Urdu, the status of English pre-independence and post-independence period. Similarly, the researcher discusses the policies of government too. Similarly, the researcher has also reviewed different past researches for literature review so as to find the gap in the researches. As in our country, Pakistan there is a conflict and clash among regional languages in general and between Urdu and English in particular. National and regional languages need to be developed and promoted, but this does not mean that English should be removed. Moreover, it is of no use to get confined into an intellectual prison after achieving political independence. Some diffident and monotonous school of thought people are against of studying English as a subject. According to them, English is a hard nut to cracked it is only because of this reason student fail in English. However, there is an urgent need to explore the ideas how to cope with the controversy of English and Urdu as a medium of teaching.

### **2.1 Maulana Azad and Others:**

Maulana Abul Kalam Azad was a renowned educationist of his times. When colonizers left the sub-continent, the greatest challenge before Abul Kalam was that of education. He was contemporary of Jinnah, Gandhi and Nehru. He was the first education minister in independent India and served the nation for the longest period that is 11 years. The first step that he took soon after assuming the charge as a minister was to eradicate the colonizers system of education, which was best suited in the national interest. He was not

opposed to English language but owing to the fear of unrest that could arise from English. He opposed English because at that time there was no language which could be spoken in all the provinces of India and outside India. He was the first to lay down the foundation of Indian Institute of Technology, IIT in India in 1951.

## **2.2 View Expressed in the Constitutions:**

The first constitution of Pakistan was formulated by Chaudhry Muhammad Ali Bogra along with his team. It was written and flexible document and was enforced in the country on Mar 23, 1956. In this constitution, Urdu and Bengali languages were adopted as languages of state, whereas, English was given the status of official language for the period of 25 years. After a decade, a commission was set up to make recommendations for changing of English as an official language. 1962 constitution was designed under the dynamic leadership of Ayub Khan. The commission, headed by Shahab-ud-din formulated the constitution and was enforced on June 8, 1962. In this constitution dual languages i.e. Urdu and Bengali were given the status of the national languages of the country and English was made official language for the period of first ten years.

The constitution of 1973 was designed by Zulfikar Ali Bhutto. The constitution came into effect on Aug 14, 1973. English, Urdu, and regional languages, all were taken into account in this constitution. Urdu was made the national language of the country and it was decided that arrangements would be made to make Urdu both for official and unofficial purposes within 15 years from the commencing day. English was made official language till arrangements were to be made for its replacement by Urdu. Teaching, promotion, and the use of provincial languages was also encouraged in this constitution.

## **2.3 National Commission on Education (1959):**

National commission on education was headed by S.M. Sharif. He along with his ten members team designed a new system of education which was expected to fulfill the requirements of those times. In this system, primary, secondary, and higher education was focused. As far as the language was concerned, English was made compulsory at secondary and higher level. Resultantly, Urdu remained the language of the majority whereas, the status

English remained unchanged. This trend was seen in Secs. Karachi Conference of 1951 and when the Sharif presented the report in 1959. "But paradoxically the Sharif Commission defended as use of English as the medium of instruction in the elite schools as they alone were believed to be capable of bringing in modernization and efficiency." (Dawn, 23rd December, 2014; Mustafa, 2014).

### **2A Advantages of English:**

Unfortunately, Pakistan's education system has been divided into two-classes because of the medium of instruction. English is associated with privileged and powerful class. The well-off families can bear the expenses of private-English medium institutions. They even afford to at their children educated in the best universities of Europe and North America. "Their children are well-educated in private elite institutions and the majority of them have received higher education from the best universities in Europe and North America". (Dawn, 23 Dec, 2014; Mustafa, 2014). The most attractive part of English as a medium of teaching is that it enables to get well paid jobs and to hold highly paid jobs and to hold high ranks and authority. "Few people understand the process of development of language skills in an infant and why a child from underprivileged background is at a disadvantage if she is required to study in English and why the children of the elite pick up English so easily" (Dawn, 23 December, 2014; Mustafa, 2014)

### **2.5 Disadvantages of English:**

The English seems to have an adverse effect on the under privileged class. This class have due to limited resources and income are confined to only Urdu-medium schools. "In short, the gulf between the poor and the rich, in the educational field as in all others, was to increase." (Rahman, 2004, p2). Anyway, these students learn somewhat but are not so efficient. English-Urdu medium of instruction has badly disturbed the educational system of country. The government is playing havoc role in making the situation from bad to worse. By ignoring the government-sponsored educational system, the government empowers and enlarges the scope of private-sector' institutes, driving and pushing the masses towards English medium private sector institutes. Only the private institutes are providing quality education which is far from the access of low-income class. Moreover. another negative impact

of English is that it is not developing the critical thinking in our students which is the basic aim of education. Furthermore, 'rote learning' is another major drawback of learning in English. English medium institutes create an atmosphere of superiority complex which keeps the young generation far from cultural, social, and moral values. The differences of English-Urdu medium schools keep the students away from complete range of competitiveness as they have to compete only with one medium that is English medium class.

### **2.6 Advantages of Urdu:**

Urdu is the national language which is understood by everyone. It is the language of majority. The use of Urdu in the initial years of schooling helps them to understand the topics easily. Thus, these Urdu medium students construct the knowledge and thinking in Urdu from a very early age. Urdu is the language that develops critical thinking which is the basic aim of education. They do not have to rote learn anything. The biggest advantage of Urdu in educational institutes is to keep this language alive. "Language extinction on a massive scale" (Crystal). 1999) can be avoided by using it in academic sphere.

### **2.7 Disadvantages of Urdu:**

The Most deplorable aspect of Urdu as a medium of instruction is that it is associated with inferiority in our society. English is linked with quality education whereas Urdu medium institutes are not able to provide quality education. Moreover, the Urdu language is supposed to be not so developed and therefore, unfit to use as the medium of teaching. Little or no effort is made to support the Urdu medium schools that are considered lower in rank. In these institutes, administration pay no heed either to polish up them or to train good English language teachers.

The current scenario implies that Urdu medium of instruction neither give influential position to the students nor lucrative jobs. "The low salaries, which Urdu medium schools offer attracts only those who fail to get other jobs." (Rahman,2004, p.24). This class cannot come on the front line and are unable to bring vibrant change to the economy and society. Urdu medium schools are facing inferiority complex and are deprived from the field of competitiveness.

### **2.8 English Language and Society:**

Proficiency in English gives more opportunities for the best jobs both in the government and private sector in Pakistan. Similarly, society gives preference to English speaker as compared to speaker of other languages. Furthermore, society gives difference to that individual who is fluent in English and acquires a very dominant position in Pakistani society. It is a symbol of victory, authority, and social supremacy. The supremacy of English can be judged from the fact that people move from their regional languages to English to become the prominent member of the society. In Pakistan English is considered as the language of knowledge and literacy. The educational institutes in the country specially the private sectors give more importance to English language. These institutes arrange more classes and sessions of English subject than any other subject.

### **2.9 Medium of Instruction:**

Medium of instruction can be explained as the language that can be used other than native in which students are capable to understand the concept or an idea. The term 'EMI', stands for English Medium Instruction. This term has been comprehensively delineated in a book "EMI Issues and Challenges in Asia-Pacific Higher Education: An Introduction written by Ian and others. Describing the expression, writer mentioned the views of a number of researchers like Rigg, Brochier, Airey etc.

Airey (2016) was of the view that EMI was not well explained and was not fully acceptable concept. Similarly, Rigg (2013) is of the opine that we are still unable to know about EMI. British Council (2013) believes that the meaning of EMI is gradually increasing. Brochier (2016) suggests that EMI purpose is not learning of a language especially in a country where English has a status of L2. The writer considers that EMI is meant for transferring of knowledge using English. The crux of the matter in this book is that EMI is a controversial expression and is far from value neutral.

### **2.10 Research studies on Medium of Instruction:**

Rahman (2002) conducted a research and stated that the inhabitants of provinces are reluctant over the exceptional rank given to English and Urdu in the country. Language especially English is a source of power and prestige in our country. The one who is unable to write either in Urdu or in English

cannot get even the low-level jobs in country, except in Sindh. Only proficient in Urdu can get lower jobs in the country whereas white collar jobs are reserved and are deserved to be only for English fluent speakers. The local languages are taught at school levels but there are limitations like Pashto is the language of education up to the primary level in schools, but it is taught as an optional subject at higher levels. Sindhi is only studied at Sindh. The national language, Urdu is the formal language of teaching in Punjab and Balochistan but teachers teach them in local language.

Rahman (2010) conducted a research and found a large number of institutions where education was imparted on the basis of status. Students from lower status were found to be the students either madrassas or Urdu medium schools. Similarly, students from well-off families used to study in modernized English medium schools. Researcher further explained that English was a language that was recognized as a second language in Pakistan and was a means of teaching in elite institutes. As English is regarded as the symbol of power and authority, therefore, parents' students and middle class desired to get education in English medium schools. The survey conducted by "The Society of the Pakistani English Language Teachers (SPELT)" on the question why English should be taught .90 % respondents favored that as it was the international language so it should be taught. There were both accepters and rejecters of English as well. The rejecters were of the view that it was the language of colonizers, it was the symbol of servitude and was, therefore, unacceptable. The accepters of English language believed that they liked to learn English otherwise they would lag behind. The researcher observed that in Pakistan accessibility to English was being carried out through different level of institutes. There were several categories of these institutes like a. English medium institutes b. vernacular-medium institutes c. madrassas d. English language teaching institutions e. institutions of higher education.

**(i) English-Medium Institutes:**

There was a network of wide range of English-Medium Schools across the country. They were the guarantor of learning English. These institutes ranged from the most opulent areas to blighted areas. It was believed that they were the only institutes which secured and safeguarded the future of students. The



birth of these schools was the result of elitists, high rankers in armed forces and the cadres who favored modernization, westernization and white-collar jobs. By and large regional languages were taught to less empowered class of society whereas English was taught to more powerful class of society.

**(ii) Private Elitist Schools:**

These institutes were governed and administered by Christians. English was used within and outside the classroom. The students of these institutes were influenced by western culture and the students were welcomed in armed forces, jobs in civil services and every other job that was of prestige and honor. In short, these schools were no more in the scene and were substituted by Beacon house and City School systems.

**(iii) Private non-Elitist Schools:**

These were English medium schools only by name. The teachers of these institutes were neither qualified nor proficient in English. They were solely best in cramming process. Teacher used traditional and conventional method of teaching. All subjects except Mathematics and Science were to be taught in English. The students of these institutes belonged to lower middle class and had orthodox Islamic view.

**(iv) Research Objective:**

- To determine the perspectives of college students of Quetta on English as medium of teaching.
- To determine the perspectives of college students of Quetta on Urdu as a medium of teaching.

**4. Research Questions:**

**Q 1.** What are the perspectives of College students of Quetta on English as a medium of teaching?

**Q 2.** What are the perspectives of college students of Quetta on Urdu as a medium of teaching?

## 5. Research Design:

Quantitative method will be adopted to know the willingness percentage of students for English and Urdu medium in institutes.

### 5.1 Participants 270

#### 5.1.1 Gender Information of Participants

Female

#### 5.1.2 Age information of Participants

16-20

#### 5.1.3 Participants Educational Background:

1st year, 2nd year, 3rd year and 4th year.

### Tables of Assessment:

#### 1. I prefer my teacher to use Urdu in English class.

Response	Frequency	Percentage	$\chi^2$	p-value
Strongly Agree	50	18.5	37.53	0.000*
Agree	100	37.0		
Disagree	83	30.7		
Strongly Disagree	37	13.7		
Total	270	100		

**Source:** Field survey (2019)

**Note:** \* Shows significance at 5% level of significance.

Table I demonstrates the proportion of the responses about the opinion " 1. prefer my teacher to use Urdu in English class." The reported results show that most of the respondents, 100 (37.0%), agreed about this statement, followed by 50 (18.5%) of the respondents strongly decided in favor of this statement. Furthermore, the results highlighted 83 (30.7) of the respondents were not in favor of this statement, while only 37 (13.7%) showed strong disagreement about this opinion.

The result of the chi-square 00 2121610 is highly significant since p values < 0.05.

Hence, the null hypothesis, which claims that there is no significant difference in the respondents' responses regarding Urdu's use with English in the classroom, is rejected at 5% level of significance. We may further

conclude that the use of Urdu's as a pedagogical tool in English class plays a significant role in making the teaching-learning process more effective.

**Opinion 2: I feel more comfortable when I talk to my teacher in Urdu.**

Response	Frequency	Percentage	$\chi^2$	p-value
Strongly Agree	90	33.3	167.71	0.000*
Agree	143	53.0		
Disagree	31	11.5		
Strongly Disagree	06	2.2		
Total	270	100		

Table 2 demonstrates the percentage of the responses about the opinion "I feel more comfortable when I talk to my teacher in Urdu" The reported results show that most of the respondents, 143 (53.0%), agreed about this statement, followed by 90 (33.3%) of the respondents strongly agreed in favor of this statement. Moreover, the results highlighted 31 (11.51 of the respondents were not in favor of this statement, while only 06 (2.2%) showed strong disagreement about this opinion.

The result of the chi-square test statistic is highly significant since p values < 0.05. Hence, the null hypothesis, which claims that there is no significant difference in the respondents' responses regarding to the student's comfort level when she talks to her teacher in Urdu, is rejected at 5% level of significance. Thus, it can be concluded that student is at ease with teacher when she talks to her teacher in Urdu.

**Opinion 3: I can understand the lesson much better if my teacher uses Urdu.**

Response	Frequency	Percentage	$\chi^2$	p-value
Strongly Agree	110	40.7	155.0	0.000*
Agree	126	46.7		
Disagree	25	9.3		
Strongly Disagree	09	3.3		
Total	270	100		

Table 3 demonstrates the percentage of the responses about the opinion "I can understand the lesson much better if my teacher uses Urdu the reported results show that most of the respondents, 126 (46.7 %), agreed about this statement, followed by 110 (40.7 %) of the respondents strongly agree in favor of this statement. In addition to this, the results highlighted 25 (9.3%) of the respondents were not in favor of this statement, while only the least number of respondents 09 (3.3 %) showed strong disagreement in this case.

The result of the chi-square test statistic is highly significant since p value. <0.05. Hence, the null hypothesis which claims that there is insignificant difference in the respondent's responses regarding the level of understanding the lesson effectively if English teacher uses Urdu, is rejected at 5% level of significance. It can be inferred that Urdu language plays a pivotal role in English classroom.

**Opinion 4: I prefer the teacher to use Urdu if the lesson is boring.**

Response	Frequency	Percentage	$\chi^2$	p-value
Strongly Agree	110	40.7	49.73	0.000*
Agree	95	35.2		
Disagree	96	35.6		
Strongly Disagree	29	10.7		
Total	270	100		

Table 4 highlights the proportion or the 'espouses about the opinion "I prefer the teacher to use Urdu if the lesson is boring. - The reported results show that most of the, respondents,95 (35.2%), agreed about this statement, followed by 50 ((8.5%) of the respondents strongly agreed in favor of this statement. Furthermore. the results depicted 96 (35.6%) of the respondents were against this statement, while the least number of respondents 29 (10.7%) showed strong disagreement about this opinion.

"The result of the chi-square test statistic is highly significant since p values <0.05. Hence, the null hypothesis which claims that there is insignificant difference in the respondent's responses regarding the use of Urdu by the teacher if the lesson is boring, is 'ejected at 5% level of significance. It can be concluded that respondents give preference to Urdu to make the boring lesson interesting.

**Opinion 5: Urdu can help me to express my feelings and ideas that I cannot explain in English**

Response	Frequency	Percentage	$\chi^2$	p-value
Strongly Agree	18	43.7	160.78	0.000*
Agree	120	44.4		
Disagree	27	10.0		
Strongly Disagree	05	1.9		
Total	270	100		

Table 5 highlights the percentage of the responses about the opinion "Urdu can help me to express my feelings and ideas that I cannot explain in English." the reported results show that majority of the respondents, 20 (44.4%), were in favor of this statement, followed by 118 of the respondents strongly decided in favor of this statement. Moreover, the results highlighted 27 (0.0%) of the respondents were not in favor of this statement, while only 05 (1.9%) showed strong disagreement about this opinion.

The result of the chi-square test statistic is highly significant since p values <0.05. Hence, the null hypothesis which claims that there is no significant difference in the respondent's responses regarding Urdu help in expressing feelings and ideas that cannot be explained in English is rejected at 5% level of significance. Hence, it can be inferred that Urdu is the language that help students to express their feelings and ideas easily.

**Opinion 6: I prefer to ask my teacher questions in Urdu.**

Table 6 shows the proportion of the responses about the opinion "I prefer the teacher to ask toy teacher questions in Urdu." The reported results confirm that majority of the respondents,135 (50%) favored about this statement, followed by 57 (21.1%) of the respondents strongly decided in favor of this statement. In addition to this, the results highlighted 54 (20%) of the respondents were not in favor of this statement, while only 24 (8.9%) showed strong disagreement about this opinion.

The result of the chi-square test statistic is highly insignificant since p values <0.05%. Hence, the null hypothesis which claims that there is no significant difference in the respondent's responses regarding the preference of students to ask her teacher questions in Urdu, is rejected < 5% level of significance.

Thus, it can be concluded that Urdu plays a cardinal role in students learning process within the English class.

Response	Frequency	Percentage	$\chi^2$	p-value
Strongly Agree	57	21.1	99.87	0.000*
Agree	135	50.00		
Disagree	54	20.0		
Strongly Disagree	24	8.9		
Total	270	100		

**Opinion 7: I prefer to do an activity with my partner in Urdu.**

Response	Frequency	Percentage	$\chi^2$	p-value
Strongly Agree	77	28.5	86.30	0.000*
Agree	124	45.9		
Disagree	88	17.8		
Strongly Disagree	21	7.8		
Total	270	100		

Table 7 highlights the proportion of the responses about the opinion "I prefer to do the activity with my partner in Urdu". The reported results show that majority of the respondents, 124 (45.9%), agreed about this statement, followed by 77 (28.5%) of the respondents strongly agreed in favor of this statement. Furthermore, the results showed 18(17.8%) of the respondents were not in favor of this statement, while the least number of respondents 21 (7.8%) highlighted strong disagreement about this opinion.

Response	Frequency	Percentage	$\chi^2$	p-value
Strongly Agree	140	51.9	166.20	0.000*
Agree	96	35.6		
Disagree	22	8.1		
Strongly Disagree	12	4.4		
Total	270	100		

The result of the chi-square test statistic is highly significant since p values <0.05. Hence, the null hypothesis which claims that there is no significant difference in the respondent's Responses regarding preference to do an

activity with partner in Urdu, is rejected at 5% level of significance. Again, it is confirmed that Urdu plays an important role in English class.

**Opinion 8: I understand new vocabulary only when I use a Bilingual dictionary.**

Table 8 highlights the percentage of the responses about the opinion "I understand new vocabulary only when I use a Bilingual Dictionary." The reported results show. majority of the respondents, 140 (51.9%), strongly agreed about this statement, followed by 96 (35.6%) of the respondents agreed in favor of this statement. In addition to this, results highlighted 22 (8.1%) of the respondents were against this statement, while only 12 (4.4%) showed strong disagreement about this opinion.

The result of the chi-square test statistic is highly significant since p values<0.05. Hence, the null hypothesis which claims that there is no significant difference in the respondent's responses regarding the only use of Bilingual Dictionary in order to understand a new vocabulary, is rejected at 5% level of significance. Hence, it has been confirmed that Urdu-English dictionary helps students to enhance vocabulary.

Response	Frequency	Percentage	$\chi^2$	p-value
Strongly Agree	117	43.3	155.9	0.000*
Agree	120	44.4		
Disagree	22	8.1		
Strongly Disagree	11	4.1		
Total	270	100		

**Opinion 9: The teacher should clarify difficult activities in Urdu.**

Table 9 focuses Me percentage of the responses about the opinion 'the teacher should clarify difficult activities in Urdu'. The reported results show that majority of the respondents, 120 (44.4%). agreed about this statement, followed by 117 (43.3%) of the respondents strongly decided in favor of this statement. In addition to this, the results highlighted 22(8.1%) of the respondents were not in favor of this statement, while only 11(4.1%) showed strong disagreement about this opinion.

The result of the chi-square test statistic is highly significant since p values <0.05. hence, 116 null hypotheses which claims that there is no significant

difference in the respondent's responses regarding the teacher clarification of difficult activities in Urdu, is rejected at 5% level of significance.

Response	Frequency	Percentage	$\chi^2$	p-value
Strongly Agree	50	18.5	44.01	0.000*
Agree	82	30.4		
Disagree	104	38.5		
Strongly Disagree	34	12.6		
Total	270	100		

**Opinion 10: English Grammar should be explained in Urdu.**

Table 10 shows the percentage of responses about the opinion "English grammar should be explained in Urdu." The reported results show that majority <0116 respondents, 82 (30.4%), agreed about this statement, followed by 50 (18.5%) <0 114 respondents strongly agreed in favor of this statement. In addition to this, the results highlighted 104 (38.5%) showed disagreement about this statement, whereas only 34 (12.6%) showed strong disagreement about this opinion.

The result or the chi-square test statistic is highly significant since p values <0.05. hence, the null hypothesis which claims that there is no significant difference in the respondent's responses regarding English grammar should be explained in Urdu in classroom, is rejected al 5% level of significance.it can be concluded that both the languages should go parallel in the classroom.

Response	Frequency	Percentage	$\chi^2$	p-value
Strongly Agree	113	41.9	152.05	0.000*
Agree	122	45.2		
Disagree	28	10.4		
Strongly Disagree	07	2.6		
Total	270	100		

Questionnaire from students and interview from college teachers will be conducted.

**Pilot study**

The aim of this study is to explore and to know in-depth of college students and teacher’s perception about English and Urdu medium of instruction. This



study will pave a way for policy makers to design and formulate courses, syllabus in accordance to the needs of learners. This study will help all the stakeholders to enter in an arena of awareness.

### **Process of Data collection**

The researcher contacted the college teachers of both Government Girls Degree. College Quarry Road Quetta and Government Girls Degree College Quetta Cantt, the college teachers were lecturers, assistant professors, associate professors who consented to participate in the study and the procedures to the teachers prior to the interview. The instruments used for this study were distributed by the researcher. All participants for this study received a packet containing the following questionnaires: a cover letter, and an informed consent form. The cover letter, the informed consent form, and questionnaires were translated into Urdu so that the participants could understand the content of the questionnaire. The cover letter formulated by the researcher contained information concerning the purpose and description of the study. All participants were asked to respond with honesty and sagacity. Before beginning the questionnaire, college teachers were instructed to sign the agreement form stating that they understand their participation is voluntary and that it would not in any way affect them personally', The interview took approximately 180 minutes to finish. All the teachers gave interview in detail and their participation was worth, appreciating.

### **Data Analysis**

Data analysis for this study was performed using the SPSS Package of statistical program.

### **Findings**

The main aim of this study was to identify, highlight and explore the perception of two biggest colleges of Quetta about medium of instruction. It was the dire need of the hour to know the in-depth of college teachers about medium of instruction. To collect the data, a structured interview, containing ten questions were conducted to know deeper insight into the teachers' view. To analyze the data, the researcher thoroughly read the different segments of the transcripts and assigned the codes based on the meanings seen in the text segments. While analyzing responses of teachers, the researcher used

thematic analysis to high light the themes which were related to the English or Urdu medium of instruction. The findings of the study are divided according to the two research questions of the study.

### **Data analysis of research Questions**

#### **Discussion of findings**

The main aim of this study was to identify, highlight and explore the perception of two biggest colleges of Quetta about medium of instruction. It was the dire need of the hour to know the in-depth of college teachers about medium of instruction. To collect the data, a structured interview, containing ten questions were conducted to know deeper insight into the teachers' view. To analyze the data, the researcher thoroughly read the different segments of the transcripts and assigned the codes based on the meanings seen in the text segments While analyzing responses of teachers, the researcher used thematic analysis to high light the themes which were related to the English or Urdu medium of instruction.

The findings of the study are divided according to the two research questions of the study:

What are the perceptions of a college students about English as a medium of instruction?

What are the perceptions of college students about Urdu as a medium of instruction?

#### **Research Question**

**Q 1.** What are the perspectives of college students of Quetta on English as a medium of teaching?

**Q 2.** What are the perspectives of college students of Quetta on Urdu as a medium of teaching?

#### **Conclusion**

The present research study highlighted that English and Urdu are the two mediums of instructions taught in educational institutions of Quetta. All the students at the intermediate and upper intermediate level were of the view that both languages should be used in the classroom, but Urdu should be used more than English.

### **Limitations of Study**

The study is limited to analysis of perceptions of students in terms of the choice of languages i.e., English and Urdu. It is impossible to include all public and private colleges of Quetta, Baluchistan due to the security issues. Moreover, ethical issues and limited film in data collection also made the study limited to colleges.

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