

ENGLISH MEDIUM FOR THE GOVERNMENT PRIMARY SCHOOLS OF SINDH,
PAKISTAN: AN EXPLORATION OF GOVERNMENT PRIMARY SCHOOL
TEACHERS' ATTITUDES

by

LIAQUAT ALI CHANNA

(Under the Direction of Victoria Hasko)

ABSTRACT

The National Education Policy (NEP, 2009) of Pakistan mandates that English shall be used as a medium of instruction for certain subjects in Grade 4 and onward in 2014. An English as a compulsory subject policy was launched in 2003. This study explored quantitatively and qualitatively the government primary school teachers' perceptions regarding seven aspects associated with the English medium policy in Sindh. While a mid-partial immersion model is supposed to occur in the public primary schools of Sindh based upon the proposed language policy in the NEP 2009, the study suggests that the model would not be fruitful. The study found that while the teachers had positive attitudes regarding the current role and impact of English, they believed students would not be able to learn science and math taught in English in Grades 4 and 5. They held that students did not have sound English skills because the English was not adequately taught to them in Grades 1, 2, and 3. The teachers were also not satisfied with their own English skills. They believed they did not have adequate English proficiency for teaching in English. They thought they needed training to be able to teach in English; and, few

believed teaching in English could help them improve their English proficiency and teaching skills. The participants associated their motivation for teaching in English with the need for training. While the teachers believed the English medium policy was beneficial in its rationale, they thought the positive impact would occur only if English subject policy initiated in 2003 was effectively taught, the teachers were comprehensively trained, and English proficient teachers were appointed. Moreover, the teachers believed for the success of the English medium policy, parents should be involved, teachers must be trained and committed, and primary education must be standardized. The teachers also held that students must first learn their mother tongue which would help them learn English. The teachers believed the students must not learn English at the cost of losing their native language. The study recommends that the English medium policy be postponed and suggested measures must be taken before the policy is implemented.

INDEX WORDS: English Medium, Language Policy and Planning, Language-in-Education Policy, National Education Policy 2009, Content-based Instruction, Bilingual Education, Immersion Education, Sindhi Government Primary School Teachers' Perceptions, Sindh, Pakistan

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LIAQUAT ALI CHANNA

M.A. University of Sindh, Jamshoro, Sindh, Pakistan, 2003

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LIAQUAT ALI CHANNA

Major Professor: Victoria Hasko
Committee: Linda Harklau
Donna Alvermann

Electronic Version Approved:

Maureen Grasso
Dean of the Graduate School
The University of Georgia
May 2014

DEDICATION

To my Mithri Amma (mother), Pyaro Baba (father), Saiin Khalid, Naimat, Naseem, Shoukat, Zehra, Bhira Nazeer, and Shafqat Kadri. Thank you so much for teaching me, loving me, encouraging me, and trusting in me in various phases of my life.

&

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CHAPTER 1

INTRODUCTION

While concluding the editorial chapter of his edited book “Reclaiming the Local in Language Policy and Practice,” Canaragarajah (2005) vehemently called upon applied linguists to take *local* into their consideration as they talk about and conceptualize the phenomenon of globalization in their scholarship. He stated, “As we negotiate the social, educational, and communicative challenges ushered in by the intensified forms of contemporary globalization, we have to remember to treat the local as an equal partner in the new discourses and practices that are developing” (p. xxix). By treating “the local as an equal partner in the new discourses and practices that are developing,” he argued by quoting Appadurai (2000), that applied linguists could explore, discuss, and theorize issues related to “globalization from below” (xiv). Understanding “globalization from below” has been overlooked in theory and practice due to seeing and analyzing the phenomenon of globalization and its impacts from above. The take on globalization from below, he further discussed, is “such an approach that will enable us to realize the potential of globalization to construct more democratic relationships” between policymakers and practitioners (xiv). He clarified that the terms “local” and “global” are “relative to the different contexts” which have been shaping and can shape different studies from a variety of theoretical perspectives (p. xvi).

The call to “treat the local as an equal partner” has been taken up by various scholars with diverse theoretical perspectives in a range of spheres of applied linguistics.

For instance, in the area of language teaching methodology, scholars such as Kumaravadivelu (2006) showed through his theory of postmethod pedagogy that communicative language teaching (CLT), touted as the best language teaching method in the western world, may not be *the* best language teaching method for the rest of the world unless certain local, situated, and cultural factors of certain areas are taken into account (Hu, 2002; Shamim, 1996). In the domain of World Englishes, scholars such as Kachru, Kachru, and Nelson (2009) criticized the very notion and questioned the existence of “Standard English” variety. By problematizing the conceptualization of a Standard English variety, they put forward the theory of plurality of local/non-native Englishes, implying that the local or non-native Englishes should be considered as legitimate as many of the so-called Standard English varieties. In the field of second/foreign language (L2/FL) learning/acquisition, scholars such as Block (2003, 2007, 2009), Firth and Wagner (1997, 2007), and Lantolf and Thorne (2006) have challenged the view of an L2 language learner as a quantifiable, decontextualised, apolitical, ahistorical, and acultural constellation of variables in the mainstream L2 acquisition theory and research, which is informed by a purely cognitivist school of thought. They fervidly argue for seeing an L2 learner as a contextualized, local, historical, cultural, and active being with diverse identities and social profiles.

Similarly, Canagarajah’s call “to develop a more contextualized and critical understanding of what globalization means” (Canagarajah, 2005, p. xiv) echoes loudly in the recent scholarship on language policy and planning in general and language-in-education policy in particular. Scholars such as Hornberger and Johnson (2007), McCarty (2011), Menken and Garcia (2010), and Shohamy (2006; 2010) have called for looking

into local and contextual language-in-education policy making and negotiation processes of certain areas and polities. Unlike the idea that language-in-education policy is formulated by policymakers and implemented by classroom practitioners, which implies a top-down and linear process of a policy implementation, these scholars argue for taking into account local socio-historical and socio-cultural factors of language-in-education policies of polities. The scholars contend that classroom practitioners, whose teaching tends to be rooted in and influenced by their local and contextual situations, do not linearly implement a given language-in-education policy. On the contrary, as socio-historical and socio-cultural beings, local classroom educators, practitioners, and/or teachers interpret, negotiate, and enact language-in-education policy while they are “in the [dynamic] process of (its) implementation” (Menken and Garcia, 2010, p. 1). They argue that teachers end up producing a local language-in-education policy, and they end up becoming *local* language-in-education policy makers.

This perspective not only allows viewing *implementation* of a language-in-education policy of a certain polity as “dynamic” in its essence but also provides a lens to view classroom practitioners, educators, and teachers as active local language policy actors, makers, negotiators, and interpreters. Viewing classroom teachers as *local creators* and *interpreters*, rather than passive *receivers* and *transmitters*, indeed offers various interesting avenues for research. One can be an exploration of classroom teachers’ attitudes/perceptions regarding language-in-education policy. I conduct this study to investigate the perceptions of teachers in relation to the state-mandated English medium policy. Taking the Pakistani Sindhi primary school classroom practitioners

and/or teachers as local and situated, I explore their attitudes and perceptions regarding Pakistani state-mandated English medium policy.

By *local Pakistani Sindhi primary school teachers*, I refer to those Pakistani rural and urban government primary classroom teachers of the province of Sindh who teach in the government primary Urdu/vernacular medium schools (GPU/VMSs). The GPU/VMSs are the schools in Pakistan/Sindh where education is provided from Grades 1 to 5. This dissertation views the local Pakistani primary classroom teachers in Sindh not as linear implementers of a given or announced language policy but rather as active actors, negotiators, and interpreters situated in their era and area. Since they are active agents, I believe it is important to investigate their attitudes regarding recent state-mandated language policy in order to understand (a) how they perceive it, and (b) implications of their attitudes regarding the policy.

Purpose of the Study

The purpose of the study is to explore classroom teachers' attitudes regarding the impacts of the globalization-influenced state-mandated English medium policy. This study is inspired by both the Canagarajah's (2005) call to explore the impacts of globalization from below and the recent scholarship of language-in-education policy which locates classroom teachers "at the heart of language policy" (Ricento and Hornberger, 1996, p.147). The theoretical scholarship of language-in-education policy suggests that the classroom teachers' voice, input, and/or perceptions are vital to be explored as such policies could adequately be implemented. I examine *local Pakistani Sindhi primary school teachers'* attitudes regarding the policy and the implications for the policy and practice. I believe that such an inquiry can offer invaluable insights into

future Pakistani language-in-education policy plans and measures. Investigating teachers' attitudes includes their voices in policy-formation dialogues and processes and can also offer critical implications regarding the successful implementation of the policy.

Statement of the Problem and Research Question(s)

In Pakistani public education, English was introduced as a compulsory subject in Grade 6 onward in government Urdu/vernacular medium schools (GU/VMSs) before 2003. English became as a compulsory subject in Grade 1 onward under the Education Sector Reforms in April 2003 (Ministry of Education, GoP, July, 2004, p. 9). Pakistani policymakers have recently decided in the National Education Policy (NEP, 2009) that a new English-as-a-medium-of-instruction policy will also be initiated for teaching content subjects such as science and mathematics in Grade 4 and onward "after five years," (NEP, 2009, p. 20). I have not found so far any empirical study exploring the impacts of these state-mandated English language policies in Sindh/Pakistan level or primary school teachers' perceptions and voices regarding the policies in particular. I attempt to fill the gap through this empirical study.

Inquiry into the teachers' attitudes is vitally important at this time, because the NEP 2009 postulates that English will be used as a medium of instruction in Grade 4 and onward in future in government Urdu or vernacular medium primary schools. In other words, policymakers seem to believe that merely by proclaiming an English subject policy, it will be implemented and/or taught adequately; the English medium policy will also be implemented and/or taught effectively; and, the classroom teachers will take and implement their policies as the policymakers decide. However, there has been no investigation so far of how the Pakistani primary school teachers perceive and take up not

only the already-given English as a compulsory subject policy but also the forthcoming English medium policy.

It is unexplored whether (a) the teachers have positive and favorable attitudes toward the English language; whether (b) English as a compulsory subject from Grade 1 onward has been implemented successfully since 2003, and it will help/provide support to the government primary school students to study science and math in English medium in Grade 4 and onward; whether (c) government primary school teachers have enough English proficiency to teach science and math in English medium, and they are satisfied with their proficiency; whether (d) the teachers see eye to eye with the policymakers in regard to the proposed benefits of English as a medium of instruction; whether (e) teachers are prepared and motivated to teach science and math in English medium; whether (f) there may be any other extraneous factor(s) that could impact students' learning of science and math in English medium; and, last but not least, whether (e) teachers think that teaching science and math in English, rather than in the first language (L1) of students, is better for developing content mastery and proficiency in English.

This study intends to bring forth teachers' voices and perceptions about the English medium policy. Taking into account the above unexplored seven aspects, the following sub-research questions were explored through a questionnaire and interviews and focus group discussions with a goal to examine how the teachers perceive the English medium policy. By investigating the teachers' perceptions regarding the aspects, this dissertation study, as a whole, attempts to answer the overarching research question: What are *local Pakistani Sindhi primary school teachers'* attitudes regarding initiating

English as a medium of instruction for content subjects such as science and mathematics in government primary schools in the province of Sindh?

1. What are local Pakistani Sindhi primary school teachers' attitudes regarding **the role and impact of the English language in Pakistani society currently?**
2. What are local Pakistani Sindhi primary school teachers' attitudes regarding **the effectiveness of English as a compulsory subject in Grades 1, 2, and 3 in terms of preparing students to study science and math in the English language medium in Grade 4?**
3. What are local Pakistani Sindhi primary school teachers' attitudes regarding **their proficiency in English?**
4. What are local Pakistani Sindhi primary school teachers' attitudes regarding **the impact of initiating English medium science and math from Grade 4 onward?**
5. What are local Pakistani Sindhi primary school teachers' attitudes regarding **their preparedness and motivation for teaching English medium science and math?**
6. What are local Pakistani Sindhi primary school teachers' attitudes regarding **factors other than English that might impact students' learning of English medium science and math in Grades 4 and 5?**
7. What are local Pakistani Sindhi primary school teachers' attitudes regarding **the principles of bilingual education with respect to using L1 as the medium of instruction?**

Scope and Significance

This dissertation research contributes to recent work on globalization from below. It investigates local government primary school teachers' perceptions and attitudes regarding a state-mandated English medium policy. The dissertation allows us to see how the local teachers perceive the policy and indicate the implications of their attitudes regarding the policy. The dissertation implies that teachers' voices be included in the policy formation dialogues and processes.

The significance of this study is two-fold. First, it offers unique insight into the opinions of local teachers in relation to a state-mandated English medium policy. Such opinions offer important insights into how classroom practitioners working in the rural and urban primary schools in one Pakistani province are coping with existing English subject policy; and (b) how they perceive a new English medium policy. Second, this study is relevant for other parts of the Pakistani educational system as well as other countries with similar English language policies. As Pakistan moves toward creating an equitable and effective education system, this study provides the voice of often overlooked classroom practitioners. As a whole, this dissertation research contributes to scholarship of language policy and planning in general and language-in-education in particular underlining that fact that language policies that are mandated without including local teachers' voices run the risk of inadequate implementation.

Organization of the Study

Chapter 2 reviews literature about initiating English-as-a-medium of instruction. First, it provides discussion of the role and status of English in Pakistani public education. Second, since the initiation of English as a medium of instruction is connected

to the fields of (a) content-based instructional approach, (b) immersion education, and (c) language policy and planning, it reviews relevant scholarship in areas of these domains. Research gaps are also identified. Because the study is about teachers' attitudes and/or perceptions, the chapter also presents a conceptual discussion of the construct of attitudes.

Chapter 3 outlines the methodology. The chapter presents the research purposes. It outlines the concurrent research design which has been applied for exploring the teachers' attitudes. Additionally, it describes the research site(s) the investigator accessed, sampling strategy employed, and the participants recruited for the study. Later, the chapter discusses data collection tools including questionnaires, semi-structured interviews, and focus group discussions, and the procedures undertaken for collecting and analyzing data.

Chapter 4 presents the research findings. The chapter answers the sub-questions on teachers' attitudes regarding (a) the role and impact of English language in Pakistani society, (b) the effectiveness of English as a compulsory subject language policy in Grades 1, 2, and 3 for enabling/preparing students to study science and math in English medium in Grade 4, (c) teachers' proficiency in English, (d) the impact of initiating English medium for science and math in Grade 4 and onward, (e) teachers' ability/preparedness and motivation for teaching science and math in English, (f) other factors that might impact students' learning of science and math in English medium in Grades 4 and 5, and (g) teachers' understanding of the role and importance of first language.

Finally, Chapter 5 concludes the dissertation. It contains four sections. First, major findings are reviewed. Second, policy and pedagogical implications of the results are drawn. Third, overall conclusions are presented. Finally, future research possibilities are presented.

CHAPTER 2

LITERATURE REVIEW

This chapter first reviews the role and status of English in Pakistan and Pakistani public education including the recent National Education Policy (2009) initiating English as a medium of instruction for teaching the content subject such as science and math in Grade 4 and onward. Initiating English as a medium of instruction for teaching content subjects in the context where English is either a second language (L2) or a foreign language (FL) is interlinked with (a) content-based instructional approach (Brinton, Snow, and Wesche, 2003; Larsen-Freeman, 2000; Lyster, 2007; Richards and Rodgers, 2001; Stryker and Leaver, 1997), (b) immersion education (Baker, 2006; Johnson and Swain, 1997; Lyster, 2007), and (c) language policy and planning (Baldauf, Kaplan, and Kamwangmalu, 2010; Canagarajah, 2005; Kaplan and Baldauf, 1997; Kaplan, Baldauf, and Kamwangmalu, 2011; Ricento and Hornberger, 1996; Shohamy, 2006; Spolsky, 2004; Tollefson and Tsui, 2004; Tsui and Tollefson, 2007). The chapter reviews relevant literature on these aspects of content-based instruction, immersion education, and language-in-education policy. Finally, since this study explores the local Pakistani Sindhi government primary school teachers' *attitudes*, how the construct "attitude" is defined and used in this study is discussed.

English in Pakistan: Social Roles and Status in Public Education

Discussing the status of English in Pakistan, Haque (1983) has written that "Although introduced in this country through an historical accident, English has become

a pattern of life, and its cultural influence continues to be strong” (p. 7). While Haque (1983) noted the impact of English three decades ago, the importance of English has increased significantly in Pakistan (Mahboob, 2002; Norton, 2010). This section of the review discusses how the English language gained such significance in Pakistani society in general and in the Pakistani public educational system in particular. The review, first, documents briefly the social status of English in Pakistan. Second, it provides a short overview of the history of Pakistani public educational policies in the context of the status English has had since the establishment of the country. Third, it discusses the current and projected standing of English in the public language-in-education policy. Finally, the review explores the government’s and/or policymakers’ justifications, rationales, and concerns surrounding the current as well as the future role of English in public education.

Status and Position of English in Social Domains of Pakistan

Pakistan follows the 1973 constitution at present. The Constitution (1973) lays out the following national language policy (Rasool and Mansoor, 2007, p. 222):

Article 251

1. The national language of Pakistan is Urdu, and arrangements shall be made for its being used for official and other purposes within fifteen years from the commencing day.
2. Subject to clause 1, the English language may be used for official purposes until arrangements are made for its replacement by Urdu.

3. Without prejudice to the status of the national language, a provincial assembly may by law prescribe measures for the teaching, promotion and use of a provincial language in addition to the national language.

Urdu has been designated as the *national* language and English as the *official* language of all the people(s) of Pakistan. In addition, as written above, English was designated as the official language only for the first fifteen years. That is, Urdu was conceptualized as both the *national* and the *official* languages replacing English after 1988. This, however, did not happen. The burgeoning influence of English as the lingua franca all over the world in general and as the language of power in Pakistan in particular may prevent Urdu from stepping into the role envisioned in the constitution in future, too (Mahboob, 2002; Mansoor, 2004; Rahman, 1997; 1999).

Abbas (1993) has noted the “major functions” of English in Pakistan which help to see how English has become the language of power in Pakistan. His discussion also helps to explain how the language has earned its uppermost place in the Pakistani linguistic and social hierarchy. He has written that English is the main language of “the Civil Administration and the bureaucracy, which includes both the federal and the four provincial governments,” i.e., Sindh, Punjab, Balochistan, and Khyber Pakhtoonkhwa. Second, it is the principal language of the Pakistani legal system of both federal and the provincial governments: “the Supreme Court and the four provincial High Courts conduct their proceedings in English.” Third, it is the major language of the “Defense Forces.” Not only is English used in “the design and training of all the components of armed forces, i.e., the Army, Air Force, and Navy,” but it is also the “language of communication for all office work” in the armed forces (pp. 148-150).

Fourth, English has also earned its place in both Pakistani electronic and print media. According to the Pakistani Federal Bureau of Statistics, in the context of print media, for instance, 215 newspapers and periodicals were published in English in 1999, and this number jumped as high as 290 in 2005 (Pakistan Federal Bureau of Statistics). Fifth, English is the key language in Pakistani private and public educational systems. It is almost the sole medium of instruction in all the government and private higher educational institutes in Pakistan. Abbas (1993) has underlined the fact that English is so central in the public educational system that “failure in English means failure in the entire examination” (p. 154). And, finally, English is also used in trade and commerce domains along with Urdu at the national financial centers and banks (Abbas, 1993).

When such is the leading position of English in Pakistani society where a Pakistani may not imagine getting a public or private job if s/he is not literate in English, one may wish to know the position of English in the government Urdu/vernacular medium schools, the schools where the great majority of poor Pakistani students study (Lynd, 2007; Qureshi and Shamim, 2009). Below, I briefly discuss the status of English from the establishment of the country to 1999, the year General Pervez Musharraf overthrew a democratic government through a military coup and became the ruler. Backed mainly by United States Agency for International Development (USAID), his government initiated the mega reforms in public education which later evolved and appeared in the recent National Education Policy (2009).

English in Government/Public Vernacular Medium Schools in Pakistan

The constitution of 1973, in effect, did allow the provinces to use their first languages (L1s). Their use, however, was legally made subservient to the national

language, Urdu. Moreover, L1s were not given the national status that was given to Urdu (Mansoor, 2004; Rahman, 1996). However, as far as that meager constitutional allowance to promote provincial languages was concerned, some of the then provincial governments, such as those of Balochistan and Khyber Pakhtunkhwa, preferred Urdu rather than their first languages as the official languages of their provinces during the then politically-charged era of 1970s. Sindh, however, was the only province which adopted Sindhi as the official language for its province (Haque, 1983; Rahman, 1996).

All the provinces acknowledged, legalized, and implemented the national language policy in their government educational systems accordingly. In effect, they followed the policy in practice before the decision was taken (Rahman, 1996). Punjab, Balochistan, and Khyber Pakhtoonkhuwa, for instance, largely not only used Urdu as the main medium of instruction but also as a compulsory subject in their government educational systems. Sindh employed Sindhi as the sole medium of instruction and Urdu as a compulsory subject in many school districts. It also used Urdu as the medium of instruction and Sindhi as a compulsory subject in certain urban areas. English, however, was learned and taught as a compulsory subject in all four provinces often from later grades, i.e. Grade 6 (Haque, 1983; Rahman, 1996). The following Table 1--taken from Coleman (2010) and adapted based upon Mahboob (2002) and Mansoor (2005)--provides an overview of the language-in-education policy, particularly in the historical context of the status of English.

Table 1: A Brief Overview of English in Public Education

Year	Event	Policy	Implementation
Pre – 1947	Colonial rule	Urdu/vernacular medium for masses and English medium for elite	As policy
1947	Independence	Urdu declared to be national and English official language	For masses, education in Urdu/vernacular medium; English as a subject mostly from later Grades, e.g., Grade 6, through government English textbooks taught through grammar translation methods. For elite, education in English medium in private institutes through quality textbooks and student-centered teaching methods; Urdu taught as a subject.
1959	Sharif Commission	Primary and secondary education in Urdu/vernacular medium, higher education in English	No change.

1973	New Constitution	English to be replaced by Urdu within 15 years, provinces relatively free to develop their own language policies	No change. Only the province of Sindh officialized its main language, i.e., Sindhi in 1972. The then provincial governments of Punjab, Khyber Pakhtunkhwa, and Balochistan preferred using Urdu as the official language of their provinces. English continued to be taught as a subject.
1977	Coup by Zia-ul-Haq	Islamisation and Urduisation	For masses, although English started as a subject from Grade 4, the Urdu/vernacular medium schools began to prepare for complete Urduisation of exams by 1989. For elite and well-to-do families, private English medium schools kept growing.

1989	Benazir Bhutto elected	English to be taught from Grade 1 rather than from Grade 4.	Little effective change
1998	New education policy	No statement regarding language policy	Private English medium schools kept flourishing.
1999	Coup by Pervez Musharraf	First, English to be taught from Grade 1 'where teachers are available'. Later, English as a compulsory subject from Grade 1 from April 2003 in all state-owned Urdu/vernacular medium schools.	Little effective change at the initial stage. Education Sector Reforms (ESR) were initiated which not only made English a compulsory subject but also envisioned employing English as medium of instruction from Grade 1 in state-owned Urdu/vernacular medium schools.

As one can see from the above table, there are chiefly two types of educational systems, marked by medium of instruction: high-quality English medium schools for the elite, and low-quality Urdu/vernacular medium for the non-elite masses. In addition, it appears that students studying in the state-owned Urdu/vernacular medium schools mostly started learning English as a subject from later grades, e.g. Grade 6. Non-elite private English medium schools flourished because people wanted their children to learn

English earlier and better than the way state-owned vernacular medium schools taught it. Though Shamim (2008) discussed that these non-elite English medium schools did not use English as the sole medium of instruction in principle, they performed better than vernacular medium schools (South Asian Forum for Educational Development, 2010).

While the military ruler Zia-ul-Haq tried to democratize English by initiating the teaching of English from Grade 4 for state-owned Urdu/ vernacular medium schools, he, ironically, focused more upon promoting Urdu and a certain version of Islam for the masses than on improving English in their education. In 1989, Benazir Bhutto attempted to democratize English by announcing that English should be taught as a subject in Grade 1 and onward in the public schools; however, this change was not implemented comprehensively. It was not until General Musharraf's coup in 1999 that mega reforms were instituted in the educational sector throughout the country. At first, he continued the Benazir's policy of starting English from Grade 1, where teachers were available. Later, his government initiated major changes in the educational sector that not only made English a compulsory subject but also envisaged using it as a medium of instruction in the state-owned Urdu/vernacular medium schools (Ministry of Education, 2004; USAID, 2008). These reforms evolved and appeared in the shape of the recent National Education Policy (2009), which determines the present and future status of English in the state-owned Urdu/vernacular medium schools.

Education Sector Reforms (ESR)

The Education Sector Reform Assistance (ESRA) Program End-of- Project Report (USAID, 2008) states that “with the advent of the Education Sector Reforms (ESR) Action Plan 2002 – 2006, Pakistan embarked upon an ambitious national

educational reform agenda” (p. 1). The agenda was based upon three major goals: “(i) to promote quality education; (ii) to produce responsible, enlightened, and skilled citizens; and (iii) to integrate Pakistan into the global framework of human-centered economic development” (USAID, 2008, p. 1). These goals were intended to be in consonance with the UNESCO’s Dakar Declaration, Education for All, and Millennium Development Goals global programs (USAID, 2008).

In order to achieve the agenda, General Pervez Musharraf’s government initiated a mega project; namely, the Education Sector Reform (ESR) for the state-owned Urdu and/or vernacular medium schools (Ministry of Education, Government of Pakistan (GoP), March 2004). The reforms “outlined seven principal objectives” (USAID, 2008, p. 1) to overhaul the public educational system; including refurbishing the curriculum from Grade 1 to 12, introducing a new Scheme of Studies, increasing the academic year from 170 to 210 days, revamping teacher education, setting up a new national examination system, reviewing previous educational policies critically and presenting a new education policy in 2009 based upon the critical review of the previous national educational policies.

This initiative to refurbish the government educational system consisted of 22 policy decisions (Ministry of Education, GoP, see *Appendix A*), of which two explicitly mention the present and future role of English in the public Urdu/vernacular medium schools. The eighth policy decision, for instance, states that “English language has been made compulsory from class 1 onwards” (the policy decision was put into practice in 2003). And Number Eleven explains that “Introduction of English as the medium of instruction for science, mathematics, computer science and other selected subjects like

economics and geography in all schools in a graduated manner was endorsed” (p. 1). It is worth noting that English became a compulsory subject in Grade 1 and onward in the public schools under these reforms.

In the context of initiating English as a compulsory subject in Grade 1 and onward, *The Development of Education, National Report of Pakistan*--a report to review the reforms--confirmed that “Study of English language [was] made compulsory in all schools from April 2003” (Ministry of Education, GoP, July, 2004, p. 9). Subsequently, a new *Scheme of Studies* (SoS) was announced (Ministry of Education, GoP, 29th June, 2006). The SoS, presented to the Prime Minister, recommended which courses or subjects should be taught in English medium and which should be taught in the Urdu/vernacular medium (Ministry of Education, GoP, February 2006). Table 2 lists the courses/subjects envisioned to be taught in English language medium and corresponding grade-levels.

Table 2: English as a Medium of Instruction in the 2006 SoS

Grade Level	Subject/Course	Medium of Instruction	Group
1 – 2	Mathematics	English	-
3	Mathematics Science	English	-
4 – 5	Mathematics Science	English	-
6 – 8	Mathematics Science Geography	English English English/Urdu/Vernacular	-

	History Computer Education (Applied Technology)	English/Urdu/Vernacular English	
9 – 10	Mathematics Physics Chemistry Biology	English English English English	Science
9 – 10	Mathematics	English	Humanities
11 – 12	Biology Physics Chemistry	English English English	Pre- Medical
11 – 12	Mathematics Physics Chemistry	English English English	Pre-Engineering
11 – 12	Mathematics Physics Computer Science	English English English	Pre-Computer Science
11 – 12	0		Humanities

	Hygiene Technology		
11 – 12	a. Food and House Management b. Food and Nutrition a. Management for Home and Farm b. Clothing and Related Arts a. Child Development and Group Behavior b. Childcare and Home Nursing	English English English	Home Economics

The press release announced that the SoS would be implemented in the state-owned schools in part from 2007, and it would be fully functional from 2011. That is to say, science and mathematics would be taught in the English language medium from 2011 all over Pakistan (although the English medium policy suggested in the SoS could not be initiated in Sindh, Balochistan, and Khyber Pakhtoonkhwa, except the province of Punjab in 2011). As far as the medium of instruction for other subjects and courses

was concerned, the SoS allowed the provinces to use Urdu or their vernaculars as media of instruction (Ministry of Education, GoP, 29th June, 2006).

Controversy Stirred by the Medium of Instruction Issue

A heated debate broke out in 2006 and 2007 at the national level particularly about the step of initiating English as a medium of instruction (Aly, December, 2006; Mustafa, April 11, 2007; Jaffery, April 30, 2007; Chima, May 17, 2007; Sultan, May 17, 2007; Parveen, June 5, 2007). The debate co-occurred with the critical review of previous national educational policies – one of the measures taken under the Education Sector Reforms (ESR) (Ministry of Education, GoP, July, 2004) – by the Ministry of Education. The review, viewed by the policymakers as a “landmark and timely exercise,” was undertaken because the Ministry of Education “realized that rapid developments on both domestic and international fronts had overtaken the objectives and the projections of the existing policy, and that a new articulation of the educational priorities and future of Pakistan was needed in light of the Devolution of Power, the Millennium Development Goals, the Education for All” (National Education Policy Review, Ministry of Education, GoP). The review was conducted through a rigorous design which included many steps, all of which were carried out having taken the provincial governments and their pertinent education departments into confidence. Before the review team could present a new policy in 2009, it presented two white papers (Aly, December, 2006 and Aly, February, 2007). Both the papers lamented the current plight of the government Urdu/vernacular medium schools. Indeed, their discussion and recommendations were in the background of the debate the new Scheme of Studies (SoS) in general and the measure of launching English as a medium of instruction had stirred.

The white papers recommended that English be used in state-owned Urdu/vernacular medium schools. The first, for example, advised that English as a subject should start from *Grade 3 from 2008*, and that English as a medium of instruction for mathematics and natural sciences should start from *Grade 4* rather than *Grade 1* as envisioned in the new SoS (Aly, December 2006, pp. 31-32). Although the revised version of the white paper (Aly, February, 2007) repeated that English as a medium of instruction for mathematics and natural sciences should start from Grade 4, it had no mention of teaching English as a subject (pp. 34-35), perhaps because its writers realized that English as a subject had already been mandated to be taught from Grade 1 onward since April, 2003 (Ministry of Education, GoP, July, 2004, p. 9).

Current and Projected Status of English in the Government Schools in the National Education Policy (NEP) 2009

Based upon the review and recommendations of the two white papers (Aly, December, 2006 and Aly, February, 2007 respectively), the National Education Policy (NEP) — “a consensus policy agreed to by all the provincial and area governments” (Ministry of Education, GoP, November, 2009, p. vii)—was presented by the Pakistan Peoples’ Party (PPP)-led democratic government in November 2009. It noted the unequal access to learning English prevalent in the country. Discussing the social divide in Pakistani society in terms of proficiency in English between the students of elite English medium schools and those of government Urdu/vernacular medium schools and religious seminaries, the NEP 2009, states:

A number of factors lead to the differences that allow students of the elite schools to do better. Management resources and teaching quality are their main strengths.

Most of these elite schools follow the Cambridge or London University O/A level systems that have a different curriculum, assessment system and textbooks. A major bias of the job market for white collar job appears in the form of a candidate's proficiency in the English language. It is not easy to obtain a white collar job in either the public or private sectors without a minimum level proficiency in the English language. Most private and public schools do not have the capacity to develop the requisite proficiency levels in their students. English language also works as one of the sources for social stratification between the elite and the non-elite. Employment opportunities and social mobility associated with proficiency in the English language have generated an across the board demand for learning English language in the country. (Ministry of Education, November, 2009, pp, 19–20)

The national policy document recommended several policy actions directly relevant to my discussion:

3. Ministry of Education, in consultation with Provincial and Area education departments, relevant professional bodies and the wider public, shall develop a comprehensive plan of action for implementing the English language policy in the shortest possible time, paying particular attention to disadvantaged groups and less developed regions.
4. The curriculum from Class I onward shall comprise English (as a subject), Urdu, one regional language and mathematics, along with an integrated subject.

5. The Provincial and Area Education Departments shall have the choice to select the medium of instruction up to Class V.
6. English shall be used as the medium of instruction for science and mathematics from Class IV onwards.
7. For the first five years, provinces shall have the option to teach mathematics and science in English or Urdu/official regional languages; but after five years the teaching of these subjects shall be in English only.
8. Opportunities shall be provided to children from low socio-economic strata to learn English language.
9. A comprehensive school language policy shall be developed in consultation with provincial and area governments and other stakeholders (Ministry of Education, November, 2009, p, 20).

The new policy made it mandatory that English should be taught as a subject from 2009 in all government Urdu/vernacular medium schools. The policy action, in a way, validated and perpetuated the decision of teaching English as subject taken under the Education Sector Reforms in April 2003 (Ministry of Education, GoP, July, 2004, p. 9). However, unlike the policy measures taken in the new Scheme of Studies (Ministry of Education, GoP, February, 2006) in which it was decided that English as a medium of instruction for science and mathematics would start from 2011 from Grade 1, the new education policy actions postponed that decision for five years. That is, English as a medium of instruction would not be implemented until 2014. Furthermore, most importantly, the policy recommended that English as a medium of instruction be used from Grade 4 onward rather than from Grade 1 onward. The policy, however, did provide

the option to start teaching science and math in the English medium before 2014, if any province wished to do so.

Thus, the present status of English in the contemporary language-in-education policy in the state-owned Urdu/vernacular medium schools appears to be as follows: English is taught as a compulsory subject in principle in Grade 1 onward all over Pakistan. And as far as English as a medium of instruction is concerned, the current Pakistan Tehreek-Insaf (PTI)-led government of the province of Khyber Pakhtoonkhwa (formerly known as North West Frontier Province – NWFP) has recently “decided to change the medium from Urdu to English from grade-1 in the government schools from the coming academic year commencing from April, 2014” (Dawn, October 22, 2013). The province of Punjab had already announced that they would start teaching science and mathematics in English language medium from the academic year of 2011. Thus, the Punjab province has already implemented this step by converting all government Urdu medium schools to English language medium ones. The province of Punjab has provided the same rationale for converting its schools to English medium which was evident in the agenda of Education Sector Reforms (ESR). That is, the “decision [of initiating the English medium] aims at competing with the globalized world in the field of knowledge” (accessed from the official website of the School Education Department, Government of Punjab, <http://schools.punjab.gov.pk/?q=englishmedium>, on October 4, 2011). So far as the other two provinces such as the provinces of Sindh and Baluchistan are concerned, no any official notification(s) and/or news has so far appeared (and the writer of this dissertation has known till writing these words) regarding how and when the English

medium policy mandated in the NEP 2009 will be implemented in their respective provinces.

However, it is worth noting that the English medium policy will lead Pakistan to potential bilingual education. For instance, in Sindh, which is the focus of this study, Sindhi/Urdu as well as English will be used as media of instruction. In Punjab and Baluchistan, Urdu as well as English will be the main media of instruction. Finally, in Khyber Pakhtoonkhwa Pashto/Urdu and English will be the media of instruction. Table 3 presents the potential/future bilingual educational scenario with the implementation of English medium policy in Pakistan.

Table 3: Future Bilingual Educational Scenario in/of Pakistan

Province	Medium/Media of Instruction	First Language (L1) Use	Second Language (L2) Use	Foreign Language (FL) Use
Sindh	Sindhi + English (for Sindhi speaking) Urdu + English (for Urdu speaking)	Sindhi (in many parts of Sindh) Urdu (in those parts of Sindh where Urdu speaking community lives)	Urdu (for Sindhi speakers) – as compulsory subject Sindhi (for Urdu speakers) – as a compulsory subject	English – as a compulsory subject and as a medium of instruction

Punjab	Urdu + English	Punjabi + Seraiki not learned or used widely	Urdu + English - as a compulsory subjects and as a medium of instruction	-
Balochistan	Urdu + English	Balochi + Brahvi + Pashto + Sindhi not learned or used widely	Urdu + English - as a compulsory subjects and as a medium of instruction	-
Khyber Pakhtoonkhuwa	Urdu + English + Pashto (in some areas of the province)	Pashto (learned or used in some areas of the province)	Urdu + English - as a compulsory subjects and as a medium of instruction	-

Governments'/Policymakers' Justifications and Rationales for English Medium Education

The first chapter of the National Education Policy (2009) puts forward the governments' and/or policymakers' rationale for the present and projected role of English

in the public language-in-education policy. Discussing globalization and competitiveness as global driving forces, the policy includes a table of the global competitive index (GCI) of Pakistan which compares Pakistan to the neighboring countries and concludes by saying, “It can be seen that in education and health related indicators, Pakistan falls behind all other countries. It has to be realized that even the sustainability and improvement of other indicators depend on education” (Ministry of Education, GoP, November, 2009, p. 5). In another place, it states:

On the Education Development Index, which combines all educational access measures, Pakistan lies at the bottom with Bangladesh and is considerably lower than Sri Lanka. A similar picture emerges from the gross enrolment ratios that combine all education sectors and by the adult literacy measures. The overall Human Development Index (HDI) for Pakistan stands at 0.55, which is marginally better than Bangladesh and Nepal but poorer than other countries in the region. (Ministry of Education, GoP, November, 2009, p. 7)

The chapter suggests that Pakistan lags behind the world in general and her neighbors in particular. In addition to these rationales, it is also important to reiterate here that the forging of this new policy was one of steps taken under Education Sector Reforms (ESR) whose agenda, as aforementioned, was to “(i) to promote quality education; (ii) to produce responsible, enlightened, and skilled citizens; and (iii) to integrate Pakistan into the global framework of human-centered economic development” (USAID, 2008, p. 1).

All these policy justifications and rationales imply that the use of English, not only as a compulsory subject but also as a medium of instruction, among other measures, would help Pakistani state-owned Urdu/vernacular medium schools become abodes of

quality education and enable Pakistan to compete with other countries in the region and become a knowledge-based economy (Shamim, 2008). In addition, yawning gap between the rich and the poor will be reduced since the poor will also start getting English medium education in their public school as the rich do in private schools. However, writers such as Hussain (2005), Mitchell, Humayun, and Muzzafar (2005), Rahman (2005), and Shah (2005) have pointed out that the issues such as meager allocation of funds for the public education sector, poor provision of academic and physical facilities, inefficient mechanisms of in-service training, inadequate accountability and monitoring system, and no comprehensive input from the stakeholder in general and the local teachers and classroom practitioners in particular in such policy formation processes can impact the efficacy and efficiency of the language policy.

Indeed, theoretical scholarship on educational innovations suggests that the classroom practitioners and teachers occupy a central place in the successful diffusion of innovations (Fullan, 2013). If teachers are not heard, innovations run the risk of facing failure and developing frustration. Thus, considering the above discussion and taking the English medium policy into account, it is safe to say that, besides students, teachers are the ones who seem to be most affected by the forthcoming English medium policy, because they are/will be the ones who [will] realize and enact such policies in their classes.

In the Pakistani context, despite occupying such a central place in the implementation of educational plans and policies, ironically the government school teachers' voices, discourses, attitudes and opinions about the English medium policy are entirely absent. This study aims at bringing forth the perceptions of the government

primary school teachers, serving in the rural and urban areas of province of Sindh, regarding the English medium policy.

Content-based Instruction (CBI) and Immersion Education Perspectives

As discussed above, it has been decided to use English as a medium of instruction in Grade 4 and onward in the government schools for teaching science and math in 2014. The policy does not identify a specific curricular approach, but based on the proposed language policy in the NEP 2009 for every province, one would assume that the best instructional model would be informed by CBI in Sindh. I will discuss them below.

The scholarship on CBI shows that the word “content” has been interpreted in multiple ways. There are numerous names for CBI such as Content and Language Integrated Learning (CLIL), Teaching English through Content (TETC), Content-based Language Instruction (CBLI), and Language for Specific Purposes (LSP) (Brinton, Snow, and Wesche, 2003; Snow and Brinton, 1997). CBI approaches underline that content should not be perceived as separate from language or vice versa, thus content-language integration is essential and should be indispensable in education delivered in an L2/FL medium (Lyster and Ballinger, 2011; Mohan, 1986). Due to the intrinsic integration of content and language characteristic of CBI, Stryker and Leaver (1997) have hailed CBI as “liberating,” “empowering,” “refreshing,” etc. (p. 1). Stryker and Leaver (1997) and others hold that the CBI approach, essentially, advocates for the negotiation of meaning of the content of science, math, geography, etc. The negotiation of the meaning of the content, conducted through L2/FL medium, is thought to make content/input comprehensible to students, which later helps them to learn not only the content but also the L2/FL through which meaning of the content is negotiated (Brinton, Snow, and

Wesche, 2003; Larsen-Freeman, 2000; Lyster, 2007). In this context, Lightbown and Spada (2006, p. 92) have, for instance, stated that:

In content-based instruction, the focus of a lesson is usually on the subject-matter, such as history or mathematics, which students are learning through the medium of second language. In these classes, the focus may occasionally be on the language itself, but the emphasis is on using the language rather than on talking about it. The language which teachers use for teaching is not selected on the basis of teaching a specific feature of the language, but on leading learners to use the language in a variety of contexts. Students' success in these courses is often measured in terms of their ability to 'get things done' in the second language, rather than on their accuracy in using certain grammatical feature."

Content Based Instructional Approach as a Continuum and the Sindh Province

Because the content-based instructional approach has been realized in multiple, therefore diverse, ways, Met (1999) has presented the following continuum (represented in Table 4) to account for the diversity of curricular programs found under the umbrella of CBI (paragraph, 12).

Table 4 Continuum of Content and Language Integration

Content-Driven ←————→ Language-Driven					
Total Immersion	Partial Immersion	Sheltered Courses	Adjunct Model	Theme- based Courses	Language classes with frequent use of content

					for language practice
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Met (1999) tried to explain the multiplicity of program models by putting content-driven programs on one end of the continuum and language-driven ones on the other. She presented the following characteristics, shown in table 5, of each side (paragraph, 5).

Table 5 Characteristics of CBI Program Models

Content-Driven	Language-Driven
Content is taught in L2/FL	Content is used to learn L2/FL
Content learning is priority.	Language learning is priority.
Language learning is secondary.	Content learning is incidental.
Content objectives determined by course goals or curriculum.	Language objectives determined by L2/FL course goals or curriculum.
Teachers must select language objectives.	Students evaluated on content to be integrated.
Students evaluated on content mastery.	Students evaluated on language skills/proficiency.

She has discussed that the continuum may help to understand the position of various program models in the context of “the relative role of content and language” (paragraph, 4). Thus, it may have certain implications pertaining to specific program model(s) in the context of learning outcomes, assessment, and evaluation for teachers and program planners.

Taking these characteristics into account with reference to the proposed English medium policy in Pakistan, we can assume that a content-driven program model will occur as English is supposed to be initiated as the medium of instruction for the science and math subjects in Grades 4 and 5 in the government primary schools of the province of Sindh, Pakistan. With the initiation of English as a medium of for science and math, content (of the science and math subjects) is supposed to be taught in English. Thus, content learning will be prioritized; language learning will be secondary. Content objectives of each unit or chapter of the textbooks of science and math subjects will be determined by course goals and curriculum. Teachers will need to serve language goals too by focusing upon the content of the subjects. However, students will be evaluated in their mid-terms or final exams for their mastery of the content. The discussion below is going to further outline an immersion model which is likely to be adopted with the implementation of the English medium policy in the government primary schools of the Sindh province, which is the focus of the study.

Immersion Education and the Sindh Province

Literature on CBI shows that immersion education is one of the most widely used program models of the CBI instructional approach all over the world (Fortune and Tedick, 2008; Stoller, 2004). Johnson and Swain (1997) treat immersion education as a “category within bilingual education” (p. 1). And, within bilingual education, Baker (2006) has categorized it as a “strong form of bilingual education for bilingualism and biliteracy” as opposed to the weak forms of bilingual education where target language (TL) is generally taught as a subject focusing upon the grammatical rules only (p. 216). Because immersion education is solely content-driven, as the Met’s continuum indicates

above, the use of an L2/FL, i.e., English, as the medium of instruction of content subjects such as mathematics, science, etc. is the hallmark of the content-based immersion model. Lightbown and Spada (as cited in Lyster, 2007, p. 2) have stated that the premise underlying the use of TL, i.e., English, as a medium of instruction is “the ‘two for one’ approach, because learners in these programs learn subject matter and the target language at the same time, thus significantly increasing their exposure to the target language.”

Swain and Johnson (1997) have developed a comprehensive taxonomy of the treatment that constitutes immersion education and how one program may differ from another. Their discussion can help to specifically figure out what sort of content-based immersion program is likely to occur with the initiating of English as a medium of instruction for science and math subjects in Grades 4 and 5 in the government primary school of in the province of Sindh. Swain and Johnson (1997) have not only presented the “core features of a prototypical immersion program” but also have discussed those variable characteristics which may lead to the emergence of various types of immersion programs (p. 6). They have stated that each of the core as well as the variable features should be taken as a continuum. They have further stated that “by matching programs against these features, bilingual educators can determine, trivially, the extent to which their program is an immersion program as defined here, and less trivially the kinds of opportunities, constraints, and problems a program that matches these criteria might face as a consequence” (pp. 6-9). Table 6 presents the core and variable features of immersion programs.

Table 6 Core and Variable Features of Immersion Education

Core Feature of a Prototypical Immersion Program	Variable Features which Decide and Differentiate Immersion Programs
The L2 is a medium of instruction.	Grade Level within the educational system at which immersion is introduced.
The immersion curriculum parallels the local L1 curriculum.	Extent of immersion
Overt support exists for the L1.	The ratio of L1 to L2 at different stages within the immersion program.
The program aims for additive bilingualism.	Continuity across levels within educational systems.
Exposure to the L2 is largely confined to the classroom.	Bridging Support
Students enter with similar (and limited) levels of L2 proficiency.	Resources (Teacher Trainings, Staff Development Programs)
The teachers are bilingual.	Commitment (From policymakers to students with the program)
The classroom culture is that of the local L1 community.	Attitudes towards the culture of the TL.
	Status of the L2
	What counts as success in an immersion programs? (Varies depending upon the purposes and contexts in which the

	programs function)
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Taking these core and variable features of immersion education into account with reference to the English medium policy in question, it appears that *content-driven immersion education* is likely to occur in the government primary schools of Sindh (Baker, 2006; Lyster, 2007; Swain and Johnson, 1997). For instance, with respects to the core variables, English will be the medium of instruction for science and math subjects in Grades 4 and 5. The curricula of the science and math subjects will be the same as they used to be in L1. In addition, the curricula of these both subjects will be in L1 in Grades 1, 2, and 3. The government primary schools of Sindh will be supporting L1, i.e., Sindhi and/or Urdu because Sindhi, in the most areas of Sindh as a whole and Urdu in certain urban areas, are the L1s in the province. Sindhi/Urdu will remain the sole mediums of instruction in Grades 1, 2, 3 in addition to being the medium of instruction of the subjects of Grades 4 and 5 except the science and math subjects. Theoretically speaking, additive bilingualism should occur. Exposure to the English language will largely be confined to the classrooms of the primary schools. As the English medium policy will be implemented in Grade 4, students in the Grade 4 will have similar or limited English proficiency. The students may have developed the level of English proficiency by studying the English subjects in Grades 1, 2, and 3. The government primary school teachers studied English and Sindhi/Urdu subjects and in English and Sindhi/Urdu mediums while they were students. Therefore, they will/should be proficient in both Sindhi/Urdu and English. The classroom culture of the government primary schools is

that of the local L1 community. Thus, it will be the same as the English medium policy will be implemented.

Furthermore, taking the variable features of immersion education into account with reference to the English medium policy in question, it appears that within the content-driven immersion education *a mid-partial immersion program* is likely to occur in the government primary schools of Sindh (Baker, 2006; Lyster, 2007; Swain and Johnson, 1997). For instance, the grade level from which science and math will be taught in the English medium is four. Since only two subjects, i.e., science and math, will be taught in the English medium in Grades 4 and 5, rather than all subjects and from Grade 1 and onward, it will not only be mid but also partial immersion education. Thus, mid-partial immersion model will occur. In this context, Swain and Johnson (1997) have stated that “Mid immersion programs do not start until Grade 4 or 5” (p. 3). There are three subjects in total in Grades 1 and 2 and seven in Grades 3, 4, and 5. So far as the ratio given to L1 is concerned, all subjects in Grades 1, 2, and 3 will be taught in L1. In addition, L1 will also be the medium of instruction of the subjects of Grades 4 and 5 excluding science and math, which will be taught in L2 medium. There will be continuity in using English as a medium of instruction after students will graduate from their primary schools and start studying in Grade 6 in middle and high schools. So far as the amount of the English language support given to students before studying in English medium is supposed, English as a subject has been initiated in Grade 1 and onward since 2003. Whenever teacher trainings occur and whosoever is selected for the trainings, the selected teachers are trained regarding how they could teach the English subject. So far as resources available to teachers, their commitment with teaching science and math in the

English medium, and their attitudes regarding the immersion language, i.e., English, are concerned, the policymakers think, as they have mandated using English as a medium of instruction in the National Education Policy (2009) from Grade 4 from 2014, that the teachers and/or schools have resources; teachers are committed and motivated; and the teachers have positive attitudes regarding the English language and culture. As regards the status of English, it, as discussed above, has highly significant position in every aspect of life in Pakistan. Taking the NEP (2009) and other policy documents into account, it appears that the end-result in the shape of government primary school students having/developing English proficiency will be counted as success of initiating the English medium policy. The policymakers have equated initiating English medium policy with increasing quality of education and accelerating national development in the documents (Shamim, 2008).

Whether the local classroom practitioners, specifically the rural and urban government primary school teachers of the province of Sindh who will start teaching science and math subjects in the English medium in Grades 4 and 5, think alike about the rationales and purposes of initiating English medium as the policymakers do, whether the local teachers think the government primary school students have enough English support, i.e., proficiency, to be able to study science and math in the English medium, whether they think they have quality resources and quality training system, teachers' monitoring system, students' evaluations system in their primary schools, whether they have parental support for their students' education, whether they have positive and favorable attitudes regarding English, whether they have enough English proficiency to be able to teach science and math in the English medium in Grades 4 and 5, whether they

are committed and/or motivated and trained, and whether they take bilingual education favorably, are the issues which are yet unknown in the province of Sindh. The issues are important to be understood from the teachers' perspectives since teachers will be the ones who will implement the policy.

Benefits and Implications of Content Based Immersion Education for the Sindh Province

There could be various benefits of the content based immersion education for Sindh. For instance, first, content-based immersion education focuses upon using authentic curricula of various content subjects. The use of the curricula could make content-based immersion education contextualized and relevant. It could help students to study contextualized curriculum in English. Second, due to this factor of rich contextualization, the Sindhi students could be motivated to not only learn their content but also their TL by doing their curricular activities through negotiating meaning in a TL (Baker, 2006; Gibbons, 2002; Johnson and Swain, 1997; Lyster, 2007; Richards and Rodgers; 2001). Third, it is held that CBI, where content and language objectives are married, leads to increase in students' cognitive academic language proficiency (CALP), enhanced cross-curricular perspective, and abstract thinking as opposed to a traditional language-based L2/FL class which nourishes only basic interpersonal communication skills (BICS) (see discussion on Cummins, 1984a, 1984b, 2000b in Baker, 2006). In this context, collaborative and/or cooperative learning has been suggested as the useful pedagogical approach for the content based immersion education to facilitate students to develop CALP in addition to developing BICS. The approach can help both the context-embedded and context-reduced purposeful content, i.e., input, of science, math, etc. to be

made comprehensible to the learners as its meaning gets negotiated through various group and team activities with the facilitation of a class teacher (Gibbons, 2002; Johnson and Swain, 1997; Lyster, 2007; Richards and Rodgers; 2001). Richards and Rodgers (2001, p. 192) have held that the collaborative and/or cooperative pedagogical approach seeks to not only “raise the achievement of all students” but also “give students the experiences they need for healthy social, psychological, and cognitive development.” Gibbons (2002) has suggested several classroom activities which may not only facilitate the immersion teachers to develop their students’ conversational registers but also academic registers.

Fourth, content based immersion education increases the L2/FL exposure. By the virtue of more time on task, it can develop a purposeful L2/FL milieu and/or exposure which can provide opportunities to students to participate in curricular activities conducted in TL medium. Fifth, the roles of students and teachers can change from passive receivers to active TL users and conscientious scaffolders respectively. Finally, content based immersion education can become student-centered and task-mediated pedagogy contextualized within local curricula and requirements (Baker, 2006; Dalton-Puffer, 2011; Gibbons, 2002; Snow, Met, and Genesee, 1989; Stryker and Leaver, 1997; Wesche, 2010).

Although the scholarship of content-based immersion education can render benefits, it demands certain crucial conditions for its successful implementation. For example, it is extremely essential that there should be adept, trained, committed and/or motivated bilingual teachers in Sindh. Teachers should also have positive and favorable attitudes toward the immersion language. These teachers need to adopt various roles for

making both the context-embedded and context-reduced content, i.e., input, of science, math, etc. comprehensible and purposeful to the learners in various group and team activities. They should be aware about the role and their responsibilities. Discussing the implications of a content based program Brinton et al. (1989) have identified, Richards and Rodgers (2001, p. 214) have stated that the following implications are important to consider for the successful implementation. The relevant implications are discussed below.

- Are adequately trained instructors available to teach the selected courses?
- How will faculty not willing or qualified to participate in the new program be reassigned?
- How will teachers and other support staff be oriented to the [immersion] model?
- What are the roles of teachers (e.g., facilitator, content-area expert, language expert?)
- What is the anticipated workload?
- Will alternate staffing configurations be used?

In addition to these aspects related to the teachers, the availability of resources such as pedagogical supplementary material and instruments required for conducting collaborative teaching, parental support/care to the children who will study in the content-based immersion program and the efficient educational system where the program will be implemented should be present (Swain and Johnson, 1997). Last but not least, since various group and team activities will be conducted by conducting student-

centered pedagogy, students will have to be encouraged by the teachers to be pro-active rather than passive and/or silent in various curricular activities.

Language Policy and Planning (LPP) Perspective

In the context of the Sindh province, we saw that content based immersion model, specifically mid partial immersion program, is likely to occur as the result of the potential implementation of the English medium policy in the government primary schools.

Scholarship in language policy and planning (LPP) indicates that initiating English either as a subject or as a/the medium of instruction, where English is either an L2 or an FL, is also linked to one of the areas of LPP, acquisition planning. McCarty (2011, p. 8) has stated that acquisition planning encompasses “decisions about who will acquire the language and how (at home, at school, through community-based efforts, etc.” She also added that acquisition planning is also called as language-in-education planning by some scholars such as Kaplan and Baldauf (1997).

Acquisition Planning and the Province of Sindh

Since the decision of initiating English as a medium of instruction for science and math subjects in the government primary schools of the Sindh province is related to acquisition planning, it may also be useful to review the relevant theoretical scholarship of the area in order to find out certain implications for the province of Sindh. Kaplan and Baldauf (1997; 2003) have discussed that acquisition planning or language-in-education policy and/or planning, can be divided into six parts for analytical purposes: access policy, personnel policy, methods and materials policy, resourcing policy, community policy, and evaluation policy. *Access policy* has been defined as mandating a certain language to be accessible or available in an education system of a polity for learning to

language learning population. The language, say, English can be made accessible and/or available either as a subject for a certain time duration of a school day or as a medium of instruction for certain subjects. *Personnel policy* relates to the teachers and their professional development aspects which directly facilitate transformation of access policies into “pedagogical actions” (Hamid, 2010, p. 292). *Methods and materials policy* refers to language learning resources such as textbooks and language teaching methodologies such as grammar translation and/or communicative language teaching approaches through which the access policy is implemented in a class. *Resourcing policy* entails “allocation of financial resources and infrastructure for organizing teaching and learning activities in schools” (Hamid, 2010, p. 292). *Community policy* refers to consultations conducted with the relevant communities such as parents, students, and/or teachers with respect to the mandated or to be mandated access policy (Baldauf, Li and Zhao, 2008). Finally, *evaluation policy* entails decisions and “criteria” about evaluating students’ achievement. Baldauf, Li and Zhao (2008) have stated that the policy examines such questions as “Are students required to sit for exams? What criteria do they need to meet? Are these criteria congruent with the required methods? Are individual students’ linguistic and cultural needs catered for by the criteria? Is teacher quality evaluated by student examination success?” (p. 235).

Taking these six parts of acquisition planning into account, Kaplan, Baldauf, and Kamwangamalu (2011) have discussed the potential conditions/factors due to which acquisition planning of any polity might not produce the expected results. They have shown that there are a number of factors, if not taken care of, could lead to the failure of the language education policy in a polity. The factors are: (1) “time dedicated to language

learning [may be] inadequate” (p. 106); (2) “indigenous training [may] not [be] appropriate or sufficient” (p. 107); (3) “educational materials may not be sufficient or appropriate” (p. 109); (4) “[teaching] methodology may not be appropriate to desired outcomes” (p. 110); (5) “resources [facilities] may not be adequate for student population needs” (p. 112); (6) “continuity of commitment may be problematic” (p. 113); (7) “language norms may be a problem” (p. 113); (8) “international assistance programs may not be useful” (p. 114); (9) “primary school children may not be prepared for early language instruction” (p. 115); (10) “instruction may not actually meet community and/or national objectives” (p. 116); and, (11) “language endangerment may increase” (p. 117).

The analytical six parts of acquisition planning and these adverse conditions echo Swain and Johnson’s core and variables features of immersion education and help in exploring the research questions of this dissertation. For instance, community policy is mainly focused upon. From the community policy, specifically the local classroom teachers—the most important community members and stakeholders who transform policies into “pedagogical actions” (Hamid, 2010, p. 292)—are focused upon and their attitudes and opinions explored regarding the official decision of the access policy of mandating English as a medium of instruction for science and math subjects in Grades 4 and onward. In that investigation, the teachers’ attitudes are examined on another access policy decision, taken earlier in 2003, of initiating English as a subject from Grade 1 and onward in the context of enabling or providing support to the government primary school students to study science and math subjects in the English medium. The teachers are asked whether, how many minutes a day, and how many times a week they teach the English subjects. It is investigated whether the teaching methodology of the English

subject has been appropriate for developing the English skills mandated in the national English curriculum. It is also explored whether there is any official time duration dedicated to the teaching of English subject. Above all, the major rationale of exploring the teachers' opinions is to know the English preparedness of the primary school students for studying science and math in the English medium (Kaplan, Baldauf, and Kamwangamalu, 2011).

In addition, the teachers' attitudes are investigated regarding the role and impact of the language, i.e., English, which has been made available/accessible to the primary school students as a subject through the state-mandated English textbooks and which (English) has been mandated to be used as a medium of instruction for science and math subjects in Grades 4 and 5. From the domain of personnel policy, the teachers' attitudes are examined on their motivation and/or preparedness and English proficiency for being able to teach science and math in the English medium in future. The implications/purposes of doing that are to know from the teachers themselves regarding (a) their commitment and/or motivation to teach the content subjects in the English medium, (b) efficiency of indigenous trainings in terms of whether they have been adequately and sufficiently trained, and (c) their English proficiency in the context of whether they think they have enough English proficiency to be able to teach in the English medium. From the community policy, teachers' attitudes are also explored with respect to students' parents' role for helping their kids to study in the English medium. From the resourcing and evaluation policy, the teachers attitudes are examined about the role and current status of the factors of parents, teachers, and the educational system in order to know the role and efficacy resources, facilities, and standard systems of

evaluating students, monitoring teachers and their teaching, and, training teachers.

Finally, from the access policy, the teachers' attitudes are examined on the principles of bilingual education with respect to teaching some subjects in students' L1, i.e., Sindhi/Urdu and their L2, i.e., English.

Acquisition Planning, Local Classroom Teachers, and Gaps

Scholars working in the domain of LPP in general and acquisition planning in particular underline that despite the fact that a classroom teacher or a practitioner is the most important person in the process of enacting a language education policy in schools, there is a significant dearth of research on the teacher community with respect to either how they implement or perceive language education policies (Canagarajah, 2005; McCarty, 2011; Menken and Garcia, 2010). Explaining the reasons of the scarcity of research on teachers, Menken and Garcia (2010), for instance, have discussed that the research produced earlier in language policy and planning area focused on top-down national language planning and the resolution of language problems in countries. The more recent research approaches have been critical in their nature. The approaches have explored the ways language policies have created and/or perpetuated social inequities (Corson, 1999; Philipson, 1992; Philipson and Skutnab-Kangas, 1996; Tollefson, 1991) (p. 2). They have indicated that quite meager research has, in effect, been conducted from the perspective of teachers. For instance, quite little is known as to how the local classroom teachers and practitioners perceive, interpret, negotiate, and implement the language education policies in classes (Amir and Musk, 2013). The purpose of this section is twofold: It intends to review the scholarship on acquisition planning with

respect to teachers. By doing that, it presents research implications and gap in the literature with respect to the local Pakistani Sindhi primary school teachers.

Zappa-Hollman's (2007) study is one of the recent ones which focused upon teachers with reference to language education policy. She explored Argentina's teachers' perspectives on teaching English as a compulsory foreign language from Grade 4 in 2006 as a result of curricular reforms initiated in 1993. Although Spanish is the national and official language of Argentina, English not only enjoys "prestigious status," it is also considered pivotal "for international communication that will give its speakers access to many cultures and will thereby empower future Argentine generations with the necessary symbolic recourse needed to fully function in the global market" (pp. 619-620). By adopting an exploratory methodology in her research examining the challenges Argentine teachers face in implementing the policy, Zappa-Hollman interviewed 32 K-12 teachers from various areas of Argentina. She found that there was not only lack of adequately trained EFL teachers and disjunctions between theory and practice but also issues such as discipline and violence in school, which also created problems for the teachers. She concluded that the teachers' "voices suggest that inclusion of EFL in the curriculum does not automatically translate into a high quality of instruction unless adequate professional training and resources are provided" (p. 624). As dissimilar as the countries of Argentina and Pakistan may be, Zappa-Hollman's (2007) study offers important implications for the Pakistan/Sindh. For instance, as discussed above, English also enjoys a prestigious status and power in Pakistan as it does in Argentina. The study offers empirical evidence that adequately trained teachers are highly crucial for the success of any language education policy. The scarcity of trained teachers can create yawning gaps between what is

mandated in a language policy and what is implemented in classrooms. It is highly significant that measures for adequately training teachers should be taken as mandated languages could better be taught and purposes served.

In the same vein, Su (2006) explored teachers' perceptions of English language policy at the elementary level. The purpose of her study was to understand how the Taiwanese elementary school teachers "deal with the current language policy; that, what they think about English as a compulsory subject in elementary education and how teachers perceive the benefits and obstacles of the policy's implementation" (p. 270). Su conducted interviews in Chinese with ten Taiwanese elementary school teachers. In addition, she conducted various classroom observations. She found that "all ten teachers agreed with the policy of English as a compulsory English as a compulsory subject at the elementary level" (p. 265). They believed it was important for the school children to learn English. She found that "they observed both positive and negative sides of this top-down policy" (p. 265). With respect to the positive side, the teachers held that students could learn English earlier. However, with respect to the negative side, the teachers believed "the result of an overemphasis on English promotes widespread English language learning while uncritically reinforcing the global status of English" and "the enthusiasm for learning English leads to the neglect of learning Taiwanese local dialects" (p. 281). Moreover, her findings "revealed that EFL teachers had to plan their English classes with mixed levels of proficiency, limited teaching hours and resources" (p. 265). Su found that the teachers faced four types of problems which halted them implementing the policy adequately and effectively: (1) the students they taught in one class had varying levels of English proficiency; (2) the classes were overpopulated and it was difficult for the

teachers to teach English to the overcrowded classes within the allotted time; (3) the teachers complained that their schools did not have enough funds, resources, tools and space which could have helped the teachers to teach the English subjects effectively; (4) the teachers not only faced pressure and stress due to the parents' overemphasis of teaching English effectively to their kids, which, they believed "became an obstacle" to English learning but also the poor socioeconomic status of parents caused difficulties for them to teach English effectively to their kids (p. 280).

Su's (2006) study presents highly important implications for the teachers of Sindh/Pakistan. For instance, the Sindhi primary school teachers can face the problems the Taiwanese teachers faced in teaching/implementing the English policy (i.e., students' varying levels of English proficiency; overcrowded classes, dearth of funding and resources in schools, and parental pressures on the teachers to teach English to their children). The problems can indeed pose issues for the English medium policy to effectively be implemented in the classes. Since the content based immersion education, as discussed above, requires that collaborative/cooperative teaching be conducted, overcrowded classes may be a potential problem in implementing it. In addition, parents' cooperation and/or overemphasis and the availability of resources and teaching tools are significant for implementing a language education policy. Su's study (2006), in effect, suggests, as does the Zappa-Hollman's (2007) study that the local teachers' attitudes and opinions must be sought on language education policies which are mandated by the top policymakers in order to know the implications and consequences through the local lenses. The implications can later help the policies to be implemented adequately and efficiently and be useful in rendering their projected benefits.

Cammarata's was another study in this context. In his analysis of the implementation of a curricular innovation of CBI in an FL context in North America, Cammarata (2010) explored teachers' lived experiences from a phenomenological perspective. He stated that CBI is touted as a better approach for learning an L2/FL in literature on L2/FL teaching. The main reason for its preference is that it provides more authentic input and interaction time in a TL than learning an L2/FL as a subject for thirty or forty minutes a day. However, according to Cammarata (2010), it is relatively difficult to implement in an FL context. One of the participants in his study, for instance, stated that "Learning the theory of CBI or learning to apply it is very, very difficult. The difficulty is that the curriculum [I use] is basically organized around grammar and function. And the content feels pasted on. How on earth can we [introduce content] so that there is really some connection with language, so that content goes to the next level and becomes more meaningful while still allowing [students] to apply that grammar?" (Cammarata, 2010, p.100). The study presents another highly important implication for the forthcoming English medium policy in the province of Sindh. For instance, it suggests to the Pakistani/Sindhi policymakers that the curriculum objectives and the resultant textbooks of science and math subjects of Grades 4 and 5 have to be set in ways that teachers could face less problems in keeping a comprehensive equilibrium between content and languages goals. In addition, the study also suggests that teachers' trainings are also highly significant for enabling them to keep exquisite balance between content and language while directly teaching the content of science and math subjects.

Hamid's (2010) study is another important contribution with respect to teachers and teacher education in the context of acquisition planning. Hamid (2010) explored the

case of Bangladesh where English has been taught from Grade 1 since 1992. By drawing upon “secondary data and material from local and external sources” supplemented by “(1) data segments from the author’s PhD research in rural Bangladesh (Hamid, 2009); (2) his insider knowledge and understanding of Bangladeshi education and his ELT teaching experiences at the tertiary level; and (3) informal interviews with language/education project personnel” (p. 292), Hamid contended that such policies of “more and earlier” instruction of English “have not necessarily taken the capacity of English teaching professionals into account in delivering desired outcomes” (p. 289). He adopted the aforementioned Kaplan and Baldauf’s language-in-education policy framework for analyzing the case of Bangladesh. As stated above, the framework included the components such as access policy, personnel policy, methods and material policy, resourcing policy, community policy, and evaluation policy. Hamid (2010) argued that “Bangladeshi language policy response to globalization cannot be considered well-thought out or prudent” because the Bangladeshi language-in-education policymakers “have not taken into account the resources and personnel policies required for successful implementation, thereby revealing the weakness of state’s commitment and political will to transform policies into efficient and goal-directed pedagogic action” (p. 305). Hamid’s (2010) study can offer important lessons to the forthcoming coming English medium language policy of Pakistan. Hamid’s research suggests that resources such as the availability of funds, resources, and the well-established educational system in including well-qualified and trained teachers are important. By using Kaplan and Baldauf’s (1997; 2003) words, Hamid suggested that resources and personnel policies must be taken into consideration for the policy of English in earlier grades to succeed. Hamid (2010) echoes

in his implications and results what Zappa-Hollman (2007), Su (2006), and Cammarata (2010) have implied in their studies above.

Acquisition Planning, Sindhi/Pakistani Primary School Teachers, and Research Gap in Sindh/Pakistan

So far as such scholarship in Pakistan with respect to teachers is concerned, although Pakistan implemented English as a compulsory subject language policy in Grade 1 onward in 2003, review of such literature in Pakistani domain shows that there is not any study which particularly focused upon Pakistani government teachers except the notable exception of a British Council-funded report by Coleman (2010). While Coleman (2010) has contributed significantly to the Pakistani language-in-education policy debate at the government Urdu/vernacular medium schools (GU/VMSs) level, he gave a rather general picture of the role of language in the GU/VMSs than particularly focused upon the teachers teaching at the primary education level in GU/VMSs in Pakistan. In addition, research on English in Pakistan has surfaced in various facets in terms of inquiry into (a) the social attitudes toward English (Mahboob, 2002; Mansoor, 2004; Norton and Kamal, 2003; Rahman, 2004), (b) the social and historical position of English in Pakistani society (Abbas, 1993; Haque, 1983; Rahman, 1997; 2002), (c) the role of official textbooks including English textbooks in Pakistan (Naseem, 2006; Nayyar and Salim, 2002), (d) English teacher education (Kasi, 2010), (e) English teaching practices in large classes in Grades 6 to 10 (Shamim, 1993; 1996) and at the tertiary and/or at the undergraduate level (Sarwar, 2001), and (f) teaching English and learning to teach English in grades 6 to 10 (Bashiruddin, 2003). The scholarship has offered valuable insights into the academic domain of English in Pakistan. However, there is little available research, both at global

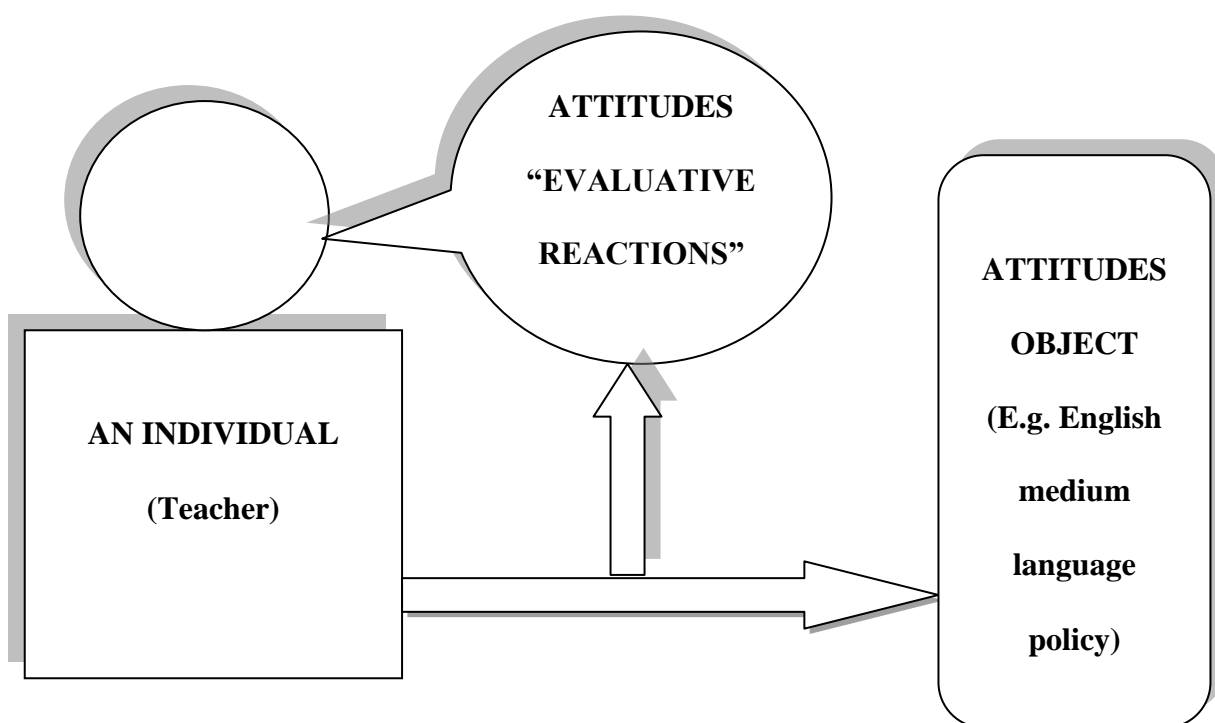
level in general (Cammarata, 2010; Menken and Garcia, 2010) and at the Pakistan/Sindh level in particular (Shamim, 2008), in terms of primary school teachers and their voices, attitudes, and perceptions regarding a top-down language education policy decisions. Taking the research gap found at global level in general and Pakistan/Sindh level in particular, I conduct this study to investigate Pakistani Sindhi government primary school teachers' attitudes and perceptions regarding the English medium language policy with the goals of (a) understanding how the local classroom teachers perceive the English medium policy as mandated in the National Education Policy (NEP) 2009 and (b) drawing implications from the analysis of their perceptions for the adequate implementation of the policy. Exploration of the teachers' perceptions is important because their perceptions can offer a practical perspective about the English medium policy and its pragmatic be appropriation.

Attitude, Opinion, and/or Perception: Analytical Construct

Because this study focuses upon the Pakistani Sindhi government primary school teachers' attitudes, opinions, and/or perceptions regarding the English medium language policy, it is important to understand how the constructs are defined, understood, and conceptualized. Jarvis and Petty (1996) and Osgood, Suci and Tannenbaum (1957) have stated that attitude is evaluation, and "evaluation is a fundamental reaction to any object of psychological significance" (as cited in Ajzen, 2003, p. 111). Echoing the same message, Loersch, Brandon, and Petty (2007) have written that "attitudes are general evaluations of objects, ideas, and people one encounters throughout one's life" (p. 62). They have added that "attitudes are important because they can guide thought, behavior, and feelings (p. 62). Miserandino (2007) has added that "an attitude is a general and

lasting positive or negative opinion or feeling about some person, object, or issue” (p. 66). Taking the discussion regarding attitudes, it appears that evaluation is the touchstone of the hypothetical construct of attitude, and the evaluation of X is triggered by the X, which is called “attitude object” (Fishbein and Ajzen, 1975). Figure 1 shows the conceptualization and/or definition of attitude as suggested by the scholars.

Figure 1: Conceptualization of the Construct of Attitude



Scholarship about the construct of attitudes further shows that attitudes—evaluations—consist of major three *inseparable* components: affective, cognitive, and behavioral. In other words, evaluation of an attitudes object consists of interrelated affect, cognition, and behavior. Haddock and Maio (2007), for instance, has stated that “the *affective* component of attitudes refers to feelings or emotions...*cognitive* component of attitudes refers to beliefs, thoughts, and attribute associated with an object...(and)

behavioral information is the mental representation of current, past, and future behaviors regarding an attitude object” (pp. 68-70). Thus, it appears that attitudes as evaluations that consist of not only feelings but also beliefs and perceptions about a certain attitude object. Thus, one may argue that attitudes, beliefs, perceptions, and/or opinions are interlinked (Pajares, 1992). Taking these arguments into account, for purposes of this study I will assume/use the terms “attitudes”, opinions, and/or perceptions interchangeably. I use the construct “teachers’ attitudes” towards various aspects related to the English medium policy to communicate the teachers’ opinions, i.e., evaluation, as they verbalize them.

Quantitative research on attitudes has relied upon various self-reporting scales consisting of single item and/or multiple items such as self-rating scales, semantic differential scales, Likert scales, or Thurstone scales (Ajzen, 2003). The Likert Scale is the one which has commonly been used in many fields including education (Brill, 2008). Explaining the characteristics of a Likert Scale, Brill (2008) has stated that “each item uses a set of symmetrically balanced bipolar response categories indicating varying levels of agreement and disagreement with a specific stimulus statement expressing an attitude or opinion [...] the response category points for each item are individually labeled (e.g. *Strongly Agree, Agree, Disagree, Strongly Disagree*)” (pp. 428-430). Likert scales were used as a quantitative means for investigating local government primary school teachers’ attitudes regarding aspects of English medium policy. Qualitative research methods such interviews and focus groups discussions were also used. Such mixed methods studies using both quantitative and qualitative methods are thought to reach at quality inference and better understanding (Tashakkori and Teddie, 2010).

Summary

This chapter first reviewed scholarship related to the socio-historical cultural role and status of English in Pakistan. Later, it reviewed the current role and status of English in the policy documents regarding Pakistani public education. Since English has been mandated to be used as a medium of instruction for science and math subjects in Grade 4 and onward from 2014, the chapter subsequently presented scholarship on content-based approaches, immersion education, and acquisition planning for the province of Sindh/Pakistan in order to characterize how it fits into existing dimensions and types of language programs and planning. Finally, it was discussed how the hypothetical construct of attitudes has been used in this study.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

This chapter discusses the research methodology employed for exploring the local Pakistani Sindhi primary school teachers' attitudes regarding the English medium policy. The chapter presents the research purposes followed by the research design, data collection, and finally the analysis procedures.

Research Purposes

The investigator's major research objective for this study was to conduct a comprehensive examination of the local Pakistani Sindhi primary school teachers' attitudes regarding the English medium policy of Pakistan with the goal of finding policy and pedagogical implications based on the local practitioners' perspectives.

Greene (2007) discussed various purposes of mixing qualitative and quantitative methods in a single study. Based on her discussion, the investigator found triangulation and complementarity to be pertinent for the study in question. Discussing triangulation, Greene stated that it "seeks convergence, corroboration, or correspondence of results" from various research methods (p. 100). Elaborating further on it, she wrote that the "classic rationale for triangulation is to increase the validity of construct and inquiry inferences by using methods with offsetting biases, thereby counteracting irrelevant sources of variation and misinformation or error" (p. 100). Keeping in mind this intent of methodological triangulation when considering certain limitations of survey methods,

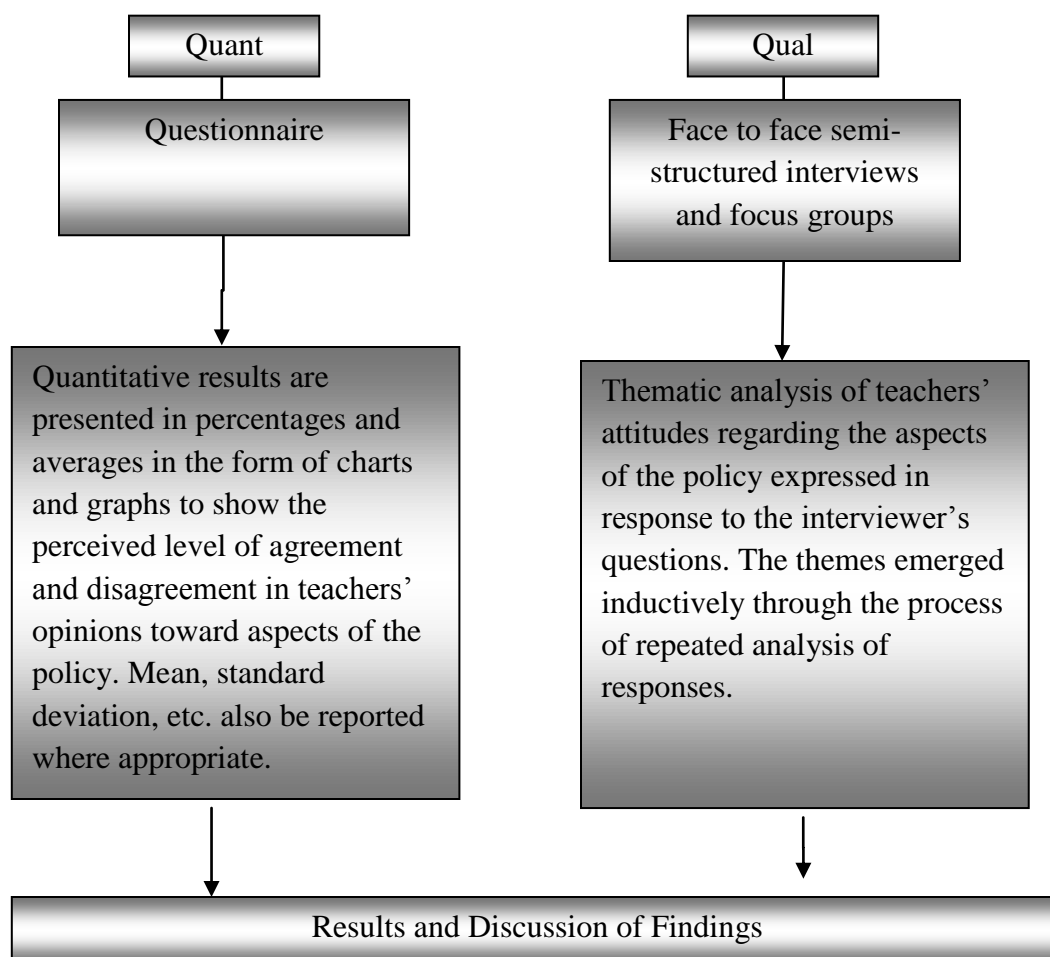
e.g., a questionnaire, in terms of investigating the local teachers' attitudes regarding English medium policy, the investigator intended to increase the validity, trustworthiness, and quality of interpretation and inference by exploring the same phenomenon through semi-structured interviews and focus groups.

With regard to complementarity, Greene, Caracelli, and Graham (1989) argued that, although the purpose of complementarity is similar to that of triangulation, it aims to explore various aspects of the same phenomenon. In addition, Greene et al. (1989) wrote that "In complementarity designs, the paradigmatic framework for both types of methods should also be similar, and interpretability is best enhanced when the methods are implemented simultaneously and interactively within a single study" (pp. 266-267). In line with the same argument, Greene (2007) stated that the complementarity intent not only "seeks broader, deeper, and more comprehensive social understandings by using methods that tap into different facets or dimensions of the same complex phenomenon" but it also produces the "results from the different methods which serve to elaborate, enhance, deepen, and broaden the overall interpretations and inferences from the study" (p. 101). Taking the purpose of complementarity into account, the investigator hoped that what he might not get through the questionnaire, he might get through the semi-structured face-to-face interviews and focus groups. By mixing both qualitative and quantitative methods, he should be in a better position to meet the major research objective of this study, which is to explore and understand in a comprehensive way local Pakistani Sindhi primary school teachers' attitudes regarding the aspects associated with the English medium policy.

Research Design

Since the objective of employing the qualitative and quantitative research methods was the same, and the investigator intended to triangulate the methods in order to gain a comprehensive understanding of teachers' attitudes, the design of this study can accurately be called a "concurrent triangulation design" (Creswell, Clark, Gutmann, and Hason, 2003, p. 229). Concurrent triangulation research design not only allows for collecting qualitative and quantitative data concurrently but also affords triangulating the data depending upon one's research purposes. Figure 1 presents a graphical view of the research design and the research analysis processes of the study.

Figure 1: Concurrent Triangulation Research Design



In terms of order, although the investigator conducted interviews and focus groups after completing the process of administering survey, this study is not a sequential mixed methods study. Creswell, Clark, Gutmann, and Hason (2003) maintained that when data collection procedures are implemented in mixed methods studies, “the sequence relates to the objectives being sought by the researcher in the mixed methods study” (p. 215).

Research Site, Participants, and Sampling Strategy

Before the data collection procedures were undertaken, approval was received from the IRB board of the University of Georgia. The IRB request was approved in August 2012. The data were collected in Pakistan in September 2012 – January 2013. A networking sampling strategy, also called convenience sampling (Cohen, Manion, and Morrison, 2007), was employed to recruit participants for the survey. This sampling strategy allowed for access to government primary school teachers in rural and urban areas of the province of Sindh through cooperation and contact and social networking of some teachers the investigator knew.

The province of Sindh was chosen for this study because the investigator was from that province, which helped him access and recruit teachers. In addition, the province presented a different picture from that of other provinces in Pakistan. Unlike the other provinces, (Punjab, Khyber Pakhtoonkhuwa, and Balochistan), which, for the most part, do not use their respective first languages as media of instruction in their educational systems, the province of Sindh did. Unlike the province of Punjab, which implemented the English medium policy in 2011 (Punjab Schools Department), Sindh had not yet implemented the policy at the time of this writing. After contacting an official

from the Reform Support Unit (RSU) of the Department of Education and Literacy, Government of Sindh, Pakistan, the investigator learned that they were planning to initiate such an English medium policy in their schools.

Data Collection Tools and Activities

As discussed earlier, qualitative and quantitative methods were employed for data collection. Specifically, a questionnaire was administered for the quantitative data and semi-structured interviews and focus groups were conducted for collecting qualitative data about the teachers' attitudes regarding the English medium policy.

Questionnaire

In order to investigate the teachers' attitudes about the aspects associated with initiating the English medium policy, an 87-item questionnaire consisting of eight sections was developed in English (see *Appendix B*) and later translated into Sindhi (see *Appendix C*). Because the investigator was interested in the teachers' attitudes, a 4-point Likert Scale was used for each item for all the sections. The scale values used were 4 for Strongly Agree, 3 for Agree, 2 for Disagree, and 1 for Strongly Disagree, except for a few categorical and nominal questions in the first and last sections that sought participants' biographical and academic information. The investigator decided to use a 4-point Likert Scale instead of a 5-point one, by removing the option of "neutral" from the questionnaire, because the investigator wanted participants to provide definite responses to the questions (see Bradburn, Sudman, and Wansink, 2004). However, survey participants were given the choice not to respond to any item on the questionnaire. These instructions, including others describing their rights as research participants mentioned in

the IRB consent form were provided in Sindhi in the cover letter of the questionnaire (see *Appendix D*).

Since the English medium policy mandates that instruction in English will begin in Grade 4 and continue onward, the first section of the questionnaire investigated participants' attitudes regarding the extent of government primary school students' preparedness and ability for studying content subjects such as science and mathematics in English in Grade 4 after studying English as a compulsory subject in Grades 1, 2, and 3. In other words, the main aim in this section was to learn from the teachers about how well the English subject is taught since English as a compulsory subject policy has been implemented since 2003.

All the items in this first section of the questionnaire were adapted from the Learning Outcomes for English as a subject for Grade 3 from the "National Curriculum for English Language (NCEL) Grades I–XII 2006" (Ministry of Education, Islamabad, Pakistan, 2006). The main reasons for adapting the items in this section from the NCEL learning outcomes were (a) they covered various competencies and skills deemed necessary for a primary school student at the end of Grade 3 and (b) the national English curriculum consisted of state-mandated and state-approved English competencies and skills. The items were designed to produce quantitative data about various English competencies and skills that would allow for the analysis of the participants' perceptions about the extent to which they think primary school students would be able to study science and mathematics in English in Grade 4 after studying English as a compulsory subject in Grades 1, 2, and 3.

Because the participants currently teach science and mathematics in Sindhi and/or Urdu medium and they will be the ones who will teach the subjects in English when the policy is enacted, the second section of the questionnaire investigated their attitudes of their own ability and motivation for teaching the subjects in the English medium.

The third section of the questionnaire examined teachers' attitudes about the impact of beginning to teach science and mathematics in English beginning in Grade 4 and onward. The fourth section explored their attitudes about the factors that they believe can impact students' learning of science and mathematics when taught in the English medium in Grades 4 and 5. The items of the third and fourth sections were largely taken from the reasons on which the Pakistani policymakers based their decision to select English as the medium of instruction for science and mathematics beginning in Grade 4 and onward in the primary schools as evident from the National Education Policy 2009, as well as continuing debate in the Pakistani media about the benefits and challenges of initiating the English language policy (Aly, December, 2006; Mustafa, April 11, 2007; Jaffery, April 30, 2007; Chima, May 17, 2007; Sultan, May 17, 2007; Parveen, June 5, 2007). Some questions also stemmed from three semi-structured interviews conducted in 2011 with three Pakistani government primary school teachers about their experiences of teaching English subject in Grades 1 to 5.

At present, in Sindh province, primary school teachers use Sindhi or Urdu to teach science and mathematics. As the policy is implemented, they will teach both subjects in English. The fifth section of the questionnaire, therefore, investigated teachers' opinions about the principles of bilingual education and the role of the mother tongue as the medium of instruction for the subjects. The investigator wanted to explore

teachers' attitudes regarding teaching some subjects in one language and some in another. The items were adapted from Shin and Krashen's (1996) study of teachers' attitudes about teaching some subjects in one language and some in another.

Because the survey participants will have to teach science and mathematics in English as the policy gets implemented, they will need enough English language proficiency to be able to teach in English. The sixth section of the questionnaire explored teachers' attitudes regarding their own proficiency in English and their satisfaction with it. The items of this section covered all four skills, i.e., listening, speaking, reading, and writing, and teachers' satisfaction with them. It is important to note that participants already teach English as a compulsory subject in Grades 1 to 5 since 2003, so teaching English is not new to them.

Johnson's and Swain's (1997) perspective of immersion education suggests that negative attitudes toward a target immersion language can characterize the teaching of the target immersion education. Given the historically negative attitudes regarding English by the then Muslims of the Sub-continent during the British reign (see Rahman, 1996; 2002), the current global socio-cultural and political post-nine-eleven scenario (Baker, 2006) in general and the dearth of research on government primary school teachers' attitudes regarding English in particular, the seventh section of the questionnaire examined the participants' attitudes toward the role and impact of English in one's personal life and in Pakistani society. The items of this section were adapted from Soomro's (his PhD is still underway) survey, which examined adult students' attitudes toward the English language in Pakistani society. The last section of the questionnaire was about teachers' demographic and educational backgrounds.

All the sections of the questionnaire finished with an open-ended question except the last one, which was about the teachers' demographic and educational backgrounds. The open-ended option was provided to allow participants to further comment on the issue if s/he wished to do so. After the questionnaire was constructed, it was translated into Sindhi in order for the teachers to easily understand and complete it.

Validity of the Questionnaire

Survey methodology is used for various purposes (Fink, 2006). Since the major purpose of using the questionnaire in this dissertation study was to explore and understand the teachers' attitudes regarding the seven aspects related to the English medium policy, rather than to predict and/or validate any construct through this tool, content validity was thought to be pertinent for this questionnaire. Discussing what content validity is and how it can be established, Fink (2006, p. 39) stated the content validity of a questionnaire refers to the degree to which "its items or questions accurately represent the characteristics or attitudes they are intended to measure." She held that content validity can be established by referring to relevant theories and "asking experts whether the items are representative samples of the attitudes and traits you want to survey."

The following steps were taken for establishing the content validity of the questionnaire. First, in order to show how the seven sections of the questionnaire and their items/questions adequately represented the characteristics they were intending to investigate, a detailed conceptual map consisting of sixteen pages was developed along with the questionnaire. The map showed how the items in each section of the questionnaire corresponded to certain aspects associated with initiating an English

medium policy. Second, the conceptual map and the questionnaire were continually checked and revised through the expert opinion with the goal of bolstering its content validity till the final version of the questionnaire was reached at for its test-piloting. Third, the questionnaire was test-piloted on 16 government primary school teachers in Sindh, Pakistan, to further establish its content validity.

It must be mentioned that after the questionnaire was finalized in English for its piloting stage, it was translated into Sindhi by the investigator himself and an additional translator, who was fluent in Sindhi and English, had a Masters' degree in English Literature, and had experience as an English-Sindhi translator. After each produced their own Sindhi versions of the questionnaire, the investigator sent both versions to a third translator, a PhD student himself who was proficient in both Sindhi and English, to craft the third and final Sindhi version of the questionnaire. The third and final questionnaire was later composed in soft form for its pilot testing. The design, layout, fonts, and the number of pages of the Sindhi questionnaire were kept the same as they were in the English questionnaire finalized for the test-piloting stage.

The test-piloting process was undertaken through the cooperation of a head teacher of an urban government primary school. The major reason for test-piloting the questionnaire was to determine if ambiguous or inadequate wording in items or instructions existed. Feedback from the test-piloting stage revealed that the instructions given at the start of the first section were not clear as to whether respondents should circle or check a response to all the questions in the section. In fact, the first section contained two types of items: one requiring checkmarks and the other requiring circled responses. In addition, punctuation errors were pointed out. Since the respondents were

asked to complete the questionnaire on the spot, they commented that the questionnaire was lengthy. The feedback revealed that the questionnaire took forty-five minutes to an hour to complete. However, the respondents did not cite ambiguity as a problem in any of the items or questions. The suggested punctuation errors and ambiguity in instruction were later removed. The investigator discussed the piloting feedback including the length of the questionnaire with his major supervisor. Since all the aspects of the questionnaire were deemed important, the length of the questionnaire was decided to remain unchanged.

Reliability of the Questionnaire

The following steps were taken to establish the reliability of the questionnaire. First, scholars such as Cohen, Manion, and Morrison (2007) and Fink (2006) have underscored that test-piloting a questionnaire not only establishes its validity but also bolsters its reliability as a whole. The test-piloting helped establish that the questionnaire's items were understood by the participants as the researcher intended. Therefore, the pilot-testing facilitated the reliability of the tool in that the errors and the ambiguity were removed. Second, Fink (2006) has stated "one way to make sure that you have a reliable and valid survey is to use one that someone else has prepared and demonstrated to be reliable and valid through careful testing (p. 38)." Thus, taking this factor into account for the purpose of further establishing reliability, the investigator not only composed some of the items of the questionnaire but also he adapted some from other similar studies (Fink, 2006). Finally, scholars hold that in order to augment the reliability and internal consistency of a questionnaire, a statistical test called coefficient alpha is calculated. The investigator calculated Cronbach's alpha for the questionnaire

using SPSS, version 17. The Chronbach's alpha for the questionnaire was 0.912, with 0.7 being a standard threshold value for considering a questionnaire reliable.

Recruitment of Teachers for Survey

The initial target quantity of participants in the study was 80 government primary school teachers in the province of Sindh teaching in various rural and urban government primary schools. However, after the questionnaire was administered by going to the schools in urban and rural areas to which the investigator had access through the primary school teachers the investigator knew, he contacted more than 80 teachers. The investigator collected 188 questionnaires from various teachers teaching in rural and urban government primary schools and studying in an urban teacher education center that is affiliated with a university situated in the north of Sindh province. The center offers teacher education degrees such as a Bachelor of Education (B.Ed) and Master of Education (M.Ed) to both in-service and pre-service teachers, who attend in the evening. Since the center was a good place to access in-service government primary school teachers from various areas, the investigator visited it for his research purposes. Those who completed the survey were offered no incentive of any sort. In addition, the teachers who participated in the study belonged to the rural and urban government primary schools of four districts of the Sindh province. Table 1 indicates that the total number of questionnaires the investigator distributed was 229 (100%). The total number returned was 195 (85%); 34 questionnaires (14.4%) were not returned from the distributed ones. The total number of surveys discarded for incompleteness or inaccuracy was 7 (3.58%). Thus, the total number of questionnaires considered for analysis was 188 (82%).

Table 1: Total Distributed, Returned, Discarded, and Considered for Analysis

Total Distributed	Total Returned/ Response Rate	Total Discarded from the Returned	Total Considered for Analysis
229 (100%)	195 (85%)	7 (3.58%)	188 (82%)

Procedure

First, the investigator usually contacted the immediate primary school officers, such as sub-divisional education officers, supervisors, headmasters or headmistresses of the government primary school teachers as well as the head of the urban teacher education center, through the teachers, friends, relatives, or acquaintances the investigator knew. After establishing contact and informing them about research, the investigator arranged a date to visit them or their school. On the date specified, the investigator visited the site to recruit teachers for the survey. In some cases, the investigator went alone, and in some, he was accompanied by the people he knew. In addition, in some cases, he was asked to return after a few days, and in some cases, he was invited to return the next working day. After the investigator's arrival at a school, he usually waited either for the recess or for the school/center-off time because he wanted all the teachers to be together and free at the time as he could inform and request them to participate in the survey. The investigator was introduced by the headmaster/headmistress of the school to all the willing teachers who were gathered; at the center, the head of the center introduced the investigator. The investigator usually gave a short introduction in Sindhi about himself and his research. He informed the teachers of the rationale for exploring teachers' attitudes. Later, he informed them of their rights as research participants. He distributed to the volunteer participants one questionnaire, two consent forms—one for them and one

to be returned to the researcher—and one information letter. Finally, he informed them of the focus of each section of the questionnaire and how they could complete it in addition to the consent forms. It was agreed that the participants could take the questionnaire home with them to complete since the questionnaire was long and might take an hour to complete.

Participants' Background Information

The following tables show the demographic and background information of the participants who completed the survey. The background information was collected through a section of the survey. The background information entailed the participants' genders, their ages, the grades they taught, the locations of the schools where they taught, their academic qualifications, their professional qualifications, and their teaching experience in a yearly range.

Table 2: Participants' Gender

Gender	Number	Percentage
Male	140	74.5%
Female	48	25.5%
Total	188	100%

Table 2 shows that the majority of the participants (74.5%) who completed the survey were male primary school teachers; female primary school teachers consisted of 25.5% of participants.

Table 3: Participants' Ages

Age Range	Number	Percentage
25 – 30 Years Old	31	17.0%
31 – 35 Years Old	41	21.8%
36 – 40 Years Old	49	26.1%
41 – 45 Years Old	38	20.2%
46 years old – or above	28	14.9%
Total	188	100%

Table 3 demonstrates that the largest percentage of the teachers (26.1%) were in the age range of 36 to 40 years, followed by the teachers who were between 31 to 35 years old (21.8%), the teachers who were aged 41 to 45 years (20.2%), the teachers who were aged 25 to 30 years (17%), and the teachers who were 46 or older (14.9%).

Table 4: Grades Participants Taught

Grade Level	Number	Percentage
Grade 1	44	23.4%
Grade 2	38	20.2%
Grade 3	31	16.5%
Grade 4	26	13.8%
Grade 5	35	18.6%
Multi-Grades	14	7.4%
Total	188	100%

Table 4 shows that the majority of the participants (23.4%) were teaching Grade 1 when they completed the survey, followed by those teaching Grade 2 (20.2%), Grade 5 (18.6%), Grade 3 (16.5%), Grade 4 (13.8%), and those who were teaching more than one grade concurrently (7.4%).

Table 5: Participants' School Area

School's Location	Number	Percentage
Rural	62	33%
Urban	126	67%
Total	188	100%

Table 5 demonstrates that the majority of the participants taught in government primary schools which were located in urban areas (67%); the teachers who taught in schools located in rural areas consisted of 33% of the participants.

Table 6: Participants' Academic Qualifications

Academic Qualifications	Number	Percentage
Secondary School Certificate (10 Grades)	1	.5%
Higher Secondary School Certificate (12 Grades)	13	6.9%
Bachelor's Degree (Pass) (14 Grades)	80	42.6%
Master's Degree (16 Grades)	94	50%
Total	188	100%

Table 6 shows that exactly half of of the participants have Master's degrees (50%), followed by those who have Bachelor's (pass) degrees (42.6%), and those who

have higher secondary school certificates (6.9%). One participant had only a secondary school certificate (.5%).

Table 7: Participants' Professional Qualifications

Professional Qualifications	Number	Percentage
Primary Teaching Certificate (P.T.C.)	54	28.7%
Bachelor of Education (B.Ed.)	15	8%
Primary Teaching Certificate (P.T.C.) + Certificate in Teaching (C.T.)	7	3.7%
P.T.C. + B.Ed.	50	26.6%
P.T.C. + C.T. + B.Ed.	29	15.4%
P.T.C. + B.Ed. + M.Ed. (Master of Education)	14	7.4%
P.T.C. + C.T. + B.Ed. + M.Ed.	8	4.3%
M.Ed. + B.Ed.	5	2.7%
	6(missing)	3.2%
Total	188	100%

Table 7 demonstrates that the largest percentage of the teachers (28.7%) only have a P.T.C. for their professional credentials, followed by those who have a P.T.C. and a B.Ed. (26.6%), those who have a P.T.C., C.T., and B.Ed. (15.4%), those who have only a B.Ed. (8%), those who have a P.T.C., B.Ed., and M.Ed. (7.4%), those who have a P.T.C., C.T., B.Ed., and M.Ed. (4.3%), those who have a P.T.C. and C.T. (3.7%), and those who have a B.Ed. and M.Ed. (2.7%). 3.2% of the participants did not mention the professional qualifications they had.

Table 8: In-service Opportunities the Participants were Given

Number of Times	Number	Percentage
1 to 2 Times	66	35.1%
3 to 5 Times	18	8%
6 to 8 Times	1	.5%
Never Given	98	52.1%
	8	4.3%
Total	188	100%

Table 8 indicates that the majority of the teachers, 52.1%, mentioned that they were not given any opportunities to engage in-service training. 35.1% of the participants self-reported that they were given the in-service training opportunity one to two times followed by 8% who were given three to five in-service training opportunities. There was only one participant who was given the opportunity six to eight times. 4.3% of the participants did not respond to this question in their surveys.

Those participants who were given the opportunity for in-service training were also asked about its duration and usefulness. 22.9% mentioned that their training lasted for one to two weeks, followed by 8% whose trainings lasted for two to four weeks, 1.6% whose training lasted for three to six weeks, and .5% whose training lasted for four to eight weeks. The rest decided not to respond to this question on their surveys. With respect to the usefulness of the training, 33% reported that the training helped them with teaching the English subject, followed by 3.7% who mentioned that the training did not help them. The rest decided not to respond to this question on their surveys.

Table 9: Participants' Teaching Experience

Years Teaching	Number	Percentage
1 – 5 Years	37	19.7%
6 – 10 Years	14	7.4%
11 – 15 Years	25	13.3%
16 Years or Above	112	59.6%
Total	188	100%

The last table, Table 9, shows that the majority of the participants (59.6%) had 16 or more years of teaching experience, followed by those who had between 1 to 5 years of teaching experience (19.7%), those who had between 11 to 15 years of teaching experience (13.3%), and those who had between 6 to 10 years of teaching experience (7.4%).

In sum, the tables show that the majority of the participants were male and taught in urban areas. As far as the academic qualifications of the participants are concerned, half of them have Master's degrees, and almost 43% have a bachelor's degree, which reflects that they are well qualified to teach. With regard to their professional qualifications, the largest percentage of teachers has a Primary Teaching Certificate, and almost an equal number of the participants have a PTC and B.Ed, which exhibits that the teachers are professionally qualified too.

Interviews

Upon completing the quantitative phase of administering and collecting questionnaires, the investigator started the qualitative phase of data collection: semi-

structured interviews and focus group discussions. Twelve semi-structured interviews were conducted, with mean length of 56.5 minutes (SD= 26.8 min.). All the interviews were conducted and recorded in Sindhi and followed by a guided interview (see *Appendix E*). The investigator chose to conduct all the interviews in Sindhi because he wanted the participants to clearly understand the questions and comfortably express their opinions about the policy. The overall purpose of using Sindhi was to establish a comfortable space where interviewer and interviewee could develop a relaxed inter-subjectivity and mutual cultural understanding. The interviews were conducted at a time and place convenient to the participants. The investigator followed Seidman's (1998) "maximum variation sampling" strategy, in which the researcher selects participants who have diverse characteristics in order to allow a comprehensive picture of themes to emerge in the data. In selecting participants, the investigator took into account the interviewees' summated score on their questionnaire, their biographical and professional characteristics, their availability, and their agreement to participate.

The following interviewees were selected from the participants who completed the survey: (1) Hussain, a male who had been teaching in an urban Sindhi-medium government primary school for the last five years, had the experience of teaching in an urban private school for almost ten years before that, had a Master's degree along with a PTC and B.Ed. for his professional qualifications; (2) Mahboob, a male who had been teaching in an urban Sindhi-medium government primary school, had the teaching experience of twenty years, had taught in rural and urban government primary schools, and had a Master's degree in his general education and B.Ed. and M.Ed. degrees in his professional qualifications; (3) Zaheer, a male who was teaching in an urban Sindhi-

medium government primary school, had almost twenty three years of teaching experience, had taught in both rural and urban government primary schools, ran and taught in a private after-school coaching center too, and had a Master's degree in his general education and B.Ed. and M.Ed. degrees in his professional qualifications; (4) Ikhlaque, a male who was teaching in an urban Sindhi-medium government primary school, had almost ten years of teaching experience, had taught in both rural and urban government primary schools, had a Master's degree in his general education and a PTC, B.Ed. and M.Ed. in his professional qualifications; (5) Nasir Ali, a male who was teaching in an urban Sindhi-medium government primary school, had twenty two years of teaching experience, had Bachelor of Arts (B.A.) degree in his general education and a PTC and BED in his professional qualifications; (6) Bahadur Khan, a male who was teaching in an urban Urdu-medium government primary school, had eleven years of teaching experience, had taught in both rural and urban government primary schools, had a Master's degree in his general education and a PTC in his professional qualification; (7) Karam, a male who was teaching in an urban Sindhi-medium government primary school, had the teaching experience of almost twenty three years, had a Master's degree in his general education and a PTC in his professional qualification; (8) Moomal, a female who was teaching in a rural Sindhi-medium government primary school, had the teaching experience of twenty years, had a Master's degree in his general education and a PTC and B.Ed. in her professional qualifications; (9) Sibhagi, a female who was teaching in a rural Sindhi-medium government primary school, had the teaching experience of more than twenty years, had a B.A degree in her general education and a B.Ed in her professional qualification; (10) Siyani, a female who was teaching in a rural Sindhi-

medium government primary school, had the teaching experience of twenty years, had a B.A. in her general education and a PTC and B.Ed. in her professional educations; (11) Juman, a male who was teaching in a rural Sindhi-medium government primary school, had the teaching experience of eleven years, had a Master's degree in his general education and M.Ed. in his professional qualification; and (12) Khairal, a male who was teaching in a rural Sindhi-medium government primary school, had the teaching experience of more than twenty years, had a B.A. in his general education and a B.Ed. in his professional qualification. The interviewees' names have been changed to maintain anonymity.

Interview Guide

The interview guide (see *Appendix E*) was designed having taken into account the research purposes of triangulation and complementarity. The interview guide started with the questions about the interviewees' general biographical and professional information. In order to not only corroborate the survey results but also to explore them at a greater depth and provide a rich and qualitative description of the teachers' attitudes regarding the aspects associated with the initiation of the English medium policy, the interview guide contained questions and prompts on (a) the role and position of English in Pakistani society (b) the students' ability to study the content subjects such as science and math in English medium beginning in Grade 4 based upon their study of the compulsory English subject in Grades 1, 2, and 3, (c) the teachers' English proficiency and satisfaction with it, (d) the teachers' ability and motivation for teaching the content subjects such as science and math, (e) the impact/benefits of initiating English medium education in government primary schools, (f) the factors which can impact students' learning of

content subjects such as science and math when they are taught in English in Grades 4 and 5, (g) bilingual education and the role of the L1 in learning an L2. The interview guide was approved by the Institutional Review Board, University of Georgia.

Focus Groups

The investigator conducted two focus group discussions, both with female government primary school teachers teaching in girls' primary schools. Culturally speaking, the investigator found it very difficult for a lone male researcher to conduct an interview in a quiet room or other quiet location with an individual female with whom he had no prior contact or connection and without the presence of any other individual. The difficulties were alleviated only in those cases in which the female teachers knew him very well, or he had some close connections with the female's family and went to her home. Additionally, a female teacher who did not have a connection with the researcher would most likely not have consented to an interview alone with him. While some of the interviews with female teachers were possible because a male teacher who was a close relative of the female teachers was present, generally, the best option that he, as a male researcher, had was to invite the willing teachers to convene as a group at a time and place convenient to them in order to discuss with me the English medium policy.

The investigator conducted the focus group discussions in Sindhi by following the same interview guide he used for conducting interviews. Regarding criteria for participation in the discussion, the investigator made sure that all the participants were willing, they were government primary school teachers, and they had completed the survey. He conducted the first focus group with four female participants who taught at a rural government primary school, and its duration was approximately fifty minutes.

Those participants included Baghul, Noor, Sarti and Shanul. The other focus group discussion was with six female participants who taught at an urban school, and it lasted for an hour. Those participants included Zara, Nageen, Memoona, Asya, Nazish, and Razya. Both of the focus group discussions were conducted at a time and date convenient to the participants. As far as transcription-cum-translation is concerned, the investigator followed the same procedure as he did when transcribing interviews. Again, all original names of the participants have been changed.

Data Analysis

Quantitative Analysis

Quantitative analysis began with making raw quantitative data, collected in the form of questionnaires, functional for later quantitative analyses. A code copy of the questionnaire was developed. Having inserted all the questionnaires into SPSS, version 17, according to the code copy, a database was created in the SPSS software. Subsequently, a data check was conducted on the database in order to make sure that the quantitative data in the software was correct and clean. The data check revealed that there were missing values in the dataset; however, “missing data arise in almost all serious statistical analyses” (Gelman and Hill, 2007, p. 529). Missing values of the items which measured the teachers’ attitudes, also called interval measures/data such as the scale 1 for Strongly Disagree to 4 for Strongly Agree, were imputed or replaced “with the mean of the observed values to that variable” and/or to the item (Gelman and Hill, 2007, p. 532). The missing values of the items which sought the teachers’ background information such as gender, etc., which are also called nominal or categorical data, were not imputed. They were left as *missing* when reported in tables, because only descriptive analysis has been

conducted for the purpose of this research. Their imputations would have been useful had inferential analyses been sought and the items used as independent variables for testing hypotheses and checking relationships.

Later, in order to explore the quantitative data, descriptive analysis was conducted. The descriptive analysis of each item of the questionnaire produced frequencies, means and percentages for each of the items. The analysis showed broad trends in teachers' perceived level of agreement and disagreement in teachers' opinion and attitudes regarding the aspects of the English medium policy. Analysis of the data followed the exploration. The analysis was consciously confined to the descriptive level in order to address the research questions of this study. Since the overall purpose was to examine the teachers' perceived variance in their opinions on aspects of the English medium language-in-education policy, descriptive statistical measures such as frequencies, percentages, and averages were used for analyzing the results. Finally, for representing and reporting the results, tables and charts were utilized to visually exhibit the patterns in the teachers' perceived variance of aspects of the English medium language education policy.

Qualitative Analysis

Since the methodological purposes of using both qualitative and quantitative methods were not only triangulation but also complementarity of data and their analyses, qualitative thematic analysis not only informed the quantitative analysis but also dug deeper in order to explore the teachers' attitudes and perceptions comprehensively (Greene, 2007). It is held that qualitative data collection and transcription are, in effect, the start of its analysis (Braun and Clarke, 2006; Merriam, 2009). After the first interview

was conducted, it was repeatedly reviewed by the investigator before the second interview was done with the goal of understanding whether it covered the target aspects. While getting the raw qualitative data ready and organized for further thematic analysis, transcriptions were transcribed-cum-translated into English in the form of a Microsoft Word file containing line numbers on the left. Some margin was left for the later annotations and memos. While transcribing the data, broad trends regarding the research questions were briefly noted.

In order to explore the qualitative data, the transcripts were read several times to “develop a general understanding” and feel for patterns related to the research questions. At this stage of qualitative analysis, feelings were captured in the form of brief memos consisting of two to five words. While the reading and re-reading of the transcripts was deductive in the sense that it was framed by the research questions, the investigator also tried to remain inductive by being open to the emerging themes, being faithful to the original rationale for using qualitative and quantitative methods together in a single study. Later, transcripts were coded thematically in order to understand the teachers’ perceptions regarding aspects related to the English medium language policy. For the analytical activity of coding, the thematic analysis techniques suggested by Braun and Clarke (2006), Glaser and Strauss (1967), Lincoln and Guba (1985) and Roulston (2010) were followed. By following their techniques, the transcription data was unitized by dividing the transcription texts. Later, they were coded with a label consisting of a phrase, sentence, and/or the participant’s original words. While reading through the transcripts, the labels developed, leading to themes reflecting teachers’ broader attitudes regarding aspects of the English medium policy. For the purpose of summarizing and

reporting, the discussion of the themes was conducted in the form of phrases, statements, and/or labels related to the research question following the quantitative tables and charts. In addition, evidence related to a particular theme was presented in the form of participants' relevant quotes from both interviews and focus group discussions. Above all, the thematic analysis informed the quantitative analysis by serving the triangulation and complementarity purposes.

Qualitative and Quantitative Analysis Merging

The qualitative and quantitative data were collected, coded, transcribed, and analyzed separately. However, they were merged together when the time came to interpret and make sense of them. Since it is considered important in studies in which both qualitative and quantitative data are used to state whether priority is given to either of the data at certain stage of the study (Greene, 2007; Teddlie and Tashakkori, 2003), it is acknowledged here that although a type of concurrent mixed analysis in which equal priority was given to both quantitative and qualitative analysis was conducted in this study, qualitative analysis was used to inform the quantitative analysis while interpreting and making sense of the data.

Limitations

There are certain methodological limitations of this study which must be kept in mind while interpreting results of this study. First, although the teachers who participated in this study and the investigator had access to the rural and urban areas of the four districts of the province of Sindh, such as Districts 1, 2, 3, and 4, a majority of the teachers who completed surveys and all of the teachers who agreed to the interviews and focus-groups belonged to Districts 1 and 2. Second, a majority of the teachers who

participated in the study were male teachers, and they taught in the government primary schools in urban areas. Third, the investigator employed a convenience sampling strategy for recruiting the participants for the survey. In addition, while the investigator bore in mind various factors for selecting interviewees and focus group members, he selected participants non-randomly for the interviews and focus group discussions. Fourth, the dissertation research may not be fully applicable for other countries which resemble Sindh, Pakistan in their linguistic or cultural make-up. However, the research may be useful to a great extent for the other provinces of Pakistan due to the fact that teacher education comes under the purview of the federal Ministry of Education and Training (the new name for the Ministry of Education) and the Higher Education Commission (HEC) of Pakistan. The ministry and the commission can make changes in teacher education mechanism by taking the implications into account. Finally, time, financial, and situational factors must be taken in account, because they determined the investigator's mobility and fieldwork while the researcher was in Sindh, Pakistan. For instance, although it would have been beneficial for the study to have recruited more government primary school teachers in the province of Sindh from a large variety of rural and urban areas, it was not possible, because (a) this study was self-funded (the investigator did not have any external funding or grants for conducting this study and managing the logistics in ways that would allow for reaching teachers in far-flung areas); and (b) the social situation in the province of Sindh was not favorable to go to far-flung urban and rural areas of the province, since issues such as kidnappings, political instability, bomb blasts, strikes, etc. were quite rampant.

Summary

This chapter discussed the methodology for exploring the local Pakistani Sindhi government primary school teachers' attitudes qualitatively and quantitatively regarding the aspects associated with initiating the English medium policy in Grade 4 and onward in the government primary schools. By taking into account the purposes of using qualitative and quantitative methods together such as triangulation and complementarity, a concurrent triangulation design was used. Specifically, semi-structured interviews and focus groups from qualitative side and survey method from quantitative side were used to collect data. Later, the qualitative and quantitative data analysis techniques, employed in the research, were discussed. Finally, the limitations of the study were discussed.

CHAPTER 4

RESULTS AND ANALYSES

Introduction

This chapter presents the results and analyses of the collected data. As discussed in the methodology chapter, the main goal of the study was to investigate local Pakistani Sindhi primary school teachers' attitudes regarding the language-in-education policy of initiating English as a medium of instruction for the content subjects of science and math in the government primary schools in the province of Sindh. This chapter presents the results and analyzes them to answer the following seven sub-questions associated with the overarching research question.

1. What are local Pakistani Sindhi primary school teachers' attitudes regarding **the role and impact of the English language in Pakistani society currently?**
2. What are local Pakistani Sindhi primary school teachers' attitudes regarding **the effectiveness of English as a compulsory subject in Grades 1, 2, and 3 in terms of preparing students to study science and math in the English language medium in Grade 4?**
3. What are local Pakistani Sindhi primary school teachers' attitudes regarding **their proficiency in English?**

4. What are local Pakistani Sindhi primary school teachers' attitudes regarding **the impact of initiating English medium science and math from Grade 4 onward?**
5. What are local Pakistani Sindhi primary school teachers' attitudes regarding their **preparedness and motivation for teaching English medium science and math?**
6. What are local Pakistani Sindhi primary school teachers' attitudes regarding **factors other than English that might impact students' learning of English medium science and math in Grades 4 and 5?**
7. What are local Pakistani Sindhi primary school teachers' attitudes regarding the **principles of bilingual education with respect to using L1 as the medium of instruction?**

Each research question is followed by its quantitative and qualitative results respectively.

Quantitative and Qualitative Results of RQ # 1

Quantitative Results

Primary school teachers' attitudes regarding the role and impact of the English language in Pakistan were addressed in Section VII of the questionnaire. The section consisted of seven questions with four answer options: Strongly Disagree which had a numerical value of 1, Disagree, with a value of 2, Agree, with a value of 3, and Strongly Agree, with a value of 4. The first three questions were designed to explore the teachers' potential negative attitudes and the last four their potential positive attitudes regarding the role and impact of the English language in Pakistan. Table 1 shows the quantitative

results. The Table demonstrates the central tendency, reported as an arithmetic mean, of their attitudes regarding the role and impact of English.

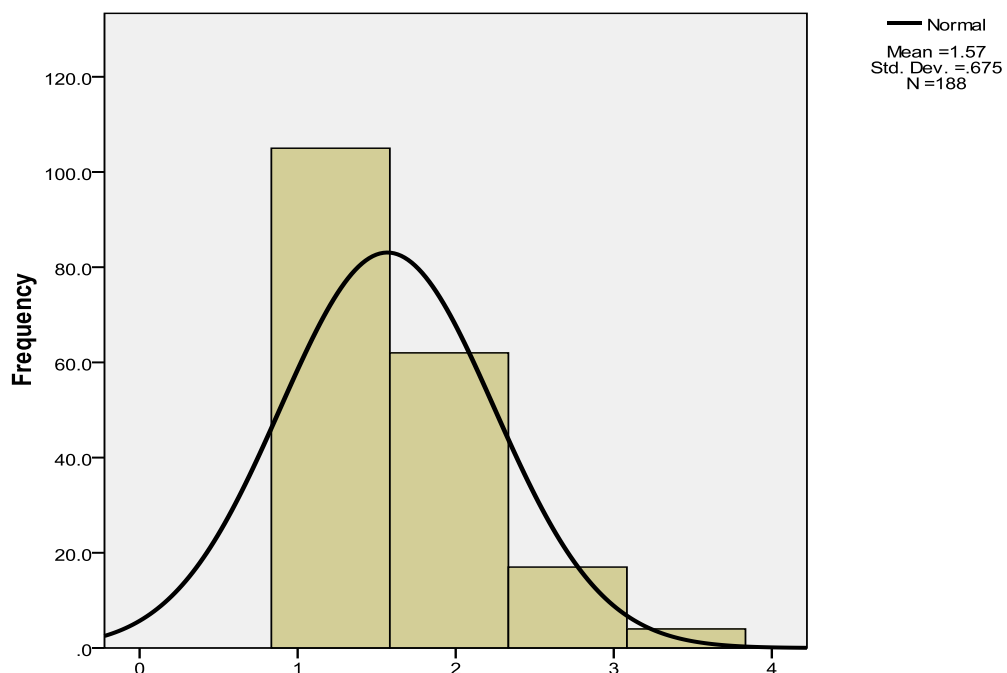
Table 1: Teachers' Attitudes Regarding the Role and Importance of English

Teachers' Attitudes Regarding the Role and Importance of English in Pakistan	Arithmetic Mean of a 4-Point Likert Scale
Learning English is against our religion.	1.5
By learning English, students become disrespectful to their families.	1.5
Learning English erodes our cultural values.	1.6
English is the key to success in Pakistan.	2.9
Learning English creates tolerance and respect for other cultures.	2.8
Learning English brings learners closer to the international community.	3.2
Learning English is one of the factors that determine the success of Pakistan.	3.1

As far as their potential negative attitudes regarding the English language were concerned, the quantitative results indicated the teachers clearly did not agree with the belief that the English language was “against our [their] religion” (mean=1.5). Teachers also rejected the idea that children honored their families less by learning English, as they tended to disagree with “By learning English, students become disrespectful to their families” (mean=1.5). Additionally, they also disagreed with the belief that English harmed or “erode[d]” their culture and its values (mean=1.6).

Figure 1 shows the overall arithmetic mean (mean=1.5) of the teachers' negative attitudes regarding the English language. Having taken these quantitative results into account, one might infer that the teachers did not have negative attitudes regarding English. They did not see the role of English in negative terms in their cultural and personal domains of life. Thus, one could say that they held the knowledge of English in a positive light.

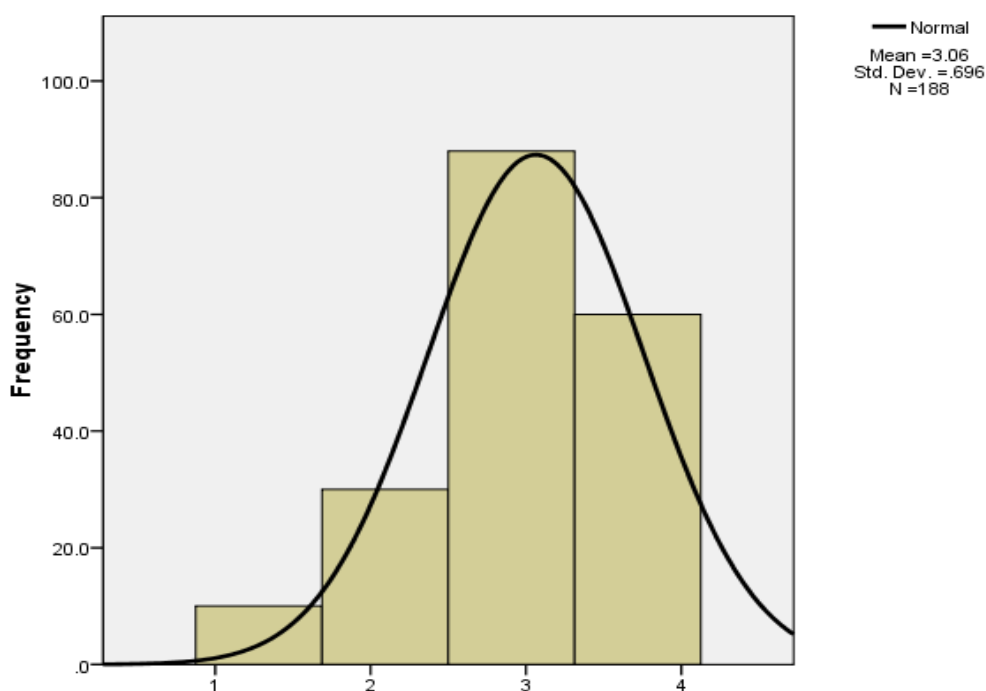
Figure 1: Teachers' Potential Negative Attitudes Regarding English



With respect to their potential positive attitudes regarding English language, the quantitative results in Table 1 demonstrate that the teachers were positive about the English language. For instance, they agreed that the English language was “the key to success in Pakistan” (mean=2.9). In addition, they also perceived to a fair extent that knowledge of English created “tolerance and respect for other cultures” (mean=2.8). Moreover, the teachers believed “English is one of the factors which will determine success in Pakistan” (mean=3.1). Teachers also thought that “one can get closer and/or know the international community and/or other countries by learning English” (mean=3.2).

The following Figure 2 further displays the overall mean (mean=3) of the teachers' attitudes regarding the importance of English. The results suggest that the teachers saw English in quite positive ways.

Figure 2: Teachers' Potential Positive Attitudes Regarding English



Most of all, taking the quantitative results into account, one may say that, as a whole, the primary school teachers were quite favorable and positive about the English language.

Qualitative Results

The first sub-question focused upon exploring the participants' attitudes toward the current role and impact of English in Pakistan. The thematic analysis of the participants' responses to the first research question, elicited through semi-structured interviews and focus group discussions, supported the quantitative results with respect to the teachers' attitudes regarding the role and impact of the English language. All the

interviewees and the focus group members, without exception, saw English in highly positive terms. None of them mentioned any negative social or cultural aspect of life or stereotypes associated with knowing or learning English. All of them held it as the most “important” and a “must” language for primary school children to learn. They believed that the English language had decisive significance for students’ lives. The following interrelated themes were identified based on the thematic analysis of the participants’ responses to the questions regarding the current role and impact of English in Pakistan.

English as the language of power, opportunity, and prestige in Pakistan. In response to the interview and focus group questions about the impact the teachers thought the English language had and the role the English language played in their and their students’ lives in the current times in Pakistan, the theme *English is the language of power, opportunity, and prestige in Pakistan* stood out remarkably among the participants’ responses. The theme demonstrated that the interviewees and the focus group members strongly believed English to be the key to success in Pakistan. For instance, Mahboob--a male teaching in an urban Sindhi-medium government primary school--described how he viewed the role of English:

English has huge importance in our society....There are many advantages of learning or knowing English. You see every subject is in English medium from Grade 11 onward. English helps them [students] study in their higher grades. All the tests, whether they are college admission tests or recruitment/jobs tests, are in English. Almost everything is in English as you reach in Grade 11 and move forward from there. So, any student who is good at English does not have to face any problems. S/he has a great edge everywhere in every field.

Mahboob saw English as very important for a student's future. He attributed to it the power and/or advantages such as English not only helped one study in Grade 11 and onward, because English medium, at present, started from Grade 11 onward in Pakistani public education, but it also helped one to qualify for both college admission and jobs. His words "almost everything is in English as you reach in Grade 11 and move forward from there" pointed to the crucial role English played in a student's life in terms of English being the language of power and opportunity in Pakistan. Hussain--a male teaching in an urban Sindhi-medium primary school--concurred with Mahboob in his attitudes regarding the role and impact of English as he responded to how he perceived English:

English is indeed very important. It has huge importance and plays a key role in our lives....You would notice that almost all the tests and/or exams and interview for getting jobs, whether they are private or public, are in English. People are now realizing that if they will not learn English and know about it, they will never be able to get jobs or qualify the tests and exams.

Hussain underscored the power and opportunity potential English had for students' lives in Pakistan today. Moomal--a female teaching in a rural Sindhi-medium primary school--responded similarly while underlining not only the power and opportunity potential of English but also its prestige and reverence:

English is revered the most in our society..... A student will definitely suffer if s/he will not learn English or does not know English...S/he will not be able to get any good government job without English. S/he would not be able to study further, since almost all higher education is in English medium. English is the

major source by which s/he can advance further in his/her life in this society. I mean to say s/he will suffer in every aspect of his/her life. His/her knowledge will remain limited since most of the world knowledge is in English; Sindhi will not help him/her in getting the world knowledge since Sindhi is limited in its scope. S/he will be considered illiterate and uneducated in this hour of the time if s/he does not know English.

Moomal not only saw eye to eye with other participants about the impact and importance of the English language, she also pointed out the power and opportunity potential one would lose if one did not know English. Showing the prestige English had in Pakistan, she held English as “the most revered language.” Like other participants, she held the belief that one could be called “illiterate” or “uneducated” if one did not know English. In other words, one might lose the prestige, respect, and opportunities of knowing and getting job(s) attached to being literate which, she thought, was crucially related to learning English. Sibhagi--another female teaching in a rural Sindhi-medium primary school--concurred. She stated:

English occupies huge importance in our society. I think it has more importance than Sindhi has in our society. There are many advantages to the person who learns the English language in our society. For instance, one cannot get a job without knowing English. One cannot pass any interview without knowing English or talking in English to a certain extent/level. All these things are based upon knowing English. One who is good at English earns not only respect and prestige but also gets good job. So, English keeps very prime importance in our society.

Similarly, Nasir Ali--a male teaching in an urban Sindhi-medium primary school--opined, “As it was said in the past in our society that *Farsi Gorhy Charsi* – If you know Farsi/Persian, you can get good job through which you can have a beautiful home and/or a beautiful horse [car] – it is now true for the English language in our society. English can now open many avenues of opportunities.” He added: “English has also become a symbol of status or trend too in our society. One who knows English – it is possible that s/he may not know other things/subjects – is generally considered in our society very intelligent and hardworking person.”

The theme that English was the language of power, opportunity, and prestige also appeared in the other participants’ responses about the role and impact of English. They too underscored the social and/or academic gains one could attain to by learning English. They deemed that any student who had a good command of English could not only easily study in Grade 11 and beyond but could also qualify for the university entrance tests. They believed one could not compete with his/her counterparts in various national tests and examinations, such as the tests for Central Superior Services (CSS), if one did not know English. These comments, combined together, showed that the participants felt English was very important not only for obtaining better careers and having more life choices but also for earning prestige and respect.

English as the global/international language. Another interrelated theme “English as the global/international language” appeared in the thematic analysis of the participants’ responses to the first research question discussed in interviews and focus groups. While taking English in positive light, they described English as the global or international language and therefore important to learn. For instance, while discussing the

status of English as the global/international language, Moomal--a female teaching in a rural Sindhi-medium primary school--said, "There is no doubt about it that English is the international language." While comparing English with the first language of the Sindh province, Sindhi, and the national language of Pakistan, Urdu, she added, "Sindhi is largely confined to the Sindh region. Urdu is mainly confined to Pakistan. Every language has a kind of a major region where it is largely spoken. English, on the contrary, is the borderless language which is spoken everywhere. So, no doubt to say that English has higher usage, respect, as well as prestige than Sindhi or Urdu has." Moomal strongly believed English is the international language spoken everywhere. Thus, according to her, English is a "borderless" language, unlike Sindhi which is mainly confined to the province of Sindh and Urdu to Pakistan. Due to the fact that English is the "borderless" language, she believed the language had more "usage, prestige, and respect."

Other participants, too, took English as the global language. Mahboob stated, "English is an international language. One can see the dominance or popularity of English all over the world. One can see the use of English everywhere in Pakistan too." Bahadur--a male teaching in an urban Urdu-medium primary school--said in a similar tone, "No doubt English has a lot of importance everywhere, abroad too." Mahboob and Bahadur agreed that English was spoken everywhere, not only in Pakistan but also abroad.

Juman--a male teaching in a rural Sindhi-medium primary school--believed, "English is an international language. It has become a necessity for us. If we want that we -- as a nation -- walk shoulder to shoulder with the world, we shall have to learn English. English is compulsory for walking shoulder to shoulder with the world." Concurring

with other participants in their attitudes toward English as the global language, Juman viewed English as a “necessity”. He believed Pakistanis as a nation had to learn English and be good at it if Pakistanis wanted to walk shoulder to shoulder with the world. In other words, the participants thought that if Pakistan wanted to establish itself on the map of the world as other developed countries have, Pakistanis will have to learn English. The participants took English as a key to becoming an advanced country. In addition, other participants believed learning English was important because one could not explore the world, operate a computer, use the internet, operate a mobile phone, or study abroad if one did not know English. They took the current times to be “modern era”—the era of computers, science and technology. They believed it was essential for one to be good at English in order to avail the benefits of this modern era.

English is NOT against Islam. As discussed above, none of the participants mentioned any negative social or cultural aspect or stereotype associated with learning English when they were asked about the role and impact of the English language. When the participants were specifically probed for their beliefs regarding whether English was against their religion, Islam, they strongly rejected the idea. For instance, Juman--a male teaching in a rural Sindhi-medium primary school--said,

No, no, no. English is not against Islam. Our Holy Prophet Mohammad (PBUH) Himself has advised his followers to seek knowledge from cradle to grave. He has even suggested traveling to China too in case you need to for seeking knowledge/truth. We have to seek knowledge. English is knowledge. Mathematics is knowledge. Science is knowledge. Arabic is knowledge. There is nothing wrong in seeking and learning knowledge. Why should we think that

English is the language of Non-Muslims and we should not learn it? Non-Muslimness is something different from learning a language. Can a Muslim not seek knowledge through English? S/he obviously can. English is not something Haram or non-pious entity for which we are prohibited to see, think, talk about, or touch. English is simply a language.

Juman dismissed the idea that English is against Islam. On the contrary, he quoted Hadiths related to the Holy Prophet Mohammad (PBUH) regarding seeking knowledge. He equated English with knowledge and learning English with seeking knowledge, which to him was not prohibited, or Haram, for any Muslim. Instead, seeking knowledge was strongly encouraged and advised. Another participant named Bahadur had a similar opinion. He said:

No, I do not think English is against our religion. Who says English is against our religion? Why is the English language related to or portrayed as opposite to Islam? English is a language which, in effect, helps one to spread the message of Islam and represent Islam or yourself as a Muslim to non-Muslim peoples and cultures. One can tell non-Muslims through the English language what Islam is... I think there is no any connection, directly or indirectly, of the English language with Islam. Unfortunately, it is the most outdated and rotten idea that the English language is an obstacle for our religion Islam; or, English language can turn you away from the Islam.

Bahadur rejected the notion that English was against Islam. On the contrary, he saw English as a productive tool for spreading the message of Islam to those people who were not Muslims. He also discarded the idea that one would turn away from Islam if one

learned English. He called this notion “the most outdated and rotten idea.” Other participants, too, shared these ideas. They opined that learning or knowing English was by no means a bad act. Quite the opposite, they took learning English as the “need of the present hour.” Above all, the participants did not believe in any negatively oriented religious stereotype associated with learning English. In sum, having taken into account the quantitative and qualitative results regarding the current role and impact of English in Pakistan society, the surveyed government primary school teachers had very positive attitudes regarding English.

Quantitative and Qualitative Results of RQ # 2

Quantitative Results

The first section of the questionnaire investigated the teachers’ attitudes regarding students’ English skills, deemed to have been developed by students at the end of Grade 3 as a result of studying English as a subject in Grades 1, 2, and 3, as mandated by the “National Curriculum for English Language (NCEL) Grades I-XII, 2006” (Ministry of Education, GoP, 2006). The questions had four answer options: Strongly Disagree which had a numerical value of 1, Disagree, with a value of 2, Agree, with a value of 3, and Strongly Agree, with a value of 4. Four questions in this section explored the teachers’ opinions on students’ *Reading and Thinking Skills*. Two questions of the section investigated the teachers’ attitudes regarding students’ *Writing Skills*. Two questions of the section investigated the teachers’ attitudes regarding students’ *Oral Communication Skills*. The last four questions of the section explored teachers’ attitudes regarding students’ knowledge about the *Formal and Lexical Aspects of the English Language* (NCEL, Grades I-XII, Ministry of Education, GoP, 2006).

Table 2: Teachers' Attitudes Regarding Students' Preparedness/Ability

Teachers' Attitudes about Students' Preparedness for Studying Science and Math in English in Grade 4 onward	Arithmetic Mean of a 4-Point Likert Scale
As a result of studying English as a compulsory subject in Grades 1, 2, and 3, students will be able to...	
...understand the concepts of science and math in the English medium in Grade 4. (Reading and Thinking Skills)	2.1
...locate specific factual information from units of science and math written in English to answer short questions in Grade 4. (Reading and Thinking Skills)	2.1
...use a dictionary for searching a meaning in Grade 4. (Reading and Thinking Skills)	2.3
...retell a concept/story in a few sentences in English in Grade 4. (Reading and Thinking Skills)	2.3
...write sentences of their own in English using correct capitalization, punctuation and spellings in Grade 4. (Writing Skills)	2.1
...write a few simple sentences in English to describe a picture or an idea of science or math in Grade 4. (Writing Skills)	2.3
...follow the instructions to solve exercises from the science and math textbooks written in English in Grade 4. (Oral Communication Skills)	2.2
...have a basic conversation in English (What is the meaning of X?, What is your father's name?, What fruit do you like?, etc.) with their colleagues in Grade 4. (Oral Communication Skills)	2.5
...read the textbooks of science and math in English in Grade 4. (Formal and Lexical Aspects of Language)	2.1
...use three basic simple tenses (present simple tense, past simple tense and future simple tense) in Grade 4. (Formal and Lexical Aspects of Language)	2.0
...use the major punctuation marks, such as a full stop, comma, question mark, and exclamation mark, in Grade 4. (Formal and Lexical Aspects of Language)	2.6
...respond to and ask simple wh questions (What is this/that?, Who is he?, etc.) in Grade 4. (Formal and Lexical Aspects of Language)	2.6

Table 2 shows the central tendency in the shape of arithmetic mean of teachers' attitudes. Table 2 indicates that teachers disagreed with students' *Reading and Thinking Skills* in English such as (1) as a result of studying English as a compulsory subject in Grades 1, 2, and 3, students will be able to understand the concepts of science and math in English medium in Grade 4 (mean=2.1), (2)...students will be able to locate specific factual information from units of science and math written in English to answer short questions in Grade 4 (mean=2.1), (3)...students will be able to use a dictionary for

searching a meaning in Grade 4 (mean=2.3), and, (4)...students will be able to retell a concept/story in a few sentences in English in Grade 4 (mean=2.3).

Table 2 indicates that teachers also disagreed with students' *Writing Skills* in English such as (1) as a result of studying English as a compulsory subject in Grades 1, 2, and 3, students will be able to write sentences of their own in English using correct capitalization, punctuation and spellings in Grade 4 (mean=2.1), and (2)...students will be able to write a few simple sentences in English to describe a picture or an idea of science or math in Grade 4 (mean=2.3).

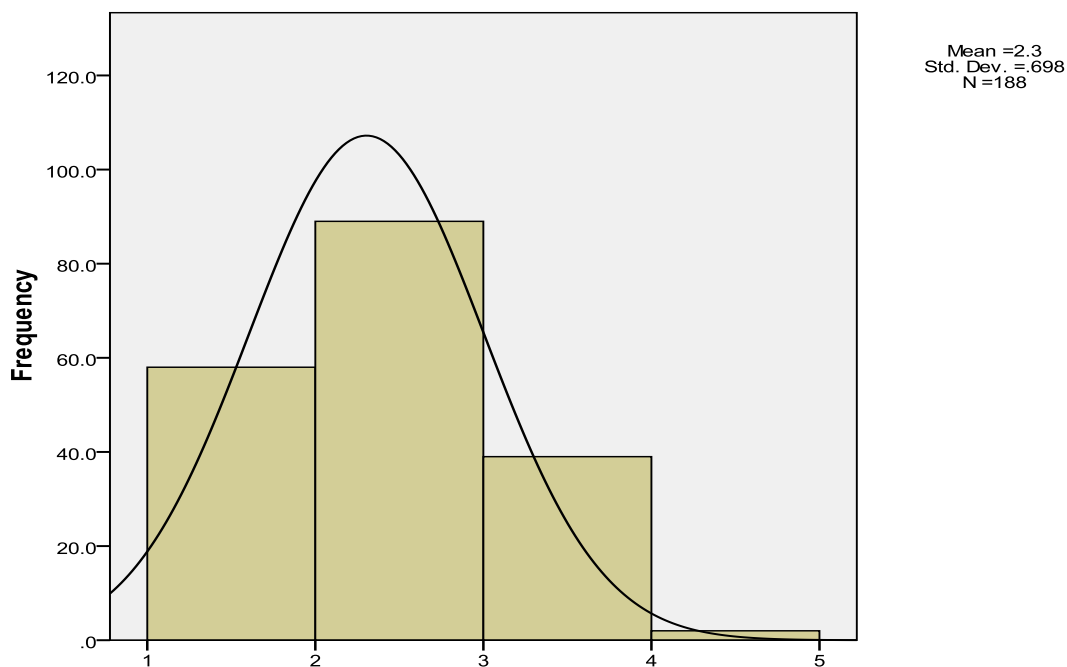
Furthermore, the Table 2 also shows that teachers disagreed with students' *Oral Communication Skills* such as (1) as a result of studying English as a compulsory subject in Grades 1, 2, and 3, students will be able to follow the instructions to solve exercises from the textbooks of science and math written in English in Grade 4 (mean=2.2), and they very slightly appeared to agree with (2)...students will be able to have basic conversation in English (What is the meaning of X?, What is your father's name?, What fruit do you like?, etc.) with their colleagues in Grade 4 (mean=2.5).

Moreover, Table 2 indicates that teachers disagreed with students' knowledge about the *Formal and Lexical Aspects of the English Language* such as (1) as a result of studying English as a compulsory subject in Grades 1, 2, and 3, students will be able to read the textbooks of science and math in English in Grade 4 (mean=2.1), (2)...students will be able to use three basic simple tenses (present simple tense, past simple tense, and future simple tense) in Grade 4 (mean=2.0); they slightly agreed with (3)...students will be able to use the major punctuation marks such as full stop, comma, question mark, and

exclamation mark in Grade 4 (mean=2.6), and, (4)...students will be able to respond to, and ask simple wh questions (What is this/that?, Who is he?, etc.) in Grade 4 (mean=2.6).

An overall arithmetic mean of the questions reported in Table 2 was also calculated to summarize and understand the teachers' overall attitudes toward their students' English ability and/or preparedness for studying in English in Grade 4 based upon their studies of English subject in Grades 1, 2, and 3. The overall arithmetic mean of the questions reported in the table is 2.3. The overall mean suggests that the participants disagreed with the idea that students would be adequately prepared to study science and math in English in Grade 4. The normal distribution curve on the arithmetic mean in Figure 3 also noticeably demonstrates that it is skewed toward teachers' negative opinion of the students' preparedness.

Figure 3: Teachers' Attitudes Regarding Students' English Ability



In addition to the aforementioned Likert Scale questions, as discussed above, the section also included a few exploratory questions such as “Do you teach English to your class every week?”; “If yes, how many times in a week do you teach English to your class?”; “How many minutes do you teach English to your class per day?”; and, what percentage of the state-mandated English textbook they could teach to their students each academic year. The major purpose of asking these exploratory questions from the teachers was to delve deeper into the effectiveness and efficacy of the current status of the teaching of the English subject policy initiated in Grade 1 and onward since 2003.

The quantitative results regarding “Do you teach English to your class every week?” reported in Table 3 indicate that the majority of primary school teachers (88.8%) do while 9.6% of teachers reported that they did not teach English to their students weekly. However, three of the teachers (1.6%) did not answer this question. Therefore, it must be pointed out here that because not all the 188 teachers responded to this question, the 188 number must be taken as a skewed number.

Table 3 “Do you teach English to your class every week?”

	# of Teachers	Percent	Valid Percent	Cumulative Percent
No	18	9.6	9.7	9.7
Yes	167	88.8	90.3	100.0
Total	185	98.4	100.0	
No Answer	3	1.6		
Total	188	100.0		

The quantitative results regarding the related question, “If yes, how many times in a week do you teach English to your class?,” reported in Table 4, indicate that the largest

percentage of the primary school teachers (24.5%) taught English to their students six times a week, followed by those teachers who taught three times a week (20.7%), four times a week (13.3%), five times a week (12.8%), two times a week (8.5%), and once a week (7.4%). However, 12.8%--twenty four participants--opted not to answer the question.

Table 4 “If yes, how many times in a week do you teach English to your class?”

	# of Teachers	Percent	Valid Percent	Cumulative Percent
One time a week	14	7.4	8.5	8.5
Two times a week	16	8.5	9.8	18.3
Three times a week	39	20.7	23.8	42.1
Four times a week	25	13.3	15.2	57.3
Five times a week	24	12.8	14.6	72.0
Six times a week	46	24.5	28.0	100.0
Total	164	87.2	100.0	
No Answer	24	12.8		
Total	188	100.0		

Furthermore, the quantitative results regarding “How many minutes do you teach English to your class per day?,” reported in Table 5, point out that the largest percentage of the primary school teachers, 34.6%, taught English to their classes about 30 minutes per day, followed by 20.7% of the participants who taught it about 45 minutes per day, 18.1% who taught it about 60 minutes per day, 10.1% who taught it about 15 minutes per day, 4.3% who taught it for more than 90 minutes, and .5% who taught it less than 15 minutes per day. A large number of participants—22, which amounts to 11.7%—did not answer this question.

Table 5 “How many minutes do you teach English to your class per day?”

	# of Teachers	Percent	Valid Percent	Cumulative Percent
About less than 15 minutes	1	.5	.6	.6
About 15 minutes	19	10.1	11.4	12.0
About 30 minutes	65	34.6	39.2	51.2
About 45 minutes	39	20.7	23.5	74.7
About 60 minutes	34	18.1	20.5	95.2
About more than 90 minutes	8	4.3	4.8	100.0
Total	166	88.3	100.0	
No Answer	22	11.7		
Total	188	100.0		

Finally, the quantitative results regarding the content the participants could cover from the state-mandated English textbooks each academic year indicated that 24 participants (12.8%) reported that they covered only 25%, 24 participants (12.8%) reported covering 50%, 35 participants (18.6%) mentioned that they could cover 75%, and 35 participants (18.6%) mentioned covering 100%. However, 70 teachers (37.2%) did not answer this question. In examining answers to the questions on this section of the questionnaire, one might say that the policy of teaching English has not been implemented very successfully by the surveyed teachers.

Above all, the quantitative results suggested that (a) although a majority (88.8%) of the participants taught English to their students, there was an obvious variation indicating irregularity and non-standardization in terms of the times per week and minutes per day the teachers spent teaching English in the government primary schools; (b) the participants believed that studying English in Grades 1, 2, and 3 would not allow

primary school students to develop the required level of various English skills to be able to learn science and math in an English medium classroom by Grade 4.

Qualitative Results

The thematic analysis of the participants' responses to the second research question, elicited through the semi-structured interviews and focus group discussions, supported the aforementioned quantitative results. That is to say, the interviewees and the focus group participants believed primary school students would not be able to learn science and math taught in English in Grade 4 with just the English they were currently learning in Grades 1, 2, and 3. The thematic analysis of the participants' responses to the second research question not only verified the quantitative results but also presented a complex picture about why the teachers thought that students would not be able to study science and math in the English medium in Grade 4 based upon studying English as a subject in Grades 1, 2, and 3. The thematic analysis of the teachers' responses to the question brought forth the following overarching theme and its two interrelated sub-themes.

Deficiencies in implementing English subject policy. The overarching theme pervasive in the participants' responses to this research question was that English was not taught very well in the government primary schools. For instance, Hussain--a male government primary school teacher serving in an urban Sindhi-medium government primary school--said,

I think the way the English subject is taught in Grades 1 to 5 in the government primary schools, and the way the policy of the English subject is implemented...I do not think the students would be capable in their English skills to read and

comprehend science and mathematics enough in the English medium. As a teacher, I do not think so. It would be very difficult. There would be many difficulties for the (English medium) policy to get implemented.

Showing his dissatisfaction with the way English was being taught in Grade 1 and onward in the government primary schools, Hussain believed the students would not be able to learn the content subjects in English by Grade 4. As a teacher, he saw “many difficulties” with the new English medium policy being implemented in the schools. Another participant, named, Zaheer--a male teaching in an urban Sindhi-medium school--agreed with Hussain:

English subject is almost not taught at all. Take my primary school as an example: there may be only two to three, surely not more than that number, government primary school teachers in my school who may be teaching the English subject to their classes. I am completely dissatisfied with whatever these two to three teachers teach in English. I do not see that much English.

Zaheer specifically mentioned that English was “almost” not taught in the government primary schools. In his opinion, the students would obviously not be able to learn science and math in English in Grade 4 since the English was “almost” not taught in the schools. Lamenting the situation and showing his disappointment with it, he stated that he did not “see that much English” in his school. In a similar vein, Khairal--a male teaching in a rural Sindhi-medium primary school--said, “...not many teachers I have come across pay their attention to teaching the English subject....Unfortunately this is what happens with most of the policies when it comes to their implementation. Although English has been made a compulsory subject from Grade 1 onward, it is still largely

confined to policy document; it is still a policy level jargon.” He added: “English is not taught properly and comprehensively in our villages.” The other participants, too, held a similar opinion that English was not taught properly and comprehensively in the government primary schools of the rural areas either. They believed that the policy mandating that English be taught beginning in Grade 1 still was not implemented well and in a standardized manner.

When the participants were probed further about the current status of teaching English in relation to enabling students to learn science and math in English starting in Grade 4, the following two interrelated sub-themes were found in the participants’ responses. The sub-themes suggested the poor implementation of the English teaching policy in the government primary schools.

Minimal or no use of the state-mandated English textbooks. One reason cited for students’ inadequate English skills was related to the limited use of the state mandated English textbooks. Almost all the participants, some overtly and some covertly, stated that the state-mandated English textbooks—the books which were supposed to develop the students’ English skills—were not used to a great extent in the government primary schools. It may be important to note here that the textbooks are developed to cover state-mandated English skills recommended in the national English curriculum. The English textbooks include the four skills of reading, writing, speaking, and listening. The teachers believed that English was not taught properly, comprehensively, and in a standardized manner because the state-mandated English textbooks were difficult for them to teach from.

While replying to my question about the efficacy of the English taught in Grades 1 and beyond, Mahboob said: “English textbooks are not taught in every grade.” Zara, Nageen, and Asya--all three females teaching in an urban Sindhi-medium primary school--commented about the books in a focus group discussion:

Zara: How tough these English textbooks are! My gosh!!

Nageen: Actually, they are very difficult for primary schoolchildren.

Asya: Look at the English textbooks of Grades 3, 4, and 5! These textbooks are so difficult that no one understand them here!

Nageen: Yes, this is true that the books are very difficult and very advanced. They are beyond the age and understanding of our students. It has recently been said that a kid who is three to four years old can be admitted to Grade 1 in the government primary school. Have you seen the English textbook for Grade 1? It has many things. It is very advanced as compared to the age and comprehension level of the students in Grade 1. We obviously cannot teach or cover the whole English textbook with them. The English textbooks are even difficult for teachers!! We even struggle in understanding them.....We are not able to teach them very well.

Zara: The books are indeed very difficult.

Asya: The books are very difficult. It is true that they are even beyond our understanding, too, particularly, the English textbooks from Grade 3 and onward.

These teachers held that the state-mandated English textbooks were very difficult for them to teach from. The teachers stated that the books were “beyond their [our] understanding” and they described their frustration with the books. In addition, the teachers believed that the books were “very advanced” and “beyond the age and understanding of their [our] students.” Therefore, they indirectly suggested that they did not use the books for teaching the English subject to their students. Another participant, Khairal commented similarly about the textbooks. He said,

I cannot understand the English textbooks for grades four and five. They are beyond my understanding. I am unable to teach [to my students] the textbooks of the grades properly. I am only able to read to [them] the lessons....I am not able to tell [them] the exact and proper meaning of the sentences or lines or the paragraphs from the book....We are very poor in English to teach to them the state-mandated English textbooks.

Khairal admitted that because he did not understand the English textbooks, specifically the ones of later primary grades such as Grades 4 and 5, he was unable to teach the English subject properly. He could only read the books to his students. However, when it came to teaching his students the “proper and exact meaning of the sentences or lines or the paragraphs from the book,” he could not do it. He believed his [his and his colleagues’] English proficiency too weak to be able to teach from the state-mandated English textbooks.

On this same subject Hussain commented that: “Because the English textbooks are not used while teaching the English subject, the students neither have reading skills, reading fluency, comprehension, nor do they have correct pronunciation.” Hussain felt

that because the English textbooks were not used or taught, the students did not have the required level of English skills to be able to study content subjects in English. Other participants, too, held similar perceptions. They asserted that the textbooks were not only difficult for their students but for themselves, too. Thus, because the English textbooks were not used effectively, the participants believed students would not be able to develop the required level of English skills to be able to learn science and math taught in English in Grade 4. However, the teachers believed the English skills could have been developed by the students had the English textbooks been used in the lower grades.

Teaching “Basic” Things in English. Another interrelated sub-theme that rose from the thematic analysis of the participants’ responses to the question regarding the effectiveness of English teaching in Grades 1 and onward revealed that a large number of participants taught only “basic” or “fundamental” components of English to their students. As discussed above, there was minimal or no use of the state-mandated English textbooks for teaching English in the primary schools. Upon probing the participants further about what they taught in English, the majority of the participants responded that they taught “basic” components of English to their students. For instance, Baghul, Shanul, and Sarti--all three females teaching in a rural Sindhi-medium primary school--commented on this in a focus group discussion:

Baghul: We teach English. We teach very basic things.

Shanul: Yea, very basic things such as capital and small ABCs. We also teach them to develop their English handwriting....We also teach some basic vocabulary like the names of the days, months, colors...

Baghul: ...or the English numbers from one to hundred, or the names of seasons of the years, names of fruits, vegetables, the names of days and months...yea, we teach these things in English.

Shanul: ...or the parts of body...

Sarti: Yea, we do teach English. We teach these things to our schoolchildren.

Baghul, Shanul, and Sarti all stated that they taught English to their students. However, their teaching included the “basic” components such as small and capital letters, English handwriting, numbers from one to hundred, and “basic” English vocabulary such as names of days, months, colors, seasons fruits, and vegetables. Zara, Nageen, and Nazish--all three females teaching in an urban Sindhi-medium school--held similar opinions as revealed in a focus group discussion. Discussing what they taught in English, they said:

Zara: We teach them small and capital ABC. We make sure that they are able to write small and capital ABC.

Nageen: We enable them to recognize them as well. We also teach them how English words are formed when we join the alphabetical letters. We also make sure that they develop their beautiful English handwriting.....

Nazish: Ada [brother], to be very honest, we teach these basic things the madams told you...such as capital ABC, small ABC, etc.....we do not teach English further....these basic things are usually taught in the subject of English in these primary schools.....

Again, the participants mentioned that they taught small and capital letters and how English words were formed and written. They made sure that their students developed beautiful English handwriting. Nazish not only confirmed that they taught these “basic” things in English but also went ahead and acknowledged that they did not teach any “further” English. In other words, the teachers did not specifically focus upon developing the students’ English skills that would have been developed had they from taught the textbooks. Nazish later revealed that the “basic” components they discussed were the things which were usually taught in the other government primary schools, too.

Other research participants also mentioned that they taught these basic things when they taught English to their students. When asked whether or not the government primary school teachers used the state-mandated English textbook at all to teach these basic things, the participants stated that they taught only the first two to three lessons/units or certain parts of them from the textbooks. These were the lessons which the teachers could understand, and which focused upon teaching these basic English components as well as basic questions and answers, such as “What is your name?”, “How are you?”, and “My name is XYZ. What is yours?”. The participants also maintained that such was the most common and pervasive way of teaching the English in the government primary schools. While discussing the “basic” English in the schools, Zaheer, who claimed to teach English as much as he could, commented that,

There is no English beyond that ABC, bat, and cat in Grades 1 to 5 in our schools. You know, there are complete lessons and units in our English textbooks. There are lessons consisting of many lines. There are not only apple, bat, and cat words.

There are complete lessons which need to be taught to students in order for them to build their reading skills. Nobody teaches those books.

As for using this basic English to prepare students to study science and math in English in Grade 4, Zaheer noted that:

What we must not forget is that English from Grade 1 onward is still not taught very well to the children. We must not expect that the children will be able to learn science and math in the English medium in Grade 4 based upon studying just small and capital ABCs, apple, bat, and cat in Grades 1, 2, and 3.

Zaheer related the current situation of teaching the English subject in the government primary schools to as “apple, bat and cat situation”. He lamented that while there were English textbooks, they were used completely. Only basic things were taught to students in the government primary schools. He later warned that such basic English was insufficient for the primary schoolchildren who need to study science and math in English in Grade 4. In sum, Zaheer’s words represented the situation the other participants shared about the status of English teaching in government primary schools. They admitted that English was not taught adequately and that the state-mandated English textbooks were largely not used for teaching English. Thus, the participants strongly believed that the primary school students would not be able to learn science and math in Grade 4 if it were taught in English.

Other issues impacting English in relation to the English medium policy. The participants’ responses to the research question regarding the effectiveness of the English being taught in Grade 1 and onward revealed multiple obstacles such as (a) English was the least prioritized in the annual and mid-term examinations in the primary schools,

there was a burden on teachers to teach all subjects, (b) classroom management and logistical factors such as a large number of students enrolled in each grade, a shortage of teachers, particularly in the rural government primary schools, made English lessons difficult. Discussing the issue the English tested on annual and mid-term examinations and showing a Grade 5 English question paper to the investigator, Mahboob said,

You would be surprised to see what is in the test/question paper. The test/question paper itself does not measure these skills which you [I] are talking about. The tests contain first four to five very simple questions such as “What is your name?”, “What is your caste?”, “Where do you live?” etc. After that main question, there is another question: some Sindhi words have been given; the students are asked to write the English words of these Sindhi words. For instance, the words are like “Hathi”, Chhatti”, etc. The students have to write “Elephant” for “Hathi” and “Umbrella” for “Chhatti”. The test for Grade 5 contains only these things!!! The test is not measuring what the English textbook of Grade 5 is teaching. If such is the official English tests of Grade 5, why will a government primary school teacher teaching Grade 5 have to teach more and extra English?!?! S/he will obviously focus on the previous tests and teach his/her English accordingly. S/he does not need at all to work upon his/her students’ skills of reading, writing, speaking, and listening. S/he would, of course, not need to teach the English textbook of Grade 5 fully and get his students to also solve the exercises which follow every unit. So, a primary school teacher’s teaching is mainly determined what is tested (in examinations) and how much a teacher is monitored and taken care of.

Mahboob showed his disappointment with the content of the English questions on the official tests. Pointing to a large gap between what the state-mandated English textbooks for Grade 5 contained and what the English questions on the annual exam measured, he believed the exam did not test what the textbook contained. He believed the government primary school teachers did not cover all the information in the books because the teachers taught English in accordance with the annual exams. Referring to such non-standard tests, he pointed to the disinterest prevalent at the administration level regarding the teaching of English. He further suggested that although the English language had been included in primary education, it had not been monitored in terms of whether or not and how it had been taught in the primary schools. Khairal agreed with Mahboob's opinions about the negligent administrative attitudes toward English. He said,

We [primary school teachers] never take English subject in Grades 1 to 5 seriously and teach it as comprehensively and properly as we do other subjects or courses. How can we take English seriously and teach it properly and comprehensively when English is not tested ever, or students are not tested for their English even in their annual exams? The supervisors and the officers who come to take/conduct the annual (oral) exams ask students to only recite to them ABC or answer their basic questions such "What is your name" or "What is your teacher's name?". English is not focused properly in annual exams.

Khairal admitted that he and his colleagues did not take the teaching of English "seriously," nor did they teach it "comprehensively and properly" because English was not tested and treated well by the examiners who conducted annual and mid-term exams. Other participants, too, held similar views. They held the opinion that the examiners

either did not ask their students a single English question when they inspected their classes for the mid-terms and final examinations or they did not include in the final English exams what the teachers taught to their students. The research participants believed such disparaging attitudes toward English as a subject contributed to demotivating and discouraging teachers from teaching English through the state-mandated English textbooks.

Regarding classroom management and logistical issues, urban participants in general and rural participants in particular expressed their concerns regarding the overcrowded classes, heavy loads of teaching many subjects, and unrealistic expectations placed on the teachers by initiatives such as the English language policies in their schools. For instance, Hussain said,

The system prevalent in our government primary schools that a single primary school teacher has to teach all the subjects/courses to his/her class is faulty and weak in itself. Neither can one ever be an expert of all the courses/subjects, nor can the same person be able to teach properly and completely all the courses/subjects to his students. For instance, there are about fourteen chapters in the textbook of Science in Grade 5. There is the course of Social Studies, too. There is also Mathematics. English is also there. There are seven compulsory courses in total from Grades 3 to 5, you know! Ironically, one teacher is expected to be the expert of all these seven courses, complete teaching the textbooks, and teach all of them properly and comprehensively. This is not possible with one teacher. How can only one teacher do all these things? These are the real issues to

be cracked and solved if our government really wants the English medium policy to start in the government primary schools.

Hussain believed the primary educational system was “faulty” since a single teacher had to teach all the subjects to his/her class from Grades 1 to 5. Mentioning the number of compulsory subjects in Grades 1 to 5, he believed that it was not possible for a single teacher to be an expert in all the subjects and teach them well. He believed if the policymakers really wanted to initiate a successful English medium policy, they needed to decrease the shortage of teachers and recruit subject specific teachers. Hussain’s words represented what other participants said about the issues which impacted their teaching in general and their English teaching in particular. Khairal agreed with Hussain in his perceptions regarding the issues. He said,

Due to the paucity of government primary school teachers in the government primary schools of the rural areas or owing to the multi-grade classes, I am not saying this for the government primary schools of the urban areas, all the required or compulsory subjects/courses of certain grade levels are not taught very well...I teach two grades – four and five – together in one classroom. Due to the dearth of classrooms and school teachers in the rural areas, I am compelled to be a multi-grade primary school teacher...Due to these reasons; a teacher teaches all the textbooks quite less in his school day.

Khairal echoed what the rural school teachers said in terms of being multi-grade teachers and facing issues in teaching the required subjects to their students through their textbooks. Pointing toward the shortage of teachers and classes, he stated that he was a multi-grade teacher: he taught Grade 4 as well as Grade 5 at the same time in the same

classroom. He, like other rural teachers, was unable to teach subjects through their textbooks. He could not give enough time to the textbooks. Other participants, too, mentioned such issues. The participants lamented that due to the shortage of teachers in rural schools, there were many rural teachers who taught multiple grades simultaneously. In such a situation, they were hardly able to teach regular subjects very well, let alone English. They also admitted that English was generally not taught in the rural areas because teachers did not have enough English proficiency. They expressed their concerns about initiating the teaching of science and math in English in Grade 4 because neither the students nor the teachers would be prepared for this change.

In sum, as was discussed earlier, though the government primary school teachers viewed the English language very favorably and thought it was a positive for their students to learn it, the quantitative and qualitative results revealed that the teachers did not believe that the students would have the necessary level of English proficiency to study science and math in English in Grade 4. Their responses suggested that, in their view, English was not taught sufficiently. They believed students would not have the English skills because they were not taught using the English textbooks adequately and fully, and they were only taught very basic components of English.

Quantitative and Qualitative Results of RQ # 3

Quantitative Results

The sixth section of the questionnaire investigated the teachers' proficiency in English and their satisfaction with their proficiency. The section consisted of nine Likert scale questions with four answer options: Strongly Disagree which had a numerical value of 1, Disagree, with a value of 2, Agree, with a value of 3, and Strongly Agree, with a

value of 4. Four of the questions explored the teachers' attitudes regarding their English proficiency; each question focused on a skill such as speaking, reading, writing, and listening. The other four questions probed their satisfaction with each of these English skills. The last question investigated their attitude regarding their overall English proficiency for teaching science and math English beginning in Grade 4 and onward in the government primary schools.

Table 6 shows the central tendency in the shape of an arithmetic mean measure of the teachers' attitudes regarding each of the English skills and their satisfaction with their abilities. For instance, with respect to their English speaking skills, the quantitative results indicate that the teachers believed they could not speak English fluently (mean=2.1). The results of their satisfaction with their speaking skills also showed that they were not satisfied with their skills (mean=2.3). Taken as a whole, one could infer that the teachers thought that they were not proficient at speaking English.

With regard to their English reading skills, the results in Table 6 show that the teachers deemed that they could somewhat read and understand English books, newspapers, and magazines (mean=2.6). Their satisfaction with their English reading skills results seemed to validate the opinion they had about their skills (mean=2.6). As a whole, one could deduce that the teachers were not highly confident about their English reading skills. Their assessment of their writing skills (writing essays, letters, emails, and applications in English) was the same (mean 2.6 for both proficiency and satisfaction with their proficiency). Thus, one could infer that the teachers were not very confident about their English writing skills either.

As far as their opinions of their English listening skills are concerned, the teachers thought that they could not fully understand news, songs, and movies in English (mean=2.4). The results concerning their satisfaction with their English skills further confirmed that they were less satisfied with their English listening skills (mean=2.5) than with their reading and writing skills. Taken as a whole, the teachers did not seem to be fully confident about their English listening skills.

Table 6: Teachers' Attitudes Regarding their English Proficiency

Teachers' Attitudes Regarding their English Proficiency	Arithmetic Mean of a 4-Point Likert Scale
I can speak English fluently.	2.1
I am satisfied with my English speaking proficiency.	2.3
I can read and understand English books, newspapers, and magazines.	2.6
I am satisfied with my English reading proficiency.	2.6
I can write essays, letters, emails, and applications in English.	2.6
I am satisfied with my English writing proficiency.	2.6
I can understand news, songs, and movies in English.	2.4
I am satisfied with my English listening proficiency.	2.5

Figure 4 shows the overall arithmetic mean of the teachers' attitudes regarding their abilities in these four English skills (mean=2.4). As the figure demonstrates, teachers believed they did not have reasonably sound English skills.

Figure 4: Teachers' Attitudes Regarding their Four English Skills

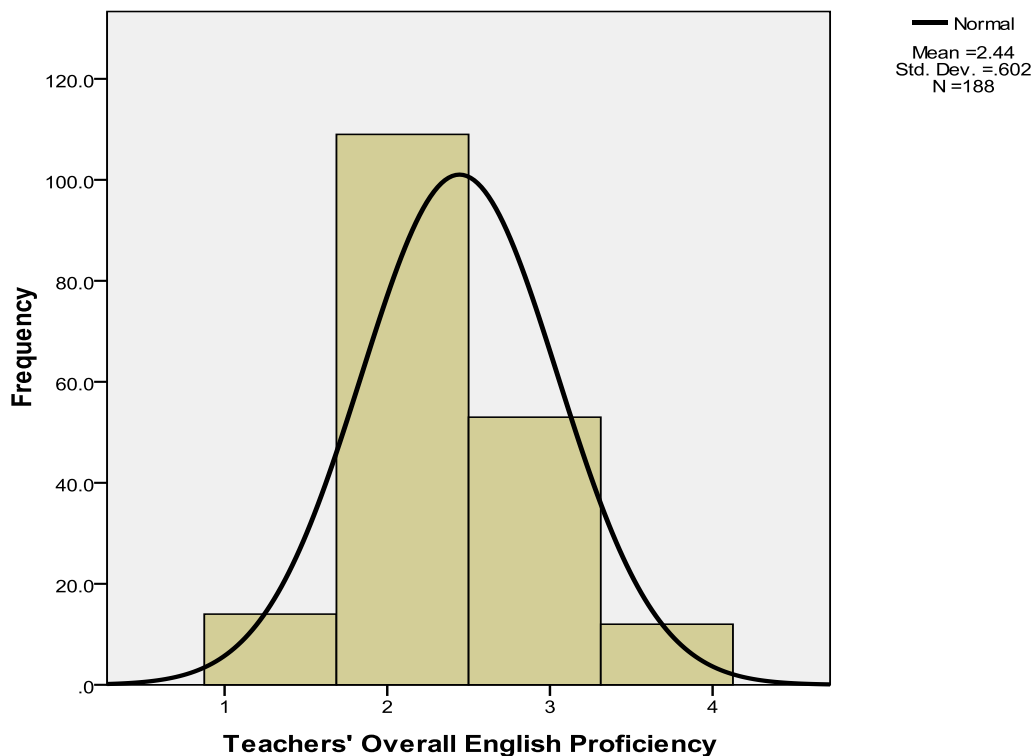
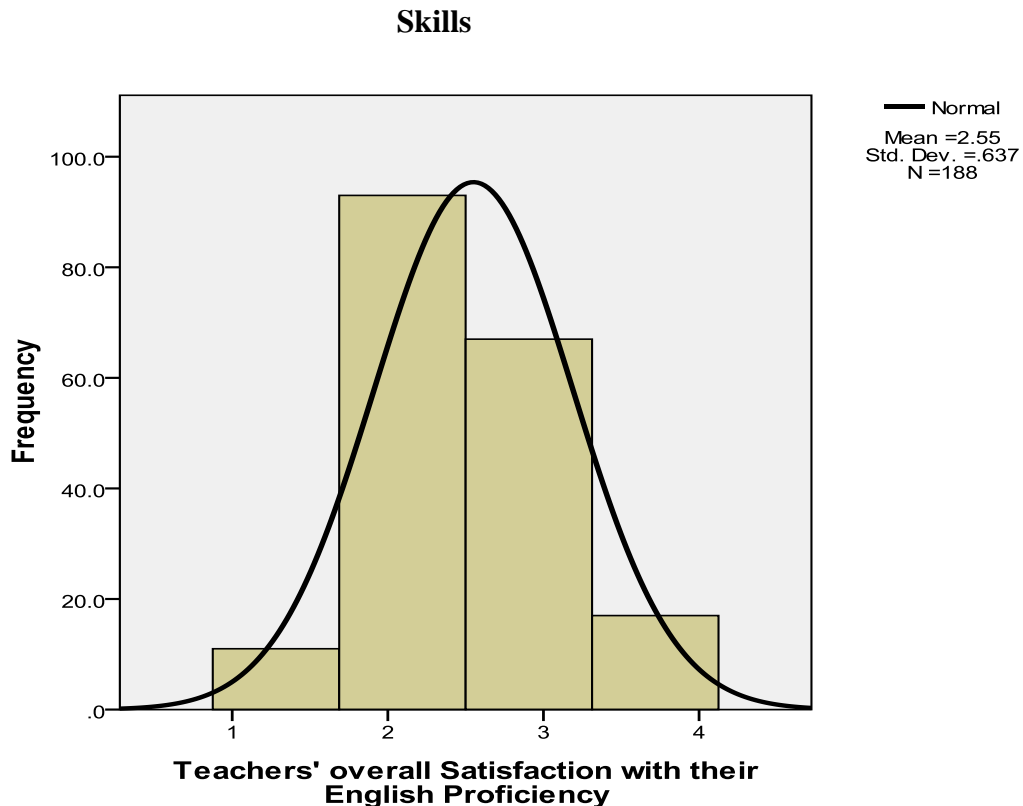


Figure 5 shows the overall arithmetic mean of their satisfaction with their four English skills (mean=2.5). As the figure shows, teachers were not very satisfied with their English skills. Altogether, having taking the results of their opinions about their abilities in these four skills and their satisfaction with them into account, one might arguably interpret that the teachers did not feel very confident about their English proficiency.

Figure 5: Teachers' Attitudes Regarding Satisfaction with Four English

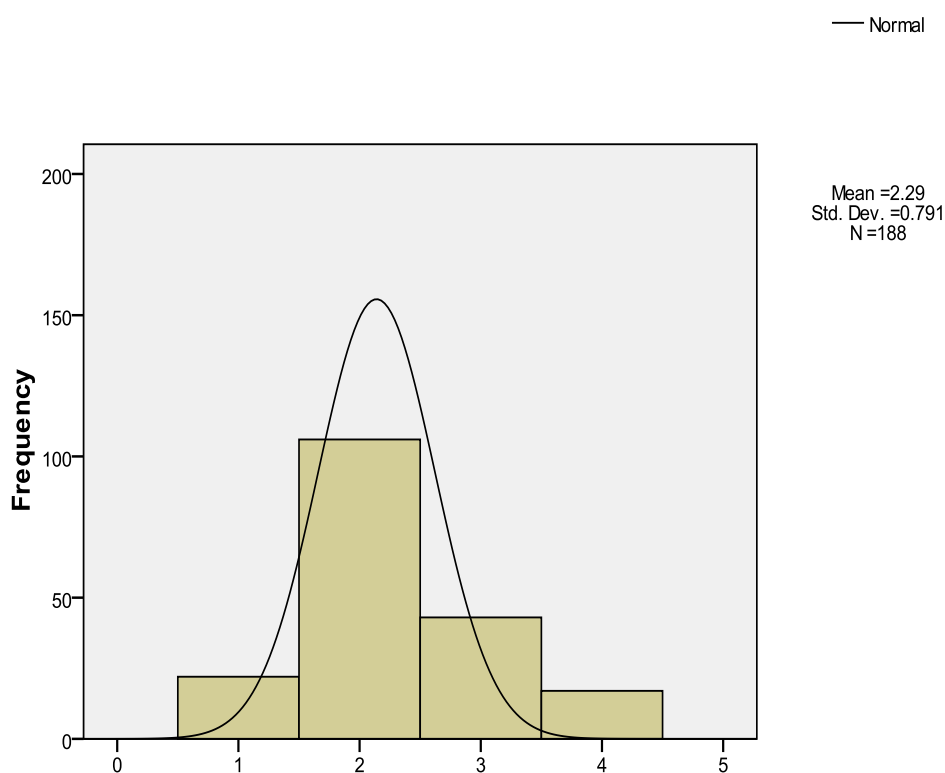


The interpretation of these results can be substantiated by the teachers' overall lack of confidence about their English proficiency specifically for teaching science and math in English: in responding to the last question of the section, "I have enough English proficiency to teach the content subjects, such as science and math, in English medium in Grades 4 and 5," the mean was 2.2. The teachers believed that they could not teach these subjects in English because they did not have enough English proficiency.

Table 7: Teachers' Attitudes Regarding their English Proficiency for Teaching in English

Teachers' Attitudes Regarding their English Proficiency for Teaching in English	Arithmetic Mean of a 4-Point Likert Scale
I have enough English proficiency to teach the content subjects, such as science and math, in the English medium in Grades 4 and 5.	2.2

Figure 6: Teachers' Attitudes Regarding their English Proficiency for Teaching in English



Qualitative Results

The thematic analysis of the participants' responses to the research question on their English proficiency, elicited through semi-structured interviews and focus group discussions, supported the aforementioned quantitative results. That is to say, an

overwhelming majority of the participants believed government primary school teachers, including themselves, did not have sound English proficiency. The thematic analysis of the participants' responses revealed the following theme.

“Yes, it is true that our English is weak.”--Teachers' attitudes regarding their English Proficiency. This theme pertained to the government primary school teachers' weak English proficiency. While referring to the deficiencies pervasive in teaching, Shanul commented in a focus group discussion that,

The problem we teachers face is that our English is also not that much good. We do not have that much English grammar knowledge, expertise, and proficiency to teach English to our students. We all, I think, started learning English as a subject, from Grade 6 rather than Grade 1. So, it is difficult for us to teach English to our schoolchildren.....The teachers do not have good foundation and knowledge for teaching English. It is obvious that if a teacher does not know English, s/he would definitely not be able to teach English.

Shanul acknowledged that her and her colleagues' English proficiency was weak. They did not have sound knowledge of English grammar or expertise in it. Shanul believed that was why the teachers were unable to teach the English subject properly through the state-mandated English textbooks. She believed the teachers did not have a sound foundation in English because they themselves did not start studying until Grade 6. She held the belief that teachers would not be able to teach English (much less teach other subjects using the medium of English) well because they themselves were not good at it. Zara said in a similar tone in a focus group discussion that,

Although we keep trying and shall keep trying to teach English whatever we know, we do not know that much English to be able to understand the English textbooks and teach them very well.

Zara admitted that the government primary school teachers did not have “that much” English proficiency to be able to teach English through the textbooks. She also implied that the teachers would not be able to teach other subjects in English very well. However, she believed the teachers would teach the students whatever English they knew. Nageen commented similarly in a focus group discussion,

We confess that we do not know English a lot. Therefore, we do not teach the subject of English as it should really be taught. We admit the fact.

Khairal admitted:

...the matter of the fact is that unfortunately we government primary school teachers do not know enough English to teach to them [students]. We are very poor in English to teach to them the state-mandated English textbooks. We do not know that much English.

“My English is weak.”, “We are not good at English.” and/or “We do not know English.” appeared in many other participants’ responses regarding their English proficiency and satisfaction with it. Participants’ responses indicated that primary school teachers who knew English very well and were quite few and far between. The participants admitted that a large number of their colleagues were weak in English. English was, therefore, not taught properly through the state-mandated English textbooks in the government primary schools.

Moreover, when the participants were probed with respect to the new English medium policy, the thematic analysis of the participants' responses revealed that they believed teachers' English proficiency was a crucial factor for teaching science and math successfully in English. For instance, discussing the implications of the English medium policy with respect to the teachers' English proficiency, Hussain said that "Government primary school teachers do not have sound English skills." He added: "What is the most important for teaching science and math in the English medium is a teacher's English proficiency. If a teacher does not know English or s/he has not English skills, s/he cannot teach science and math in the English medium." Hussain maintained that teachers' English proficiency was the "most important" factor for teaching science and math in English medium; the primary school teachers would not be able to teach science and math in English if the teachers did not have sound English proficiency.

Moomal agreed with Hussain regarding the crucial importance of English proficiency for teaching science and math in English. Expressing her concerns in case the English medium policy for math classes was put into practice, Moomal commented that: "I, as a government primary school teacher, do not know how to recite or teach, say, tables such as one plus one is equal to two, etc. in English. However, I do know the tables in Sindhi. It will indeed be a grave problem for me to teach math in the English medium." Like other teachers, Moomal believed she would not be able to teach content subjects such as science and math in English. Participants also held that since a large number of government primary school teachers did not teach the English subject properly, they would also not be able to successfully teach science and math in English either, unless

they were given refresher courses or intensive training for developing their English proficiency.

Later, when probed for the reasons for the government primary school teachers' weak English proficiency, Shanul offer important insights during a focus group discussion:

...the real issue that faces this [English medium] policy is the currently-employed teachers' weak knowledge or proficiency or skills in English. Teachers are not able to teach English up to Grade 5. The way they have studied English in their educational career is not sufficient for them. Or whatever they have been able to study English so far does not enable them to teach to their students. You know that how easy it was in terms of one's qualifications for becoming a government primary school teacher two decades ago. In the past, whosoever had education only up to either Grade 8 or Grade 10 could easily become a government primary school teacher without other professional or whatsoever qualifications. At that time, the teachers were also not required to teach English in grades 1 to 5 in their schools. They were only supposed to teach either Sindhi subject or certain subjects in Sindhi medium. Just imagine about these government primary school teachers who are still serving as teachers and who have education up to Grade 8! You know what it suggests? It suggests that they studied English as a subject only for three years starting from Grade 6 to 8. Or think of those teachers who have education up to Grade 10; they studied English as a subject for five years starting from their Grade 6 to 10. How can they teach English based upon that meager learning?

Participants' responses regarding the reasons for the primary school teachers' weak English proficiency revealed, as Shanul said, that teachers were first appointed to teach Sindhi/Urdu and certain other subjects in Sindhi/Urdu. English was never part of the curriculum in the primary schools. It has only been quite recently that the English language has been mandated beginning in Grade 1. Shanul and other teachers believed that this relatively recent curriculum change was why a majority of the teachers were not used to teaching English. Additionally, they held that when they were students, they themselves did not study the English language during their primary education. They began studying the English in Grade 6. They maintained that, on the one hand, the primary school teachers were permanently recruited on a political basis and/or through other ill means; and, on the other hand, anyone that had an education through Grade 10 could become a government primary school teacher. That was why the majority of the government primary school teachers currently teaching were still those who became teachers (a) on the basis of only 10 or 12 grades of education and/or (b) by political or ill means. Since they themselves did not have enough exposure to English in their educational career, their English proficiency was weak.

In sum, the quantitative and the qualitative results, taken together, evidently suggested that the government primary school teachers were not very confident about their English proficiency. They clearly believed they did not have enough English proficiency to teach science and math in English. The results were very telling in that they put forward the idea that science and math would and even could not be taught well if the English medium policy was put into practice by these government primary school teachers. In addition, the results also provided a reason as to why English was not taught

properly using the English textbooks in the government primary schools; it appears it was principally due to the teachers' weak English skills.

Quantitative and Qualitative Results of RQ # 4

Quantitative Results

The third section of the questionnaire investigated the teachers' attitudes regarding the impact of initiating an English medium education policy in government primary schools. This section of the questionnaire consisted of eleven Likert Scale questions with four answer options: Strongly Disagree which had a numerical value of 1, Disagree, with a value of 2, Agree, with a value of 3, and Strongly Agree, with a value of 4. Two questions examined the teachers' attitudes regarding the impact of the English medium education on the government schools, three asked about the impact on students, and six asked about the impact on Pakistan. Table 8 presents the central tendency of the teachers' attitudes in the shape of arithmetic mean regarding the impact of initiating the English medium policy in the government schools.

Table 8: Teachers' Attitudes Regarding the Impact of the English Medium

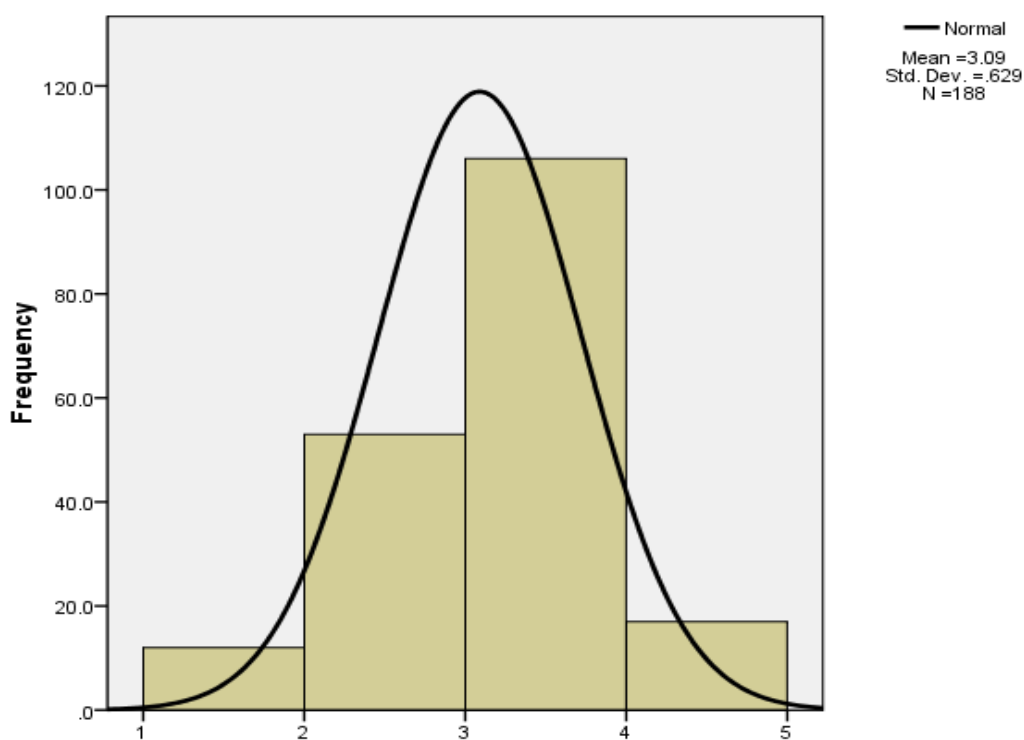
Teachers' Attitudes Regarding the Impact of Using English to Teach Science and Math beginning in Grade 4 and Onward	Arithmetic Mean of a 4-Point Likert Scale
The step of teaching content subjects, such as science and math, in the English medium from grade 4 onward can help...	
...the government schools to become quality institutes like the elite private English medium schools.	2.9
...the government schools to produce English proficient students.	3.1
...the students from the government schools excel on national competitive exams, such as the CSS (Central Superior Services).	3
...the students from the government schools to compete better for public and private jobs in the future.	3.1
...the students from the government schools to get motivated to learn English.	3.2
...Pakistan to accelerate its literacy ratio.	3

...Pakistan to emerge as an expert nation in science and math.	3.1
...Pakistan to reduce religious extremism in its society.	2.9
...Pakistan to compete with its neighboring countries in education and science and technology.	3.2
...Pakistan to reduce job opportunity gaps between the rich and the poor.	2.9
...Pakistan to emerge as a knowledge-based economy all over the world.	3.1

Quantitative results in table 8 indicate that the teachers believed that the English medium policy could “help the government schools to become quality institutes like the elite private English medium schools” (mean=2.9). Teachers agreed that English medium policy could “help the government schools to produce English proficient students” as the private schools in Pakistan did (mean=3.1). Teachers held the opinion that the English medium policy could “help the students from the government schools excel on national competitive exams, such as the CSS (Central Superior Services)” (mean=3). The participants believed that the English medium policy could “help the students from the government schools to compete better for public and private jobs in the future” (mean=3.1). Teachers believed that the English medium policy could help “students of the government schools to get motivated to learn English” (mean=3.2). The participants also held the opinion that the English medium policy could help “Pakistan to accelerate its literacy ratio” (mean=3), “Pakistan to emerge as an expert nation in science and math” (mean=3.1), “Pakistan to reduce religious extremism in its society” (mean=2.9), “Pakistan to compete with its neighboring countries in education and science and technology (mean=3.2), “Pakistan to reduce job opportunity gaps between the rich and the poor” (mean=2.9), and “Pakistan to emerge as a knowledge-based economy all over the world” (mean=3.1).

The following Figure 7 shows the overall arithmetic mean (mean=3.09) for the overall tendency of teachers' attitudes regarding the impact of initiating the English medium policy in the government schools. One could infer from the quantitative results that teachers, as a whole, saw eye to eye with policymakers about the importance of and rationale for initiating English as a medium of instruction for science and math in Grade 4 and beyond in the government schools.

Figure 7: Teachers' Attitudes Regarding the Impact of the English Medium



Qualitative Results

This question focused upon exploring the participants' attitudes regarding the impact of the English medium education policy in government schools, including the primary schools. The thematic analysis of the participants' responses to the research question, elicited through semi-structured interviews and focus group discussions,

corroborated the quantitative results with respect to the teachers' perceptions about the impact and policymakers' rationale for initiating the English medium policy in the schools. However, the participants felt strongly that the positive impact of proposed the English medium policy could occur only if the English subject policy initiated in 2003 (start teaching English to students in Grade 1) was consistently and effectively implemented in the government primary schools, the current teachers were trained comprehensively, and/or, new government primary school teachers who were proficient in English were appointed.

The English medium policy is a positive change. But..—Teachers' attitudes regarding the impact of the English medium policy. The thematic analysis of the participants' responses revealed that, due to the prestige and significance of English in Pakistan, participants held positive attitudes regarding the English medium policy and its rationale and impact. For instance, Karam--a male teaching in an urban Sindhi-medium school--said,

We cannot deny the importance of English. We cannot deny that studying in English medium can help our students in future..... Saiin [Sir] it is a good policy measure. It is a change. It is a very positive change. We need such positive changes in our government primary schools....Change is compulsory for life. We need change. It is necessary. The English medium policy is such a positive change for us, for our students, and, for our government primary schools.

Karam held a strong belief about the crucial importance of English in Pakistan. He believed teachers and other stakeholders such as students' parents, the students themselves, education officers, etc., could not think that English was currently not

important in Pakistan. In addition, he suggested that the government primary schools could be just as good at providing a quality education as the private English medium schools and also that the students of the government schools could develop their English proficiency through the English medium policy. Their English proficiency could later help them with higher education and various jobs competitions in their future. Therefore, Karam took the English medium policy for the government primary schools as “a very positive change.” While underscoring the significance of the English medium policy, he stated that such a positive change was “necessary” for “us, for our students, and, for our government primary schools.”

The intent of Karam’s words reverberated in other participants’ responses too.

While discussing the impact of the English medium policy, Mahboob commented,

...the students would get more opportunities to be proficient in English...teaching these two subjects [science and math] in the English language medium is beneficial for the students in the sense that they would start getting familiar with English medium education from Grade 4, and they can also develop their English proficiency by studying in the English medium, unlike us, who got familiar with the English medium at Grade 11... the English language medium policy can help the students to not only be English proficient but also be good at these courses.

The English medium policy may help them in their future university entry tests or recruitment tests. Or, if some students prefer being engineers in the future for their career, these subjects in the English medium may help them. No doubt that the English language medium policy is useful for them if it is started properly from Grade 4 onward. the difference can be eradicated with the English

language medium policy. The gloomy feelings found in the poor students that had they been the rich they could have gotten English medium education from the private English medium schools can be eliminated. In this context, there are benefits of the policy.

Mahboob believed the English medium policy could be beneficial as far as its impact and rationales were concerned. He believed students of the government schools would get more exposure to—“opportunities”—for English with the initiation of the English medium policy beginning in Grade 4, which would result in honing their English proficiency. While referring to himself and other teachers who started studying content subjects in English in Grade 11 and onward, he commented that the English medium policy was also beneficial because the students would get exposed to English medium education earlier in Grade 4, which could lead students to be not only good at English but also good at the subjects that were taught in English. This could help the students with their future career choices and jobs. In addition, he believed the English medium policy could also “eradicate” the “gloomy” feelings, as he sensed, pervasive in poor students for studying in private English medium schools and becoming proficient in English. As a result of the policy, Mahboob later added, “Our government primary schools can improve with the advent of the policy. Their atmosphere can be made studious. Some parents prefer their children study in private schools. It can be stopped with the policy.”

Mahboob, thus, believed that the teaching in English could result in improving the quality of the education at government schools, which could later discourage the societal trend in which parents prefer to enroll their kids in private English medium schools.

Discussing the rationale and impact of the English medium policy, Khairal commented that:

This is the modern era where English is international. If we, as a nation, really want to compete with this world, we shall have to learn English, and we shall have to equip our children with English language proficiency. Remember, we are living in the fastest world and the most advanced technological times. The world has become a kind of a global home.... Only English can help us compete. The new English medium policy is, therefore, very positive and good.

Khairal strongly believed that if Pakistan as a nation wanted to compete with other countries of the world, Pakistanis had to learn English. He thought that since these were modern times and English was an international language, it was incumbent upon Pakistanis to “equip” their children with English proficiency so they could play their constructive role in helping Pakistan walk shoulder to shoulder with the advanced world. He highlighted the fact that we live in the “fastest word and the most advanced technological times.” It was “only English” which could help Pakistan “to compete” in such times. In relating the English medium policy to such criteria, he believed that teaching core subjects in English was “very positive and good,” and that the policy did have the potential to help Pakistan compete in the modern world. Other participants’ responses, too, took the English medium policy to be positive and good in so far as its rationales were concerned. For instance, Hussain said,

As far their [policymakers’] ideas or rationale of the English medium policy is concerned, it is perfect and justified. There is nothing wrong with their policy that they want the poor primary students study in English medium and be proficient in

English as the kids of the rich living in the capital/advanced cities do and get proficient in English. I totally agree with them in their rationale.”

While the participants took the English medium and its impact as beneficial for the government schools, students of the schools, and Pakistan as a whole, when probed deeper, their responses to the question, also revealed that the English medium policy would render such positive impacts if it was first made certain that: (a) the English language policy was implemented well and teachers covered all of the state-mandated textbooks in the primary grades and 3 and (b) teachers were trained, and/or new teachers, good at English and/or good at teaching in English, were appointed. Discussing the policy with reference to the existing situation of primary education in the province of Sindh, Khairal clearly stated the modern world had become a global home and that the English medium policy was “very positive and good” for Pakistan because Pakistan as a nation had to be good at English in order to compete with the world. But Khairal also expressed concerns about the implementation of the English medium policy in the schools. He later said, “The problem lies in its proper implementation of such a policy in our government primary schools.”

Mahboob pointed out that, “The policy is very good in its content and rationale. But, the issue is who is going to implement the policy. I mean there are not those English proficient teachers in the government primary schools able enough to teach in the English medium.” Nasir Ali said in the similar tone,

No doubt that the policy is good in its assumptions and rationales. But, the real problem is who is going to teach the content subjects such as science and mathematics in English language medium; we do not have those government

primary school teachers in our schools whose English is good enough to be able to teach science and mathematics in English language medium. No, we do not have. So, tell me who is going to implement the policy. I wish we had such expert and committed teachers in our schools!”

Hussain said, “Does the English medium policy not imply that there must be those schoolchildren of Grade 4 who should have enough English skills to be able to study other subjects such as science and mathematics in English?” He later added, “If the policymakers really want the English medium to start in Grade 4 in the government primary schools, they must first focus on the already given policy of the English subject. They must make sure that English is taught through its textbooks to the students.”

The problems these participants and others saw were the dearth of those teachers in the government primary schools who were good at English. The participants held a strong opinion that a large number of currently employed government primary school teachers did not have enough English proficiency to be able to teach science and math in the English medium. Therefore, the problem the English medium policy is likely to face is the dearth of English proficient teachers. The participants held the opinion that it should be assured that the English subject (policy) was taught (implemented) well in the government primary schools. The participants held that the employment of new teachers and training the current teachers comprehensively to develop their English proficiency to teach in the English medium was very critical for the English medium policy to be successful on a larger scale.

In sum, the quantitative results showed that a majority of the teachers believed the English medium policy was beneficial in its principle, rationale, and impact. The

qualitative thematic analysis also supported the quantitative results. However, the participants related such benefits of the English medium policy with recruiting those teachers who were proficient English teachers, training the currently employed teachers, and making sure that English was taught well in the government primary schools.

Quantitative and Qualitative Results of RQ # 5

Quantitative Results

The second section of the questionnaire investigated the teachers' attitudes regarding their preparedness and motivation to teaching science and math in English. The section consisted of seven Likert Scale questions with four answer options: Strongly Disagree which had a numerical value of 1, Disagree, with a value of 2, Agree, with a value of 3, and Strongly Agree, with a value of 4. For investigating the teachers' attitudes regarding their preparedness to teach science and math in the English medium, two items were provided in the questionnaire. Table 9 presents the mean score of the teachers' attitudes regarding their preparedness to teach content subjects in English.

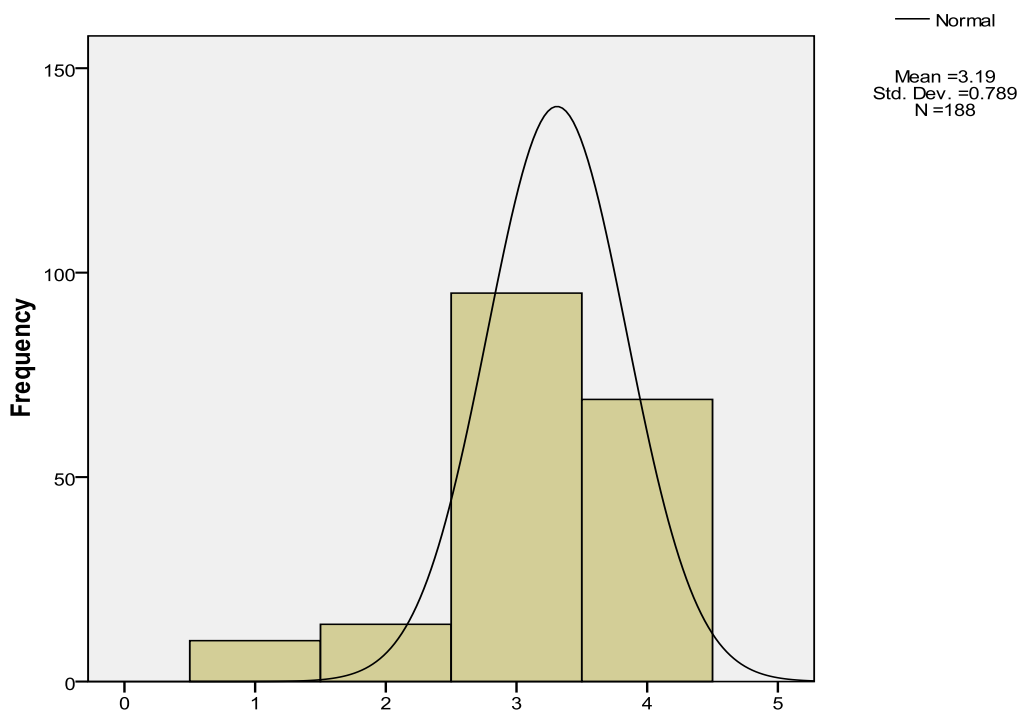
Table 9: Teachers' Attitudes Regarding Their Preparedness/Ability

Teachers' Attitudes Regarding their Preparedness/Ability for Teaching Science and Math in the English Medium	Arithmetic Mean of a 4-Point Likert Scale
I can teach content subjects, such as science and math, in the English medium in Grades 4 and 5.	2.5
Given training, I can better teach content subjects, such as science and math, in the English medium in Grades 4 and 5.	3.1

As the arithmetic mean results demonstrate in Table 9, the participants felt that they were currently only somewhat able to teach the subjects in English in Grades 4 and 5 (mean=2.5). Thus, they were not very confident about their ability to be able to teach science and math in English in Grades 4 and 5. However, the arithmetic mean result

regarding the item “Given training, I can better teach content subjects, such as science and math, in the English medium in Grades 4 and 5.” suggested that they believed they would be better prepared if they were trained (mean=3.1). In other words, the teachers thought training was very crucial for becoming able to teach science and math in English in Grades 4 and 5. Figure 8 shows a graphical view of the arithmetic mean of the question “Given training, I can better teach content subjects, such as science and math, in the English medium in Grades 4 and 5.” This figure indicates that the normal distribution curve is entirely skewed toward the opinion that training was needed in order to be able to teach the content subjects in English.

Figure 8: Teachers’ Attitudes Regarding the Role of Training for Being Able to Teach in the English Medium



It is important to reiterate here that in the background information section of the questionnaire, the majority of the teachers (52.1%) mentioned that they were not given any opportunities for in-service training. 35.1% of participants reported that they were given in-service training opportunities 1 to 2 times and by 8% of participants were given training opportunities 3 to 5 times. There was only one participant (.5%) who was given the training opportunities 6 to 8 times. 4.3% of participant did not provided this information on their surveys.

For exploring the teachers' motivation for teaching science and math in the English medium, five questions were provided in the section. Table 10 presents the central tendency of the teachers' attitudes regarding their motivation for teaching science and math in the English medium.

Table 10: Teachers' Attitudes Regarding their Motivation for Teaching in the English Medium

Teachers' Attitudes Regarding their Motivation for Teaching Science and Math in the English Medium	Arithmetic Mean of a 4-Point Likert Scale
How do you feel about teaching science and math in the English medium?	
I like teaching science and math in the English medium.	2.6
I can teach science and math in the English medium better.	2.7
I think the English medium is useful for students' future studies.	3.4
I can develop my English proficiency by teaching in the English medium.	3.3
Teaching in the English medium will hone my teaching skills.	3.4

Results regarding "I can teach science and math in the English medium better" (mean=2.6) indicate that the participants believed they only somewhat liked teaching these subjects in English. Results regarding "I can teach science and math in the English medium better" (mean=2.7) showed that to a certain fair extent the participants thought

they could teach these subjects more effectively in English than in Sindhi or Urdu. One could infer from the results that the participants were not confident enough about their current ability to teach these subjects in English.

However, results for the other 3 statements were more positive. A mean of 3.4 for “I think the English medium is useful for students’ future studies” show that the participants strongly believed English was useful for students’ future. Results for “I can develop my English proficiency by teaching in the English medium” (mean=3.3) indicate that the participants believed they could improve their own English proficiency by teaching in the English medium. Finally, results regarding “Teaching in the English medium will hone my teaching skills” (mean=3.4) show that the participants also believed they could polish their teaching skills by teaching in English. In sum, although the government primary school teachers thought that they were somewhat able to teach science and math in English, they felt training was quite critical for their preparedness and readiness to teach in English. With regard to their motivation, the teachers expressed a somewhat favorable desire for teaching in English. However, they viewed the English medium policy quite favorably as facilitative for developing their English proficiency and teaching skills.

Qualitative Results

Again, this part of the research focused exploring the participants’ attitudes regarding their preparedness and motivation for teaching in English. The thematic analysis of the participants’ responses, elicited through semi-structured interviews and focus group discussions, mostly corroborated the quantitative results. The teachers talked a lot about the need of training in order to be able to teach these subjects effectively in

English. In addition, they were highly motivated to learn English because they felt this could help them improve their English proficiency and teaching skills. The participants directly or indirectly associated their motivation with their belief in the need for training in order to benefit from the English medium policy.

Teachers' attitudes regarding their preparedness to teach science and math in English. The thematic analysis of the participants' responses showed a conditional response toward being able to teach in English with the prime condition of comprehensive and intensive training for developing their English. Although the participants differed on their opinions of the duration of such training, they still took the training to be essential for the success of the English medium policy. A few held that if they had to teach in English without training, they could, because they would work hard and learn what they did not know. However, most of the teachers believed that the training was essential, and they would not be able to teach in English without it. On the other hand, they believed that they and their colleagues would be able to teach the subjects very well if comprehensive training sessions were initiated for the policy in question. Discussing the importance of this training, Baghul and Sarti said in a focus group discussion:

Baghul: Teachers' trainings are very important in that context if we really want the policy to be successful. We must be taught from A to Z about how we should teach science and mathematics in English language medium. They must teach us in a comprehensive way. There must be such trainings, even for shorter duration. The point is that there must be. Only then there is a possibility that such an

English medium policy can be successful in the government primary schools.....Only then, it is possible for the teachers to teach in English language medium.

Sarti: Yea, we must be trained comprehensively. Then we may be able to teach in English language medium.

Baghul and Sarti believed teacher training was crucial for the success of the English medium policy in the government primary schools. In other words, they both suggested that if training sessions were not conducted before the policy was implemented, the policy might not succeed and bear the expected fruit. Baghul explained that the training must be comprehensive enough to teach them everything about how to teach science and math in English. She strongly believed such trainings must be conducted for the government primary school teachers, even if the training sessions were short. Sarti agreed with Baghul that the government primary school teachers might not be able to teach science and math in English if they were not trained effectively. Ikhlake--a male teaching in an urban Sindhi-medium school--, held a similar view:

...they [policymakers] will have to conduct very all-inclusive in-service trainings for the government primary school teachers. The trainings will not only build the teachers' English proficiency/skills but they will also train them how they could teach science and mathematics in English language medium.

He added:

Actually, so far as just implementation of the English medium policy is concerned, just implementation, it will be implemented; teachers may teach science and mathematics in English medium because they have to teach; they are

paid for teaching; but, the policy will not produce the expected or better results.....

Ikhlaque thought that the policymakers must arrange those “all-inclusive” trainings for the currently employed government primary school teachers which could not only help teachers develop their English proficiency but also help them learn how to teach in English. He maintained the policy would be implemented regardless, since teachers were paid for teaching. He strongly believed the policy would not be fruitful, or live up to its expectations, without conducting such comprehensive trainings for the teachers. Sharing a similar perspective, Nasir Ali said that:

I think it is necessary that teachers, first of all, must know English in order for the policy to work well. They must have enough English skills to be able to teach in English language medium. Trainings, comprehensive and regular ones, must be conducted to ensure that teachers learn English and learn teaching in English medium. Teachers’ learning English is first and foremost very important, because if they do not know English, their trainings of how to teach in English will be very useless.

Zaheer commended that:

The most important implication, as I understand now, is that the current teachers must be taught English and they must be trained about how to teach in English language medium. The teachers must be trained enough that they could teach in English language medium.

Bahadur said that in his opinion:

If the policy is going to be implemented anyhow I think the current teachers must be trained very well. The trainings should not be typically for seven days or two weeks. No, there should be lengthy and robust trainings.

Khairal echoed what other said:

The currently employed government primary school teachers should be checked and tested in terms of their proficiency or knowledge/expertise in the English language....Those teachers who appear less proficient and/or not proficient at all should be trained. They must be sent for some months for some intensive training to develop their English proficiency and expertise.

Other participants, too, believed the government primary school teachers would not be able to teach science and math in English without getting trainings, not only for developing their English skills but also for developing their pedagogical skills for teaching in English. The participants agreed that the English medium policy would not yield the desired results unless the teachers received extensive training.

Teachers' attitudes regarding their motivation for teaching in the English Medium. When the participants were asked about government primary school teachers' capability to teach in English, as discussed above, the participants decisively related their ability to teach in English with sufficient training. Also, when they were asked whether they thought English was "useful for students' future studies," the participants agreed due to the current importance of English in Pakistan (as previously discussed). When the participants were probed in the context of how teaching in English could help them, few participants held the policy could help develop their/teachers' English proficiency and/or their teaching skills. The thematic analysis of the participants' responses regarding their

aspirations for teaching in the English language medium supported the quantitative results to a fair extent. However, the participants directly or indirectly linked their motivation with their feelings for the need for trainings in order to benefit from the policy. For instance, Baghul and Sarti commented on the issue in a focus group discussion:

Sarti: ... We need English trainings....if the new policy, English medium one, is implemented, we might be pressurized to learn English, or we might be trained how we should teach in English language medium. There is nothing wrong in learning what I do not know. So, I am kind of ready or motivated for learning.

Baghul: Yea, there is nothing wrong is learning what we do not know. We have never thought that we should stop learning now because we are teachers now. No. we have not thought so ever. We do not take learning as our demerit. Rather we get excited that.....

Sarti: Yea, we feel happy and excited that we shall learn English. We shall then be able to teach English to our schoolchildren properly. We are kind of sad that we are not teaching English to our schoolchildren properly. We are unable to teach the state-mandated English textbooks. So, we feel happy that we shall learn.

Sarti first believed she and other government primary school teachers needed training in order to teach in English. She later said that she and other teachers might learn English and learn to teach in English because they would feel “pressured” to teach anyhow as the policy would get implemented in the schools. She suggested taking

pressure in positive sense for learning what she did not know. She felt that she was quite motivated for learning something new: in this case, learning to teach science and math in English. She was also unhappy that she was currently unable to teach English very well.

Baghul shared Sarti's opinions about the motivation for learning what they did not know and getting trained. Despite the fact she was a teacher, Baghul believed in the importance of continuing to learn and improve. Thus, she also took the English medium policy as an opportunity for learning to teach in English and developing her English proficiency. Thus, both Sarti and Baghul were "excited." The comments not only reflect the teachers' motivation for teaching in English but also show that they took the English medium policy as an opportunity to learn what they did not know. Karam teaching in an urban Sindhi-medium school--held a similar perspective while discussing his motivation related to English medium policy:

Personally, I like the policy. I think the English medium policy is better for us....The greatest benefit I see of teaching in the English medium is that our (teachers') English knowledge and/or proficiency will start developing and getting better. The more we will be teaching in the English medium, the better our English proficiency will get. As a result, the standard/quality of the education of our government primary schools would increase and improve.

Karam liked the English medium policy because he believed that it would lead to government school teachers' better English proficiency, since the more the government primary school teachers taught in English the better their English proficiency would get. He believed this improvement would help the government primary schools emerge as quality institutions. Karam himself was quite motivated in relation to the English medium

policy because he saw it as an opportunity for developing his own English proficiency and being able to teach in English.

In sum, considering the quantitative and qualitative results regarding the teachers' preparedness and motivation for teaching science and math in English, most held that teaching in English could be helpful to them in the context of developing their English proficiency and honing their teaching skills, but all the participants strongly believed they needed robust training in order to accomplish this.

Quantitative and Qualitative Results of RQ # 6

Quantitative Results

The fourth section of the questionnaire investigated the teachers' attitudes regarding the factors that they believed could impact students' learning of science and math when it is taught in English. The section consisted of fourteen Likert Scale questions with four answer options: Strongly Disagree which had a numerical value of 1, Disagree, with a value of 2, Agree, with a value of 3, and Strongly Agree, with a value of 4. Three questions in this section explored the teachers' opinions related to students' parents. Next, three questions in this section of the questionnaire examined the teachers' opinion related to the students. In addition, three questions in this section investigated participants' attitudes related to government primary school teachers. The last five questions in this section investigated the teachers' attitudes regarding government primary educational system.

Table 11 presents the quantitative results in the form of arithmetic mean of the teachers' opinions on these various aspects of the factors.

Table 11: Teachers' Attitudes Regarding the Factors

Teachers' Attitudes Regarding the Factors which can Impact Students' Learning Science and Math Taught in the English Medium in Grades 4 and 5	Arithmetic Mean of a 4-Point Likert Scale
The students of the government primary schools can succeed in learning science and math in English in Grades 4 and 5 if...	
...their parents tutor them regularly at home after school.	3.1
...their parents are motivated about their education.	3
...their parents buy them the required textbooks and copies on time.	3.1
...students have enough English proficiency to study science and math in the English medium.	2.9
...students want to study science and math in the English medium.	2.9
...students are good at reading and writing in their first language.	3.4
...the primary teachers have teaching skills to teach science and math in the English medium.	3.3
...primary school teachers are sincere about their profession.	3.5
...the primary teachers have enough English proficiency to teach science and math in the English medium.	3.3
...there is a standard system in the primary schools for gauging primary school teachers' textbooks content coverage.	3.3
...there is standard system for students' academic assessment in the government primary schools.	3.3
...there is standard system for primary school teachers' in-service trainings.	3.6
...there is standard system for evaluating primary school teachers' teaching.	3.5
...public education becomes one of the state's top priorities.	3.5

As the quantitative results in Table 11 demonstrate, with respect to the role of parents in assisting their children's learning of science and math taught in English, teachers agreed that parents had quite a significant role to play for their children to be successful studying these subjects in English. For instance, the teachers believed the students of the government primary schools could succeed in learning science and math in English in Grades 4 and 5 (a) if their parents tutored them regularly at home after school (mean=3.1), (b) if their parents were motivated about their education (mean=3), and (c) if their parents bought them the required textbooks and copies on time

(mean=3.1). As a whole, teachers thought the parents' role was important for their children to succeed in learning science and math in English. Conversely, one may say that teachers believed students could suffer in their studies if their parents did not play their role.

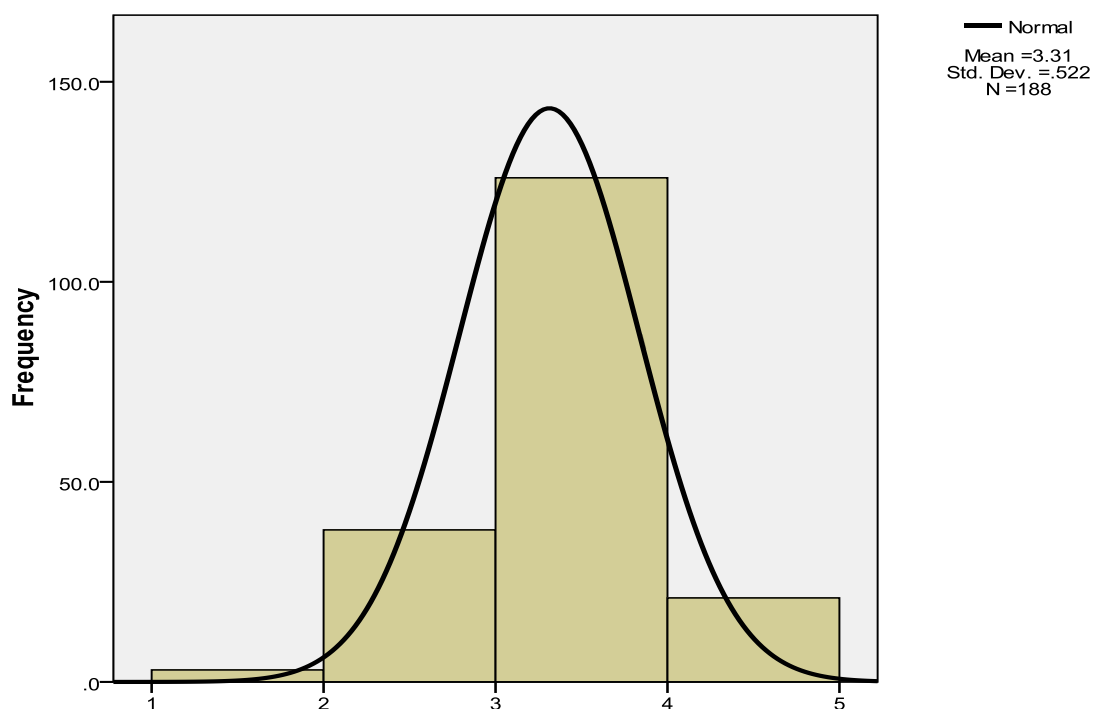
Regarding the primary school students, the quantitative results in Table 11 show that the teachers deemed students' abilities and motivation important. For instance, the teachers thought the students could succeed in learning science and math taught in English if (a) students had enough English proficiency to study science and math in English (mean=2.9), (b) students wanted to study science and math in English (mean=2.9), and (c) students were good at reading and writing in their first language (mean=3.4). As a whole, the teachers thought that government primary school students' English proficiency, their motivation for studying in the English medium, and their sound L1 skills were important for them to be able to succeed in studying content subjects in English.

With respect to government primary school teachers, the quantitative results in Table 11 indicate that the teachers believed they also occupied a critical place in helping the students succeed in learning science and math taught in English. For instance, the teachers believed that the students of the government primary schools could succeed in learning science and math in English in Grades 4 and 5 if (a) the primary teachers had teaching skills to teach science and math in the English medium (mean=3.3), (b) primary school teachers were sincere about their profession (mean=3.5), and (c) the primary school teachers had enough English proficiency to teach science and math in English (mean=3.3). In other words, teachers believed their teaching capability for teaching

content subject in English, their sincerity about and commitment to their profession, and their English proficiency were important factors in allowing the students to succeed in learning these subjects in English.

Finally, with regard to the government's primary educational system, teachers firmly believed that the students of the government primary schools could succeed in learning science and math in English in Grades 4 and 5 (a) if there was a standard system in the primary schools for gauging primary school teachers' textbooks content coverage (mean=3.3), (b) there was standard system for students' academic assessment in the government primary schools (mean=3.3), (c) there was standard system for primary school teachers' in-service trainings (mean=3.6), (d) there is standard system for evaluating primary school teachers' teaching (mean=3.5), and (e) public education became one of the state's top priorities (mean=3.5). As a whole, teachers strongly believed standardized systems, in-service training, and monitoring of primary school teachers' teaching were vital to the success of student learning. Figure 9 shows the overall arithmetic mean of the teachers' attitudes regarding the importance of the factors teachers believed to be vital for the primary school students to succeed in studying science and math in English (mean=3.3).

Figure 9: Teachers' Attitudes Regarding the Factors



One could infer that the quantitative results suggest that the participants believed the English medium policy might not succeed if the parents, students, teachers, and state or policymakers did not play their due roles.

Qualitative Results

Again, this question focused on exploring the research participants' attitudes regarding the factors they believed could impact students' learning of science and math taught in English. The thematic analysis of the participants' responses to the research question, elicited through semi-structured interviews and focus group discussions, supported the quantitative results with respect to the teachers' attitudes regarding the crucial importance of parents, teachers, students, and the government/policymakers in students' success in science and math. In addition, the thematic analysis revealed a sub-

theme regarding the importance of initiating period system in the government primary schools.

Teachers' attitudes regarding the role of parental involvement. When the participants were probed about the role of parents whose children study in the government primary schools, they acknowledged that parents had “a very important role to play.” They agreed that if the children had parental care and support for their studies in their homes, it could help the kids learn science and math taught in English. For instance, discussing the significance of the parental role, Ikhlaque commented:

It is a fact that a student has more time in his/her home than s/he does in a school.

It is here that parents become more important in playing their role by giving regular time to their children from their daily schedule. If English is initiated as a medium of instruction for subjects, such as science and mathematics, tomorrow, they can help their children by coaching, monitoring, and/or helping their kids to understand science and mathematics in the English language medium.

Ikhlaque held that students spent more time in their homes than they did in the schools. Taking this division of time into account, Ikhlaque maintained that parents, too, were responsible for nurturing their children academically. He believed parents could play their role by providing regular time to their children. He believed that if the English medium policy got implemented in the future, the parents could help, teach, and coach their children in studying science and math in English. Another participant, Hussain agreed that parents had a central role to play:

...parents can help us by helping their kids at night to solve their homework. This is their great help not only to us but also to their kids. Anyone at home who is

educated and school-literate such as one's brother, sister, father, mother, aunt or uncle can help a student in his/her subjects. They can help students, for instance, to read their English lessons several times in home before they come and read in school. They can help in other ways too if they really want. I have noted that those students who get parental care perform better in schools. I have done some experiments in my class: I called some parents through my cell phone and wrote a letter to some about the progress of their children in the English subject in my class. I requested them to kindly give them just half an hour at night and take care of their English homework they get from the school. Later, when I asked the students whether they got any help from their home, they told me that their father had deputed their elder sister or brother to take care of their English lessons and homework. They later fared well in English in my class; because, they started getting some care and help from their home. Such kind of help can be done and must be done by parents.

Hussain believed parental help to their children was also help to the teacher since it allowed a teacher to keep teaching according to his/her schedule in giving new lessons, conducting certain activities related to the new lesson, and teaching the whole class together. He believed anyone who was literate or had been to school could help students with their homework. He emphasized that parental commitment or sincerity for their kids' better academic performance was of prime importance. In sharing his experience, he demonstrated that those students who got help at home performed well in his class. He emphasized that such help "could" be and "must" be provided to a child in order for that

child to perform well in the school. Other participants, too, believed that the parents' role was critical for the students' good performance.

While the participants strongly believed parents had to play their role in the context of the English medium policy, they also maintained that not many parents often contacted them about their children. Thus, when the participants were probed on this topic, they lamented. For instance, Nasir Ali said, "Only a few parents get in our touch, very a few ones. The parents whose children study in government school rarely contact us about their children's progress. They do not get or remain in our touch very regularly and often." Another teacher, Bahadur agreed: "I think 99% parents are not and do not get in my touch for knowing about how their kids are performing in their class." The comments echo what the other participants said about the dearth of parents' communication with the teachers about their kids' academic performance.

When the participants were asked why parents do not contact them, Bahadur's words: "Majority of children who study in these schools is very poor. Their parents are laborers. They leave their homes in the morning for their work and come back either in the evening or at night. So, despite my requests, some parents are unable to come and meet." echoed what the other participants experienced. They opined that a majority of the parents whose children studied in the government primary schools were poor and unaware of the importance of their role in their children's education. Teachers believed the students' parents were not as careful and concerned about their children's education as they were about other issues of life such as earning enough money to make ends meet. Rural teachers commented that since a majority of the rural parents were farmers as well as poor, they wanted their kids to help them farm or help them run their homes. Thus,

they lamented that many students, as they grew up, dropped out of the primary school when they reached Grade 4 or 5 and started helping their parents or working somewhere in the cities near their villages. As Ikhlauque said, “parents have to realize that they should provide to their children an environment in their homes which would be conducive to their children’s learning or doing their homework. They have to realize this responsibility that they should help their children.” Other participants, too, believed parents must play their role as much as they could.

Teachers’ attitudes regarding students. The thematic analysis of the participants’ responses regarding students revealed that the participants believed students’ motivation to learn and their English proficiency were very critical for them to succeed in studying science and math in English in Grades 4 and 5. With respect to the students’ English proficiency, participants held that since the English medium education would start in Grade 4, as written in the policy, it was imperative for the students to have developed enough English proficiency in Grades 1, 2, and 3 to be able to study science and math in English in Grade 4 and beyond. However, the teachers felt that the students were not currently prepared. For instance, Bahadur’s stated:

No! It is very difficult for our primary schoolchildren to be able to study science and math in the English medium in Grade 4 and onward. It is very difficult, at least in the current times in the current set-up with the current primary teachers..... Even if we suppose that a teacher is a well-qualified person who knows English and other subjects. Do you think that the only fact that there is a well-qualified teacher can ensure that his/her students will be able to study and understand science and mathematics in English language medium? I mean to say

having only a well-qualified teacher is insufficient. There must also be such students who could be able to study and understand these subjects in English language medium. Neither do we have such teachers nor do we have such students. Therefore, the policy is unfeasible for our schools in the current times.

While highlighting the importance of the government primary school students' English proficiency for being able to learn science and math taught in English, Bahadur's comments reflected that he did not think current students were prepared for this. He believed that, in addition to the availability of well-qualified and English proficient teachers, the schools needed English proficient students. Unfortunately, he felt there were neither English proficient primary school teachers nor students who had learned enough English in Grades 1, 2, and 3, to study content subjects in English in Grade 4. Thus, he maintained that the English medium policy was "unfeasible" and impractical for the government primary schools currently.

Hussain, too, gave similar comments when he was asked about the importance of students' English proficiency:

I think the way the English subject is taught in Grades 1 to 5 since 2003 in the government primary schools and the way the policy of English as a compulsory subject is implemented there – we also discussed earlier about how well the English subject is taught to the primary students and how well this English subject policy is implemented – I do not think the students would be enough able in their English skills to read and comprehend science and math in English language medium. As a teacher, I do not think so. It would be very difficult. There would be many difficulties for the policy to be implemented.

When he was probed about which “difficulties” he saw; he replied:

Actually, the English subject has not been and is not being taught very well. The English subject policy is not implemented properly and with commitment at a local level in a primary class. If the government wants that a Grade 4 government primary school child study, which means s/he read and comprehend, science and math in the English language medium, it is first necessary that the schoolchild must have enough English (reading) skills that s/he can read and comprehend the subjects/courses in the English language medium. Our current Grade 4 student does not have enough English skills. There are huge gaps and weaknesses in their English skills. They would not at all be able to read and comprehend science and math in the English language medium. If a student does not have required expertise in English or s/he does not have enough English proficiency, how on earth can s/he be able to study (read and comprehend) another subject/course in the English medium? Reading and comprehending science and math by the government primary school students and understanding and teaching these subjects by the current government primary school teachers are very difficult. The English medium policy seems difficult to be enacted successfully in the current situation.

Hussain’s comments represented what the other participants too believed. They believed that the students’ English proficiency was crucial for them to understand science and math lessons in English. Since the English subject was not taught well, students did not have enough English proficiency. Thus, they strongly believed it would be very “difficult” for the English medium policy to work in the government primary schools.

The qualitative finding confirmed what was found in the first research question: that the students of the government primary schools would not be able to learn in the English medium in Grade 4 and beyond because they were not taught English well in Grades 1, 2, and 3.

With respect to the students' motivation and desire for English, the thematic analysis of the participants' responses revealed that the teachers believed it was also necessary for the students to like English and want to learn it. The participants believed the students did, in fact, want English; they liked English a lot. However, there were not enough English proficient primary school teachers who could teach the students English or other subjects in English. Commenting upon her students' desire for learning English, Sibhagi said:

They [students] are very positive about learning English. They have a lot of interest for learning English. I am telling you the experience of today's teaching. After I finished teaching the Sindhi and Urdu subjects, the students wanted to start reading to me their lessons from the English textbook. Indirectly, they did not want me to start teaching to them math or science or any other subject. They just came to me with their English textbooks and wanted me to listen to their English lessons. After some students were done, they wanted me to give to them a new lesson from the book. They did all this on their own. I have observed that they do this on their own. They like English.

Sibhagi's comments reflected that the students of the government primary schools were highly motivated to learn English. One could infer that since the students liked

English, they could enjoy studying other subjects in English too. Mahboob made a similar content when he was asked about students' motivation and desire for English:

They [students] are very much interested in learning English. They have desire to learn English and like English... I think the major reason they like English is because English is everywhere (on televisions, on mobiles, their elder brother and sisters learn English). They see the use of English everywhere. They feel that English is must for them in order to advance in their studies. They have this feeling in their head and heart that English is must for them. At present, I am teaching Grade 1 this year. When the students come to me for their Sindhi lessons, they also ask me for their English lessons on their own. They ask me whether they write and show to me their ABC on their slate or copies. I do not ask them to write and show to me the English alphabet. They do it on their own. It means they have interest to know or learn English. In fact, students are there who want to learn English, we lack in those government primary school teachers who could polish the students and teach them the English subject properly and comprehensively. Students know very well that English language is must for them.

Like Mahboob, other participants believed the government primary school students were highly motivated to learn English. Taking the students' high motivation for learning English into account, the participants believed the students would like studying other subjects in English. However, they reiterated, as Mahboob did, that the government primary schools did not have teachers who could teach them either English language or science and math in the English medium.

Teachers' attitudes regarding teachers. The thematic analysis of the participants' responses regarding teachers revealed that the participants believed teachers' sincerity and commitment to their profession, their teaching skills in English, and their English proficiency were very decisive determinants as to the success of students to learning science and math in English. Participants held that without personal commitment and professional skills, teachers would not be able to teach in English. Since the teachers' English proficiency and English teaching skills have already been discussed in detail, they are not discussed again here. This section focuses on teachers' sincerity and commitment to their profession.

The participants believed that although there were issues related to the government primary educational system, these teachers were not committed and sincere in their professions. They believed primary school teachers' sincerity and commitment to their profession was crucial for the successful implementation of the English medium policy. Bemoaning the dearth of commitment and sincerity among the majority of government primary school teachers in the context of English and English medium policies, Zaheer said,

How would a teacher teach English or in English if s/he does not know English? Unfortunately, primary school teachers do not know English....Anyone who has some aim in his/her life and s/he is committed with it would do something in his/her life. These teachers do not have any aim in their lives now. They are deadily satisfied with whatever they know. When a person is deadily satisfied with whatever s/he knows, s/he does not see any loopholes and grey areas which need refinement or betterment. That person acts as if everything is fine and normal.

This is what is happening in our schools. Everybody is satisfied and everything is running normally.

Zaheer lamented that the majority of the teachers did not know English.

Therefore, they did not teach English and they would not be able to teach in English either. Relating teachers' not teaching English with their sincerity and commitment, he believed the teachers did not have any aim or desire to learn what they did not know. He believed the teachers had become "deadly satisfied" with what they knew already.

Therefore, they did not see "loopholes and grey areas" such as their poor English skills which needed "refinement and betterment." He commented that these teachers thought everything, including not teaching the English subject well, was normal for them.

Bahadur, too, felt similarly about the teachers. He believed, as other participants did, "those teachers who do not understand the English textbooks and those who cannot teach the English subject must prepare and learn on their own." Karam concurred with Bahadur about working hard to learn what one did not know. He stated that although most government primary school teachers were well-qualified as far as their academic and professional credentials were concerned, "a majority of the government primary school teachers do not work hard" as they should have to, being a teacher. Most of the research participants believed a large number of government primary school teachers did not try to learn what they did not know. Karam summed up the group opinion when he said: "they have to learn that there is nothing wrong with learning." The participants agreed that the government primary school teachers should not only be sincere and committed to their profession but should also take the time to learn what they did not know.

Teachers' attitudes regarding the quality of government primary educational system. The thematic analysis of the participants' responses regarding the government primary educational system revealed that the English medium policy would likely not end up being successful in the government primary schools because the educational system lacked standard systems for (a) monitoring and/or evaluating teachers, (b) conducting comprehensive in-service training, (c) assessing primary school students on their mid-term and annual examinations, and (d) developing a time-table or period-based schedule for teaching subjects. While emphasizing the lack of these standard systems, teachers made clear their beliefs that the systems must be developed in order for the English medium policy to work. Without them, the government primary school teachers would not be able to teach, be sincere in their professions, or learn what they did not know; nor would policy innovation such as the English as a subject policy and the English medium policy succeed.

The Importance of developing a standard system of monitoring teachers. The thematic analysis of the participants' responses demonstrated that they showed dissatisfaction with the current monitoring and evaluation of the government primary school teachers. Participants believed teachers were not monitored and evaluated as to whether or not they taught English well through the English textbooks. They suggested that due to this lack of monitoring, the English medium policy would not be successful. Mahboob said:

Unfortunately, the English subject is not taught properly, and English textbooks are not taught properly in every grade...because there is no any official monitoring about how the English subject is taught in Grades 1 to 5. There is no

assessment mechanism available to assess how subjects are taught and whether or not the textbooks of the subjects are covered in primary schools.....

He added:

Mainly, due to the issue that there is no any monitoring or checking from the official or above level, many teachers do not teach the English subject to their classes. I believe had there been any monitoring system, all the teachers would have taught the English subject to their students. To me, the real issue is the non-prevalence of official monitoring... Certain preparation measures must be taken before initiating English medium policy for the government primary schools. Teachers must be trained. A monitoring system about whether or not teachers teach the English subjects should be established.

Hussain concurred with what Mahboob said, stating:

Despite launching the new English subject policy, it is not put into practice with full commitment. Things are moving the way they used to. There is no any mega change in the context of the English subject in the government primary schools...there are no proper implementation mechanisms, monitoring, and checks and balances....there is no monitoring and checks and balances from the official side... If the English language medium is implemented in the current situation in the government primary schools, there will be more harm. The situation would worsen rather than get better.

The comments reflect the need for a standard system for monitoring and assessing the government primary school teachers in terms of whether or not, how, and how much the teachers teach subjects to their students. Like Mahboob and Hussain, the other

participants believed that due to non-existence of any official monitoring, a large majority of the government primary school teachers did not teach English well. Taking the English medium policy into account, they believed it was imperative that a standard system for monitoring teachers' teaching be established so that the policies could end up being successful.

The Importance of developing a standard system of comprehensive and regular in-service teacher training. The research participants commented that no comprehensive system for training teachers existed. The participants' responses regarding in-service teacher training revealed that although the training sessions they attended had benefited them pedagogically to a certain extent, they saw a yawning gap between what they were trained to teach and what they were expected to teach. They believed their trainers often gave helpful ideas about teaching young children effectively but the officers who came to observe the teachers and conduct the mid-term or final oral examinations of their students, were not trained in pedagogical methods, and view anything other than lectures disapprovingly. Khairal related the story:

One of our school teachers once attended an in-service teachers' training. It was organized by an N.G.O. The training underlined the fact that teachers must teach primary school children with games and toys. One day, that teacher took his class (students) out of the school for the purpose of teaching. He was teaching them some concepts of a certain subject through games, and an officer came for an unscheduled visit to our school. You know how he reacted?! He left an angry note about the teacher in the officers' school visit journal. In fact, he was angry for seeing the schoolchildren outside the school. He also sent a notice to the teacher

showing his dissatisfaction with what kind of education the teacher provided by bringing his students outside and making them to sit on the ground rather than teaching in the school on the benches. The officer further wrote that had other officers visited the school that day, they also would have thought similarly about the school and the teacher's teaching.

Khairal later said, "See! The officer actually never bothered to learn what the teacher, in effect, did when he took his students out of his class; he never bothered." Nasir Ali replied similarly when he was asked whether he was satisfied with the way in-service training sessions were conducted for primary school teachers. He said,

No, I am not satisfied. You know, it is generally understood that one should be checked and balanced or observed for change after one is trained to see how well one teaches after attending such trainings. There is not any check and balance. There is no monitoring. Trainings are conducted and attended simply as formalities. Because the government approved some money for teachers' trainings, our officers had to conduct the trainings. That is it. The officers had to spend the money. They choose the trainers on their choice without any criteria. They choose the teachers for the training on their own without any criteria. After the trainings are done, there are no any follow-ups, feedbacks, or checks and balances on the teachers who attended the trainings. Honestly speaking, I have never understood the arrangement and dynamics of the trainings. It seems that they simply focus upon how the approved money should be spent.

Nasir Ali added:

I accept that they do something and doing something is better than doing nothing at all in that context. Therefore, accepted that in whatever manner they train, they do train us. But, the real issues appear when our supervisors and officers come to our classes for annual exams. I strongly believe that they should also be trained. They know nothing about what were asked to do and how we were advised to teach in the trainings. We are generally asked that we conduct games and activities while we teach. We are generally asked that we should involve our students in our teaching as it should not be a one man show. It should be a show of and by everybody. Conducting such games and activities which involve our students to collectively learn in an easy and entertaining way appear against the discipline of school to our supervisors, officer, and examiners. They think this is not how learning occurs. This is not what a class or a school is for. Learning occurs when only a teacher speaks or lectures and all the students are silent and disciplined. I really do not understand how come primary school students can be silent?! They are kids! They cannot behave as a college student does! They enjoy activities; and, it is quite normal if they make noise, play games, and/or participate in certain activities. Our supervisors, officers, and examiners do not know these things. They do not like these things.... They want and expect us to be “disciplined” teachers.

Khairal and Nasir both showed the conflict lying between how the teachers were generally trained to teach and how the officers expected them to teach. Relating the experience of his colleague, Khairal lamented that the officer who came to visit their school on an unscheduled visit did not know what his colleague was doing when the

officer saw his colleague teaching his students outside the building. His colleague, who got training on using toys and games for teaching certain subjects, took his students outside in order to teach certain concepts through games and hands-on experiments. The officer did not know and did not “bother” to find out what was really going on. The officer left an unsatisfactory note regarding Khairal’s colleague.

Nasir Ali, too, described a gap between him, as a teacher, and the officers and examiners who came to conduct exams of his class. He further lamented that there were no checks on the teachers who got the training, though he agreed that training teachers was better than not training them at all. He also believed that there were no standard criteria for conducting in-service teacher training sessions. He felt the training was conducted just to spend the “approved” money. Pointing at the gap between teacher training and expectation by officers and examiners, he lamented that his officers had a different perspective on students’ learning which did not match with how they had been trained to teach. Thus, the officers evaluated him according to their perspectives about teaching and learning, in which, as he suggested, he appeared to them as a less “disciplined” teacher. Because he believed, based on his training and experience, that young children learn by doing, playing, and being involved in games, he felt that the examiners should also be informed of modern teaching methods.

Khairal’s and Nasir Ali’s comments not only reflected the gaps between how the teachers were taught to teach and how they were expected to teach, they also suggested that such gaps must be filled by training the teachers’ immediate officers such as examiners and supervisors. Examiners and supervisors must be made aware of what teachers have been trained to do. In addition, Khairal and Nasir also emphasized that a

standard and comprehensive system for conducting training for the in-service teachers must be established so the training could be more meaningful. Other participants, too, showed similar attitudes regarding teachers' in-service training. They held that the training must be regular and for everyone and more comprehensive in terms of duration and the areas on which they focus. For instance, the teachers believed the trainings should be lengthy, and should be for every teacher. In addition, training should be conducted to inform the teachers of all the changes in the textbooks of various subjects or in government education policies.

The Importance of developing a standard system for assessing students.

Participants' responses regarding students' annual and mid-term assessment revealed that they were also unsatisfied with the way the non-standard examinations were conducted. They suggested that a standard system for assessing students must be developed if the policies such as the English subject and the English medium were to be successful. For instance, Asya, Zara, Memona, and Nageen—females teaching in an urban Sindhi-medium school—describe the typical nature of examinations:

Me: **Ok. Tell me whether or not the examiners, who come to conduct the oral and annual exams, ask/examine the subject of English?**

Asya: Yes, they do to a certain extent. They more ask from the students of Grade 1 than they do from the students of other grades, except the Grade 5.

- Zara: The Grade 5 students take tests in black and white. They get a question paper of the subject of English. They are asked to solve the paper on their answer copy within certain time duration.
- Nageen: I do not think that conducting a written test/question papers for the subject of English is very regular practice.
- Asya: Even if such a written test is conducted, answer copies are not checked and marked at all. They are later thrown into trash! It is just a formality; nothing more than that!!
- Me: The copies are not checked and marked?!**
- Nageen: No Ada [brother], they are not checked and marked! Teachers just give marks.
- Asya: Yes, they are not checked and marked. Because such a practice is quite useless, we prefer that oral exams be conducted rather than a certain formality is met. At least students get examined that way. No one knows how a student is in certain subjects if written tests are conducted, because no one reads them or checks and marks them!
- Me: The answer copies are not checked?!**
- Asya: No, they are not checked. No one checks them despite the fact that we face a lot of problems in conducting the tests.
- Nageen: All the marks are just given by teachers without checking them. No monitoring and no check and balance!!! Nothing at all!

Me: **So, how do you give a student grades.. such as grade “A”, “B”, etc. on the annual result sheets?**

Zara: A class teacher knows that how a certain student has remained in his/her class in that year. Based upon that, a class teacher assigns a certain grade to the student.

Me: **So, no question papers for Grades 1 to 4? And; what happens in Grade 5 tests is clear....**

Zara: Yes.

Nageen: Do you know how those exams look like and what do they consist of?!? First of all, the lady examiners ask students to write “dictation” of some Sindhi words. Later, they ask a few students to read a certain lesson/unit from the Sindhi textbook. At the end, they check Sindhi handwriting of a few students. That is it!!! The annual exams are over!! This is the examination of all what we taught in a certain entire academic year!!!! This is the examiners’ survey of all the hard work we did in a whole year!!!

Me: **So, what are your reactions over such type of examination?**

Nageen: A hard working teacher obviously feels dejected and discouraged. S/he expected that the examiners at least would check/examine his/her every student in every subject s/he taught.

Asya: A true/honest teacher indeed feels sad. S/he is discouraged by examiners’ such behavior.

Me: **For how many minutes do such oral exams usually last?**

Zara: They last for many minutes. It is not like examiners do not examine at all. They ask students to write dictation to check how well students write Sindhi correctly. They ask students to read their lesson in order to check their Sindhi reading skills. They also check their handwriting and fair notebooks. They also ask students to tell numbers.

Memoona: They do ask these things and certain other questions and answers from students.

Asya: Although they ask these things to a certain extent, they do not assign/give marks to the students they examine. They leave it on us to given certain marks/grade.

Me: So, it is totally in your hands to pass or fail any student?

All: Yes, totally in our hands (in chorus).

The comments of these teachers pointed out the typical issues the other participants also discussed regarding the non-standard nature, method, and practices associated with assessing the government primary school students on their mid-terms and annual examinations when asked about the primary school students' assessment. As these teachers lamented, not all subjects were tested by the examiners. This fact demotivated and discouraged the teachers since the examiners did not even at least ask what they taught. The participants related that the examiners did not test the students comprehensively on all the subjects. They also mentioned that despite the fact that Grade 5 students sometimes took written tests, although it was not a regular practice, the tests were useless since no one checked the students' answers. The teachers gave grades to the

students without checking their exams. The participants noted that the oral and randomized nature of the mid-term and annual examinations meant that all students were not examined on all the subjects they studied. Some of the participants also expressed their dissatisfaction with the examiners for only focusing on their students' "fair notebooks" of various subjects during the exams, particularly in the annual exams. The teachers felt that the examiners believed that a teacher was hard working if s/he had covered the material in the textbooks and had made his/her students prepare their "fair notebooks" on each the subject. Therefore, the teachers believed that the practice of the examiners only asking for students' notebooks rather than inquiring about what the students had really been taught had led to "guide-influenced teaching" in the government primary schools. By "guide-influenced teaching", they meant that teachers used guides—privately published books with solved exercises—for teaching subjects. The participants implied that a standard system for students' academic assessment must be developed and implemented in the government primary schools to ensure that the language policy innovations could be fruitful.

The Importance of implementing a "period system" for teaching subjects to students. Participants' responses on government primary educational system revealed that there was a dire need of a standard, more organized teaching system in the government primary schools. Mahboob explained the problem:

We do not have a period system in our primary schools. So, it boils down to the fact that it depends on a class teacher whether or not s/he (should) teach certain subjects daily and certain subjects weekly. It depends on a class teacher to decide what subject is important for him/her to teach, at what time to teach, and how

much to teach. A class teacher is not bound at all as to what to teach in his/her entire school day. You know that there is only one teacher for each grade or a class, and that single teacher is responsible to teach all the subjects for that grade level. For instance, if I am a class teacher of Grade 1, I shall typically be with that class for five continuous years until the class graduates from primary school and is admitted to middle or a high school. I shall be teaching all the subjects of all grade levels to that class all the way through Grades 1 to 5. This is also a grave problem affecting our primary educational system. Just imagine a situation: there are normally fifty students in every class/grade; there is such a Grade 1 class; there are three subjects in Grades 1 and 2; seven in Grades 3 to 5. Now, a single teacher has to teach all these subjects to his/her class of fifty students from Grades 1 to 5. How can a single teacher be a jack of all trades?

Mahboob's words reflected one of the challenges a typical government primary school teacher faced. There is no standard, organized system in which subjects are taught by subject-specialists regularly on a specific schedule in the government primary educational system. So, it usually all depended on a teachers' preference, choice, and ability as far as how much and when to teach a certain subject to his/her students. Mahboob mentioned that since there was (a) no standard, organized period system and (b) a single teacher usually remained with a class from Grade 1 all the way through 5, a single teacher was supposed to teach all the subjects to his/her students for 5 years. Mahboob held that it was not possible for a single teacher to do justice to all these subjects. Thus, he suggested that a standard, organized system must be established in the government primary schools.

Other participants, too, lamented the lack of structure in the current government primary school system. Asya, Zara, and Nageen commented that:

Nageen: I wish there were the period system in our government primary schools! You know it would have helped us a lot. Such a system will help us a lot. Not only will it make sure that all the subjects are covered and completed but also it will ensure that the subjects are taught very well by those teachers who are good at the subjects. The period system will facilitate us a lot in helping us teach all the subjects very well to our schoolchildren.

Zara: This is what we, in effect, want, that those teachers teach those courses that are good at them. This is only how we can perform well and we can responsibly teach. A single teacher can neither complete all the subjects nor is s/he, honestly speaking, good at all of them to be able to teach them very well.

Asya: You know the period system will bind every primary school teacher morally as well as professionally to not only complete the subject s/he has been assigned but also teach the subject as well as s/he can teach.

Nageen: Yes Ada [brother], this is how every teacher can be made responsible as well as accountable.

Zara: The one who is good at the subject of English will teach the English subject in grade one to five; and, the one who is good at the subject of mathematics will teach it in grade one to five. This is

how we can resolve the issue of the subjects we are unable to teach properly and very well. Period system is great!! I wish such a system existed in our primary schools. A single teacher cannot complete and teach very well all the subjects of his/her class. We all the teachers like the period system!! We wish it could soon be possible in our schools. It will help and ease us a lot.

Nageen: The period system will also provide opportunities to those extra teachers to teach who do not have any class but they are appointed in a certain schools. We all shall be able to share our teaching.

Me: Do you think the period system can help the English medium policy to work in the primary schools?

Zara: Yes, it is then possible for the policy to work.

Asya: Yes, the policy will work then when it will clear who is to teach what subject.

Nageen: Yes, then the policy will work. It will definitely work.

Nageen, Zara, and Asya mentioned, as other participants did, that “a period system,” in which teachers were assigned a single, specific subject, was essential for the better performance of government primary schools. They were very much in favor of this kind of system and wished it existed in the government primary schools. The participants attributed various benefits for both teachers and students to this kind of system. For instance, they believed the period system would not only make sure that all the subjects would be taught, but that it would also ensure that each subject was taught well by a knowledgeable, well-qualified teacher. The system would hold teachers responsible for

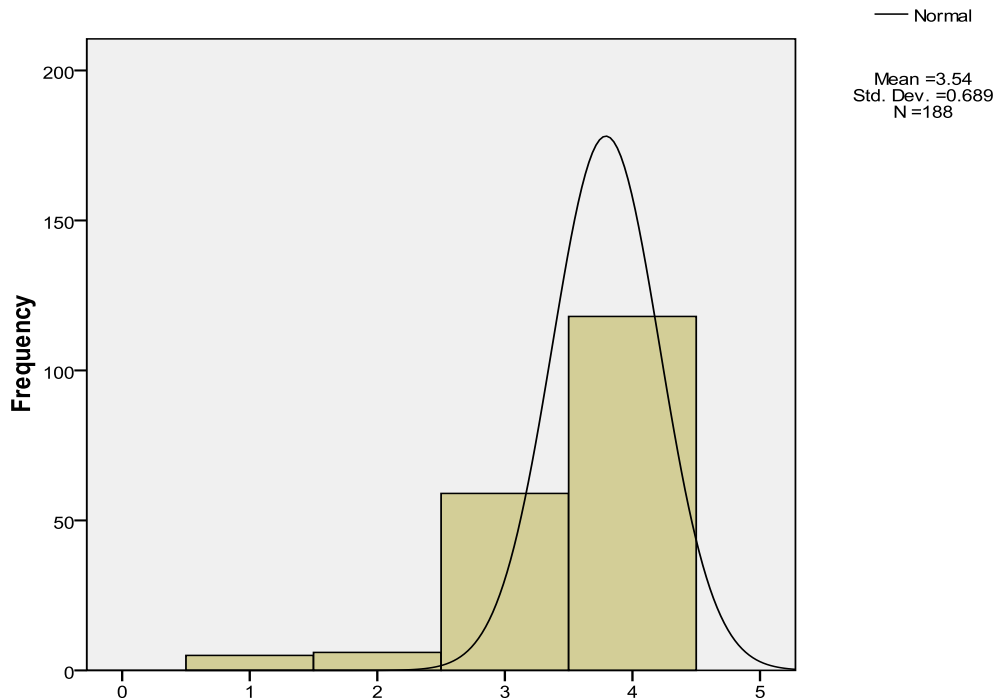
the completion of the subjects s/he was assigned to teach. The participants believed teachers would be more focused in their teaching and this would ensure that students were taught well in the government primary schools. The participants believed the period system could also help the English medium policy as well as the English subject policy to be implemented properly and comprehensively in the schools.

Teachers' opinions on the role of government policymakers. The participants' responses regarding the role of the government in regard to the English medium policy revealed that they strongly believed state/government policymakers had to honestly focus on resolving the issues impacting the government primary education. The participants were adamant that the government or language policymakers of Pakistan take appropriate measures before, during, and after language policies were formulated and implemented in the government primary schools. Juman's words represented what the participants thought:

You know, when we plan to plant something, we first prepare the land for planting. For instance, we first clean the land by ploughing it with a tractor or a bull. We, later, work on its water system so that water can reach every nook and corner of the land. We, then, water the land as the land get wet and ready for receiving the seeds. Once seeds are spread on the land, we have to keep watering continually until the buds or plants are out. We later have to take care of them continually/continuously, because they can be in danger in case they get diseases or any dangerous insect or fly attacks them. After we follow these things carefully and wait, only then do we become able to reap and/or get fruit from the plants. So, before the language policymakers start implementing the policy of the English

language medium in the government primary schools, they must prepare the land and follow the steps. Otherwise, they should not expect that they are going to reap/get the fruit after some time. You would get nothing, because whatever you are planting, you are not meeting the pre-requisites for planting.

By comparing the implementation of the English medium policy with planting and nurturing something in land, Juman strongly believed, as did other participants, that the state/government policymakers must meet the requirements and “prepare the land” for initiating the English medium policy. All the participants strongly felt that the aforementioned structural issues associated with the government primary educational system could only be solved if the government took education as one of its top priorities. The pattern was also evident in the following Figure 10 showing the teachers’ attitudes toward the role of the state for the successful implementation of the English medium policy in the government primary schools (mean=3.54). In sum, both the qualitative and quantitative findings suggested that the teachers strongly believed the factors discussed above were crucial for the success of the English medium policy in the government primary schools.

Figure 10: Teachers' Attitudes Regarding the Role of State**Quantitative and Qualitative Results of RQ # 7****Quantitative Results**

Primary school teachers' attitudes regarding the principles of bilingual education were addressed in the fifth Section of the questionnaire. This section consisted of six Likert Scale questions with four answer options: Strongly Disagree which had a numerical value of 1, Disagree, with a value of 2, Agree, with a value of 3, and Strongly Agree, with a value of 4. The six questions entailed various aspects of the principles of bilingual education. For instance, the first question examined teachers' attitudes about studying in two language media (bilingual education). The second question asked about Sindhi as the medium of instruction for learning science and math in case the students were not proficient in English. The remaining four questions asked about the role and importance of L1 for learning science and math in the English medium. Table 12 shows

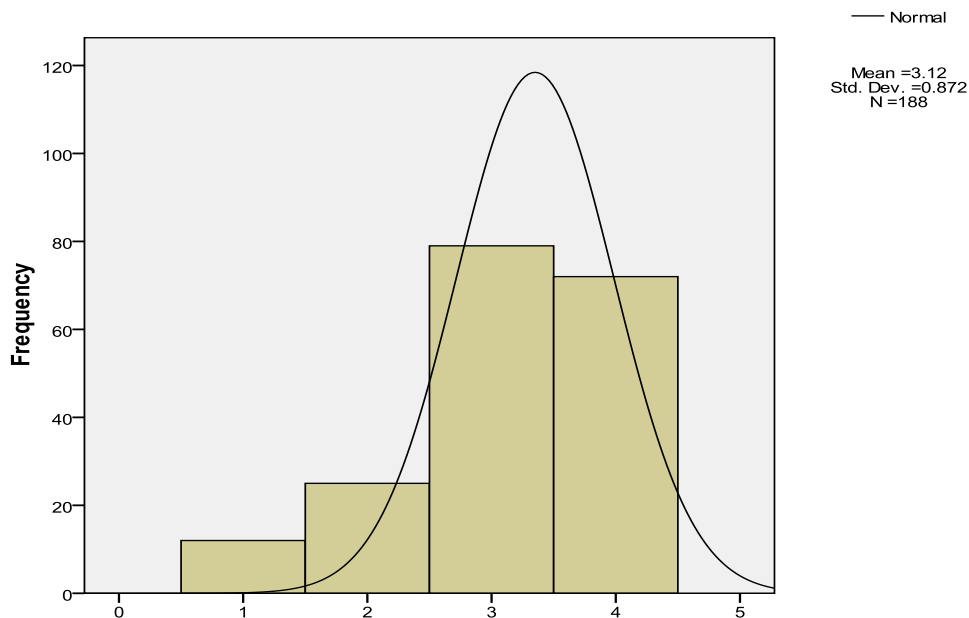
the central tendency of the teachers' attitudes related to various aspects of the principle of bilingual education.

Table 12: Teachers' Attitudes Regarding the Principles of Bilingual Education

Teachers' Attitudes Regarding the Principles of Bilingual Education	Arithmetic Mean of a 4-Point Likert Scale
It is beneficial for a primary student to study some subjects in the Sindhi medium and some in the English medium.	3.1
I think if a student is not proficient in English, the student should be learning science and math in the Sindhi language.	3
I think learning science and math in the Sindhi language helps students to learn these subjects better as compared to studying them in the English medium.	3.2
I think if students develop literacy in the Sindhi language, it will facilitate them studying science and math in the English medium.	3.3
I think a child who can read and write in Sindhi will be able to learn English faster and easier (as opposed to a child who cannot read and write in the Sindhi language).	3.2
I think students must learn English as quickly as possible even if it results in the loss of the Sindhi language.	1.5

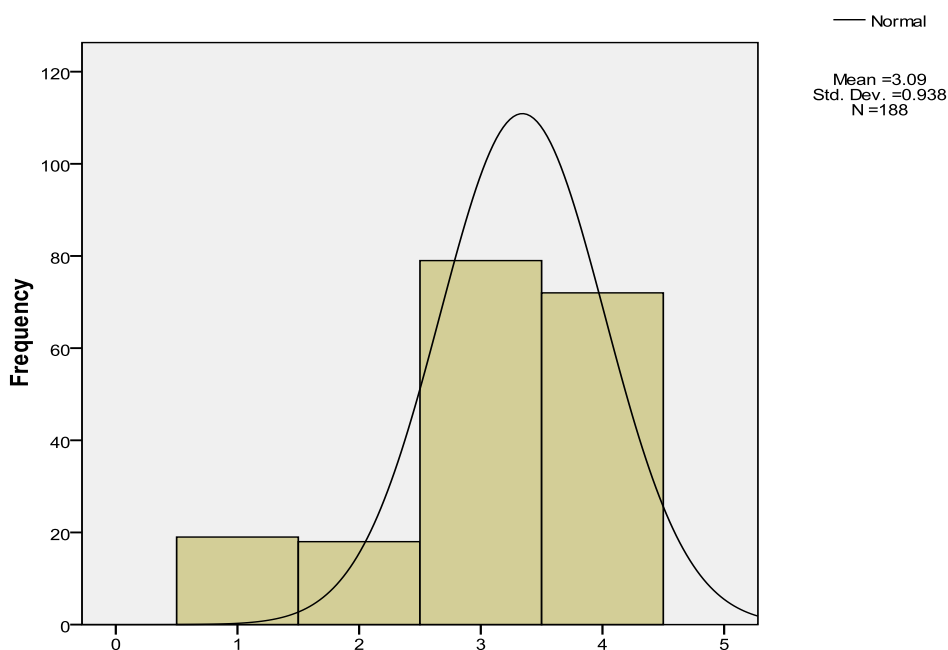
The quantitative results regarding the first question—It is beneficial for a primary student to study some subjects in the Sindhi medium and some in the English medium—indicated that the teachers had positive attitudes regarding bilingual education (mean=3.1). Thus, that the teachers did not discount or dislike bilingual education. The following Figure 11 shows that the teachers' attitudes were skewed toward their agreement with the idea that studying in two languages can be beneficial.

Figure 11: Teachers' Attitudes Regarding the Two Language Media



The quantitative results regarding the second question—I think if a student is not proficient in English, the student should be learning science and math in the Sindhi language— indicated that the participants believed (mean=3) if the students were not good at English, they should not be taught science and math in English; they should be taught these subjects in their L1. Figure 12 below shows the distribution of the teachers' attitudes regarding teaching science and math in the L1. In Figure 12, the normal distribution curve was more skewed toward the idea suggestion that teachers wanted L1 as a medium of instruction if the students were not proficient enough in English.

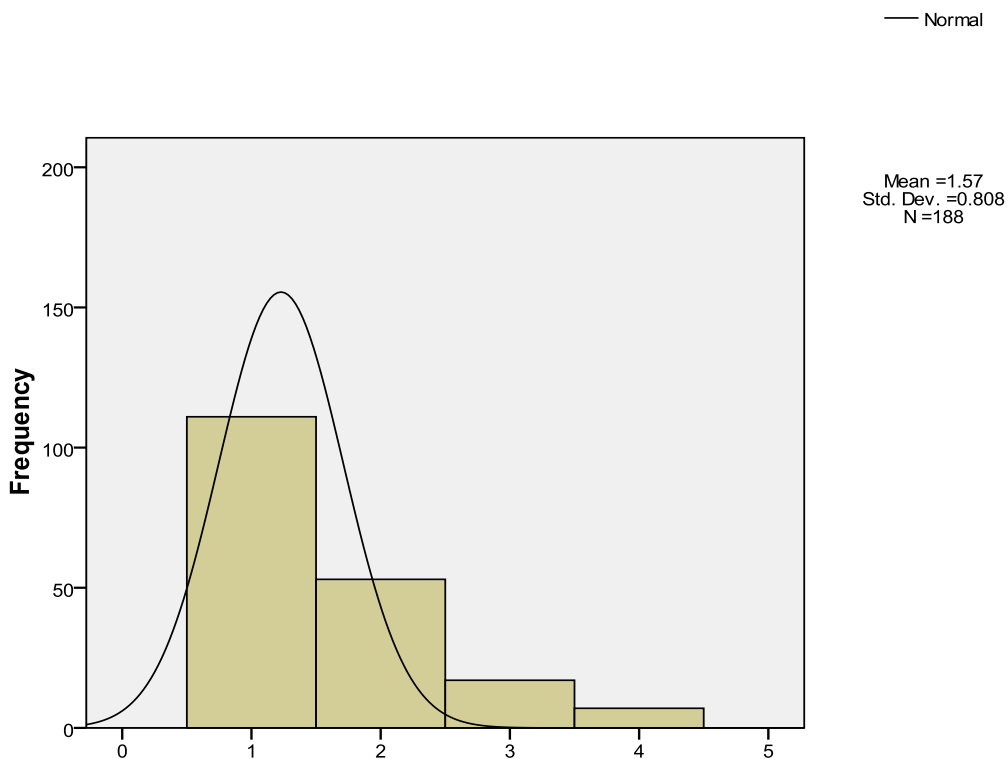
Figure 12: Teachers' Attitudes about Studying Science and Math in Sindhi if Students' English Proficiency Is Weak



With regard to the role and importance of the L1 for learning science and math, the quantitative results concerning “I think learning science and math in the Sindhi language helps students to learn these subjects better as compared to studying them in the English medium” indicated that the participants believed to a great extent that students’ L1—Sindhi or Urdu—was a better medium of instruction for the students when learning science and math than was English (mean=3.2). The quantitative results concerning “I think if students develop literacy in the Sindhi language, it will facilitate them studying science and math in the English medium.” showed that the participants believed to a great extent that students’ L1 literacy skills were of primary importance because these skills would facilitate the students’ studying science and math in English (mean=3.3). The quantitative results regarding “I think a child who can read and write in Sindhi will be

able to learn English faster and easier (as opposed to a child who cannot read and write in the Sindhi language)” showed that the teachers agreed with this statement (mean=3.2). Finally, the quantitative results regarding “I think students must learn English as quickly as possible even if it results in the loss of the Sindhi language” indicated that the participants strongly disagreed with the possibility of students’ loss of the Sindhi language (mean=1.5).

Taking into account the quantitative results described above, it is obvious that the teachers viewed students’ L1 literacy skills as highly significant for studying science and math in English as well as learning English in general. Additionally, the teachers believed learning science and math in the students’ L1 could help them to learn these subjects better as compared to studying these subjects in English (mean=3.2). Second, the teachers soundly rejected the idea that the government primary school students must learn English as quickly as possible even if it resulted in the loss of the Sindhi language (mean=1.5). Figure 13, specifically, illustrates the teachers’ belief that English proficiency is not so important that it worth the cost of the loss of the Sindhi language. The distribution curve of the teachers’ attitudes is skewed toward their strong disagreement with notion of learning English as quickly as possible at the cost of losing one’s L1.

Figure 13: Learning English at the Cost of Students' L1

Taking the quantitative results as a whole into account, it is clear that the government primary school teachers attached high importance to the role and significance of the L1. While they showed their positive attitudes regarding education in two media, they discounted instruction of science and math in English if, as they believed, the students were not proficient in English. Above all, the quantitative results demonstrated that the teachers wanted students to have and learn their L1, because not only would their L1 skills help the students learn English and in English, but strong L1 literacy would help students be better learners overall.

Qualitative Results

The thematic analysis of the participants' responses to the seventh research question, elicited through semi-structured interviews and focus group discussions, supported the quantitative results. The thematic analysis revealed the following themes:

Teachers' Attitudes regarding Bilingual Education. When the participants were asked about how they felt about primary school students' studying some subjects Sindhi or Urdu and some in English, the participants' responses revealed that they had positive attitudes regarding bilingual education. The participants thought the idea that primary school children were not capable of learning two languages or studying in two language media was not correct as far as their teaching experiences were concerned. They believed the students were motivated to learn English. However, they only supported bilingual education if there were competent and qualified teachers who could teach in English in ways that students could understand. For instance, while discussing bilingual education and replying to a question about whether bilingual education for the government primary school students was hard as the English medium policy would start, Siyani--a female teaching in a rural Sindhi-medium primary school--said,

No, I do not think so. You know when students reach in grade three, they start studying Urdu as a compulsory subject too, in addition to studying Sindhi and English as compulsory subjects. I do not think that studying in more than one languages or learning more than one language is problem. Today's students are hard working. In addition to teaching these subjects/languages, we also teach math, science, social studies, and Islamiat. There has not been such a problem or complaint from the students' side ever in my experience. Actually the thing which

matters most is the way of teaching a certain language or subject. If a way of teaching is not good and in accordance with students' understanding level, a simple thing would appear difficult. I have observed that students take more interest in learning different or new languages.

Syani believed if students studied some subjects in one language and some subjects in another language, it would not be difficult for them. In other words, she believed students would not have problems with bilingual education and would in fact enjoy it. While enumerating her ideas, she stated that students enjoyed learning new languages such as Urdu, which started in Grade 3. She believed that the current students were "hard-working" and thus would be able to study in two language media. As far as her teaching experience was concerned, she maintained that she had not had any problems or complaints from the students' side about not learning a new language. However, she stipulated that bilingual education should be done in a way which could be easy and understandable for students. In other words, she believed bilingual education required teachers who were competent and capable in English. While sharing her experience, she mentioned her observation that students "took more interest in learning different or new languages." Another teacher, Zaheer, replied in a similar manner when asked about bilingual education:

Students can study or learn in two language media. I told you earlier that whatever the primary schoolchildren will be taught in whatever language, they will study or learn. But, the issue is that such teachers do not exist which could deliver quality teaching in two language media to these schoolchildren. It totally depends upon teachers. Teachers must know how to teach in two language media.

They must be good at teaching in two languages. Why can schoolchildren not study or learn in two language media if their teachers work hard on them and teach them very well. Therefore, I think primary school students can learn in two language media if teachers are good.

Zaheer strongly believed that so far as students' ability to study in two language media was concerned, students could study in two language media. He was very optimistic about students' abilities for learning in bilingual education setting. However, he was skeptical about this working in current government primary educational system in which a single teacher taught all subjects to his/her students and there was a dearth of teachers competent in English. He strongly believed bilingual education was only possible in the schools with competent teachers - the teachers who could "deliver quality teaching in two language media" and who could "work hard" and "teach" their students well. He believed such competent teachers did not exist in the government primary schools. Hussain held a similar view. He strongly believed that students took a lot of interest in English. Thus, they would be willing to study in English. However, he too qualified his ideas by mentioning able teachers who would be capable of teaching well. While sharing his teaching experiences and talking about that how students took an interest in studying different languages such as English and Urdu, he said:

The primary school students have a lot of interest for learning and speaking English. I have observed many times that students take/show more interest in learning and speaking a new language which is different from their mother tongue, the language they speak and everyone around them speaks. For example, when I teach the Urdu subject, I try to speak in Urdu in the class while teaching

Urdu. I have noted that students take a lot of interest in listening to my Urdu and speaking to me in Urdu. They feel excited and happy that they understand Urdu and can speak and have a conversation in Urdu. Actually, our students learn their mother tongue from everywhere. Everyone speaks in the tongue they speak in. But, when it comes to the use of a new language, students show a lot interest and motivation for learning and speaking a new language, provided that they are taught that new language from their very start of grade one. If they are taught that new language properly from their grade one, they would more enjoy and understand that language in grade two. Similarly, if they are taught that new language properly in grade two, they would more enjoy and comprehend that language in their grade three. This would be true for their grade four and five and later grades too. So, the condition is that they should be taught that new language properly.

Hussain believed students were motivated to learn new languages such as English and Urdu. Since his students took a lot of interest in learning and speaking Urdu which was different from their L1, he believed that students would be happily willing to study some content subjects in English. However, he felt strongly that English medium education could be successful only if the students were “taught properly” by competent and English proficient teachers. He suggested that such teachers were few and far between in the government primary schools.

Other participants, too, showed their positive attitudes toward students’ studying in two language media. However, they believed teachers must be able to teach subjects well in Sindhi as well as English. Like Syani, Zaheer, and Hussain, other participants

perceived that a majority of the government primary school children were hard-working and motivated to learn English. They were capable of learning two languages and studying in two language mediums. Since they were primary school children, the teachers believed the students at their age tended to be “new” to learn whatever subject in whatever language was taught to them. Thus, as teachers, they did not see any problem with students either learning in two language mediums or learning two languages. However, they strongly believed that in order for the students to study in two language media, there must be qualified teachers who knew how to teach in both language media.

Teachers’ Attitudes about the Role and Importance of L1 in Bilingual

Education. When the participants were asked whether the government primary school students could learn science and math better in their L1 or in English, the participants strongly believed the students could learn better in their native language. Nasir Ali commented:

It is an admitted fact that a schoolchild learns better, if taught well, in his/her language than in any foreign language. Comprehension is faster in one’s language than in any foreign language. Sindhi is the language which surrounds the schoolchild every moment, no matter whether s/he is in school, in his/her home, or at any other place. Accepted that the schoolchild confronts English here as a subject for forty to fifty minutes; s/he gets a chance to hear some English words and act or say some dialogues. But, after those forty or fifty minutes, there is Sindhi every time and everywhere. There is no English at all once s/he finishes studying the English subject even in the same class. The child is born in a Sindhi home. S/he has been brought up with the Sindhi language. S/he will obviously

better understand Science and mathematics in Sindhi language than in English language.

Nasir Ali strongly believed students could comprehend and grasp the concepts of science and math faster and better in their language than in English. He maintained that students could better comprehend science and math in Sindhi because Sindhi surrounded students all the time, unlike English which was taught to them for only a short time. Zaheer replied similarly:

They will not be able to learn the concepts and terminology of science and math as quickly and clearly in English as they will do in Sindhi. They will be faster in understanding the words and concepts of these subjects in Sindhi. They will act more quickly in doing activities of these subjects if the subjects would be taught to them in Sindhi as compared to them doing those activities if taught to them in English. So, when we compare the teaching of these subjects in English language medium with the teaching of the same subjects in the Sindhi language medium, students will be quicker and clearer in everything in Sindhi as compared to English. They would be very slow in learning in English language medium.

Karam agreed:

If you [we] are talking about students' better understanding and better learning, then it is very obvious that the children can better learn these subjects in their mother tongue; not in English language medium. If we want that our students learn these subjects in an easy manner, then mother tongue medium is the best option. No doubt about it.

Zara, Nageen, Memoona, Nazisha, and Asya—female teachers in an urban Sindhi-medium primary school—commented similarly when asked about learning better in their L1 or in English:

Zara: In mother tongue!

Nageen: In mother tongue.

Memoona: In mother tongue.

Nazish: In mother tongue.

Asya: In mother tongue.

Nageen: A primary schoolchild can better understand the subjects of science and mathematics in his/her mother tongue: Sindhi than in English language medium.

These comments reflected that the participants had a very strong belief that students' L1 was the best medium of learning for them when studying science and math. They believed students could learn better, easier, clearer, and faster in their mother tongue than in English, since the L1 was the language they were born into and brought up with, and the L1 was everywhere around them. The participants held that such was not the case with the English language in Pakistan. The participant's responses were clear that as far as the students' better learning and comprehension was concerned, their L1 was the best choice of instruction when compared to English.

When the participants were asked whether students' L1 literacy skills or their knowledge of science and math subjects developed in their L1 could facilitate the learning of English and the learning of the science and math subjects in English later, a majority of the teachers believed that they could. For instance, Ikhlaque said:

I have not seen any students who may have learned English without learning Sindhi first. Sindhi must be first. I have observed in my experience that those schoolchildren who are active and good at Sindhi are also active and good at English. By active, I mean they are good at reading, writing, speaking, and doing other things in the class. As I have seen, there are, however, also some schoolchildren who are not good at Sindhi. These students, who are not active and good at Sindhi, are also not active and good at English. So, what my experience suggests is that schoolchildren should first learn their mother tongue/Sindhi, and then, they can learn English in a better way. The schoolchildren will be able to better comprehend what they will study in English.

Recounting his experience of teaching in the government primary schools, Ikhtlaque said that those students who were good at their L1 were also good at L2, i.e., English. Other participants, too, held that L1 literacy skills were helpful for students learning an L2 in that the students could not and did not face problems in understanding and/or reading meanings and pronunciations of English words, which the participants usually wrote in Sindhi/Urdu on the black board when they taught English. Bahadur, for instance, noted:

I think Urdu – the first language of our schoolchildren – develops a student's foundation for studying other subjects. Or to put it in other words, a student first must at least have foundation in Urdu before going to study other subjects. A student must first be able to know Urdu before knowing English. S/he must first be able to read Urdu, understand Urdu, and write Urdu. If s/he can read Urdu, comprehend Urdu, and write Urdu, s/he can easily read English, comprehend English, and write English. Learning English, reading English, and writing

English will be far easier for him/her later. Urdu is the language I use while teaching to them every subject including that of English. They learn English through my Urdu instruction, translations, and meanings.

The teachers believed L1 literacy was important for students for studying science and math, in English too. Zaheer made the following comment:

I must say that whatever our student are going to learn in the English language medium, they must first learn them in the Sindhi language medium, too, in order to not only better learn but also to better use both of the languages.....If someone does not understand or someone has not understood, any concept, idea, or any subject even in Sindhi, how can that student be able to understand that concept, idea, or any subject in the English language medium – the language which the student already does not know? Let me put it this way, by the time our students are in Grade 4 and they start studying science and mathematics in English, how will they understand these subjects in English if they have not understood or learned the concepts and ideas of these subjects in their mother tongue – Sindhi?

The participants maintained that since the math subject was taught in Sindhi/Urdu beginning in Grade 1 and science was currently taught in Sindhi/Urdu beginning in Grade, students could study and understand both of these subjects in Sindhi/Urdu if the students had L1 literacy. Later, the knowledge of science and math, developed by students in Sindhi/Urdu in Grades 1, 2, and 3 could help them study and understand the subjects in the English medium in Grades 4 and 5 if the proposed English medium policy was implemented.

When the participants were asked what language should be used to teach science and math if students were not proficient in English, the participants unanimously agreed that the L1 was the best option. Discussing the current situation of the government primary school students with respect to learning English and being able to study science and math in English, the participants agreed that the students were not taught English well enough to be taught in English in Grade 4. Although the participants held that the English medium policy was beneficial for the government primary school students so far as its rationales, purposes, and potential were concerned, it might turn out to be “harmful” if enacted in the current situation in the government primary schools. Currently, neither teachers nor students were prepared to transition to the new policy. Thus, the participants believed students’ L1 must be maintained and/or perpetuated as the medium of instruction for the subjects until the current teachers were trained, new teachers appointed, and the structural issues affecting the government primary education system were resolved.

Furthermore, the participants discounted the idea that the primary school students should learn English as quickly as possible, either as a subject or as a by-product through studying certain subjects in the English medium, at the cost of losing their L1. Zaheer said, “English should not be used in our educational system at the cost of Sindhi. They [students] must know and learn Sindhi.” Moomal agreed: “No matter how far and better the world has developed, I think Sindhi is also important for our children.” The comments reflect that the participants thought the students’ L1 was still crucial for their academic growth, because strong L1 literacy would make it easier for them to study other subjects later, such as social studies, Islamit, etc. The students would suffer in

learning these subjects if they were not strong in their L1. The teachers believed the students' L1 literacy skills were equivalent to the "foundation" of any building. The stronger the "foundation" was, the better the chances were for the building to survive longer. However, if the "foundation" of any students' L1 was not strong, the teachers believed that students would face problems in studying other subjects.

In sum, the qualitative and quantitative results suggested that while teachers agreed with the benefits of bilingual education for students, they also saw a central and constructive role for the students' L1 in learning an L2 or learning in an L2 medium. In one way, the results of the teachers' attitudes regarding bilingual education were justified: they took the English language as being very useful, as far as social and academic gains were concerned, but also viewed the students' L1 vital to their academic growth.

Summary

The chapter presented the research results and analyses of the seven primary research questions. First, with respect to the teachers' attitudes toward the role and importance of the English language in Pakistan, the results suggested that the teachers had highly positive attitudes regarding English. Conversely, the teachers strongly believed the students would not be able to study science and math in English in Grade 4 only on the limited English there were able to acquire in Grades 1, 2, and 3. Two reasons indicated in the qualitative analysis were (a) the state-mandated English textbooks were not used and (b) only basic components of the English language, such as basic English vocabulary and phonics, were taught in the schools. In addition, the teachers believed the issues such as not prioritizing English on the mid-terms and final examinations,

overcrowded classes, and the burden of too many subjects on a single teacher also affected the teaching of English. With regard to the teachers' opinions about their English proficiency and satisfaction with their abilities, the results suggested that the teachers did not have sound English proficiency and they were not confident about their English skills either. Data indicated that the teachers' weak English proficiency was a key reason for not teaching English adequately in the government primary schools. The results also showed that teachers did not think they had enough English proficiency to teach science and math in English. With respect to the impact of the English medium policy, the teachers believe it was useful in so far as its rationale and purposes were concerned, but that efforts must be undertaken by the state to first ensure the proper implementation of English lessons in the government primary schools. For this to happen, the teachers believe issues must be resolved, such as developing standard systems for student assessment and teacher evaluation, as well as getting parents and teachers to play their proper roles. Third, although few teachers thought that they aspired to teach in the English medium because it could help them develop their English and teaching skills, they believed that they would only be able to teach if they were trained comprehensively on developing their English proficiency and teaching skills. Finally, the teachers viewed bilingual education positively but they felt that students must not learn English at the expense of their L1, because their L1 can help them not only learn an L2 but can also facilitate the studying of certain subjects in an L2.

CHAPTER 5

CONCLUSION

Introduction

Inspired by Canaragarajah (2005), Hornberger and Johnson (2007), and Menken and Garcia (2010), this study aimed to explore the local Pakistani Sindhi government primary school teachers' attitudes regarding the English medium policy mandated in the National Education Policy (NEP 2009, Ministry of Education, GoP). Specifically, the study investigated the teachers' attitudes concerning aspects associated with initiating the English medium policy in the government primary schools of the Sindh province of Pakistan. The overall purpose of using both quantitative and qualitative methods was to understand the teachers' attitudes more deeply. This conclusion chapter contains four sections. First, the results of each sub-question are discussed. Second, policy and pedagogical implications of the results are examined in light of the scholarship reviewed in Chapter 2. Third, an overall conclusion of the research is put forth. Finally, future research possibilities are presented.

Discussion

Discussion of the Results of Sub-Question One

With respect to the first sub-question about the teachers' attitudes regarding the role and impact of the English language in Pakistan, the findings from both the quantitative and qualitative data analyses suggest that the government primary school teachers have quite positive attitudes toward English.

In fact, there were two major interrelated purposes of exploring the teachers' attitudes regarding the role and impact of English in Pakistan. One purpose was to fill the gap in the literature, since no studies had been conducted on the teachers who served in the rural and urban government primary schools in the province of Sindh. The other purpose, which was the most important, was in light of the National Education Policy (2009) with reference to Swain and Johnson's (1997) variable feature in their conceptualization of immersion education: attitudes regarding the immersion [target] language.

This variable feature—attitudes regarding the immersion [target] language—suggests that positive attitudes toward the language are important for any immersion model or program to function successfully, because the attitudes may characterize the quality and nature of immersion education. Taking the prevalence of negative attitudes regarding English by the then Muslims of the Sub-continent during the British reign in the past (Rahman, 1996; 2002) and the current global socio-cultural and political post 9-11 scenario (Baker, 2006) into account, the participants' attitudes regarding the role and impact of English were investigated, because with the implementation of the English medium policy for content subjects beginning in Grade 4, a “mid-partial immersion model” is likely to occur in the government primary schools of Sindh province. Taking the teachers' qualitative and quantitative results into account, one may deduce that since the participants show positive attitudes regarding the role and impact of English in Pakistan, it is most likely that they might take English immersion education favorably in Sindh, Pakistan. However, attitudes toward the immersion language is only one aspect of the immersion model, other factors must be taken into account.

Overall, the results showing the teachers' positive attitudes toward English and viewing English as the language of power, opportunity, and prestige add to the findings of Abbas (1993), Mahboob (2002), Mansoor (2004; 2005), and Rahman (1996; 1997; 1999; 2002) with respect to the role and impact of the English language in Pakistan. The results reveal that English occupies the topmost place and significance in Pakistani society. The findings of this study reinforce the earlier research.

Discussion of the Results of Sub-Question Two

With regards to the second sub-question, the findings from both the quantitative and qualitative data analyses suggest that the teachers strongly believe the primary school students would not be able to learn science and math taught in English based solely on the English they learn in Grades 1, 2, and 3. Teachers believe the English subject is not taught properly or sufficiently in the government primary schools. In addition, taking the results into account of the exploratory questions regarding whether or not, how many times in a week, and how many minutes daily the English subject is taught, it became clear that there is no regularity or standardization in teaching English in the government primary schools either.

In fact, there were two major interrelated purposes for exploring the teachers' attitudes regarding the students' preparedness or ability to study in English beginning in Grade 4 based upon studying the English subject in Grades 1, 2, and 3. One purpose was to fill the gap in the literature regarding the teaching of English subject in the government primary schools in Sindh. The other purpose, which was interrelated with the first one and was the most significant, was in the context of the National Education Policy (NEP 2009, Ministry of Education, GoP). The policy states that science and math shall be

taught in English in Grade 4 onward in the government schools. The policy is scheduled to go into effect in 2014 although the provinces had the option to initiate the English medium policy earlier if they wanted. By mandating the initiation of the English medium education beginning in Grade 4 and onward, the policymakers must have thought that the policy initiated in 2003, which required the teaching of English as a compulsory subject from Grade 1 onward in the government primary schools, has been implemented well. That is, they must have thought that students would learn enough English in Grades 1, 2, and 3 to be able to study the content subjects, such as science and math in English beginning in Grade 4.

The qualitative and quantitative results on this research question are highly telling in that they reveal that, in the teachers' opinion, the English subject policy has not been implemented adequately in the government primary schools. The state-mandated English textbooks—developed in accordance with the state-mandated English curriculum for building students' English skills—are not used widely or often. The teachers firmly believe that the state-mandated English textbooks are too difficult for them to use to teach the primary school students. Only basic components of English, such as small and capital letters and simple vocabulary such as the names of the days, months, fruits, vegetables, colors, etc., are the focus whenever English is taught. The research results suggest that English, although introduced as a compulsory subject from Grade 1 onward in 2003, is not prioritized, particularly on mid-term and final examinations. In addition, classroom logistics and management issues such as overcrowded and multi-grades classes in the urban areas in general and in the rural areas in particular put the government primary school teachers in a position in which they are not able to teach English properly. Taking

all these results into account, the teachers' attitudes and perceptions indicate that the government primary school students will not have developed enough English proficiency to study the content subjects such as science and math in English in Grade 4.

Recent research also reinforces the teachers' opinions that the students do not have enough English proficiency to be able to study science and math in English in Grade 4 beginning in 2014. For instance, the highly-discussed "Annual Status of Education Report (ASER-Pakistan, Sindh, 2012)" has revealed that the government primary school students in the province of Sindh have highly inadequate, rather miserable, English literacy skills. The research mentioned in the report was "conducted in all 22 rural districts of Sindh [the report considers Karachi Urban and Hyderabad Urban as the only urban areas of Sindh]." The report "covered 12,806 households in 645 villages in the province," and complete information was "collected on 40,488 children (58% male, 42% female) aged 3-16 years" (p. 45). Discussing the students' English literacy skills, it stated that 61.2% of Grade 1 students, 41.1% of Grade 2 students, 31.8% of Grade 3 students, 21.7% of Grade 4 students, and 19.6% of Grade 5 students could neither comprehend nor recognize any English letter, nor could they read/or comprehend any English word or sentence. Only 1.8% in Grade 1, 3.8% in Grade 2, 9.0% in Grade 3, 17.6% in Grade 4, and 25.4% in Grade 5 could read English sentences (p. 42). This report has affirmed a highly appalling situation regarding the government primary school students' English abilities.

Since the English subject policy has not been implemented adequately, it is likely that the forthcoming mid-partial immersion model in the province of Sindh will not be implemented with commitment. Pertinent to this discussion, Johnson and Swain (1997)

have underlined the stakeholders' commitment and motivation as the defining feature. Lower levels of commitment and motivation may lead to many issues including subtractive bilingualism. Since the results of not only this study but also of the ASER Report regarding the students' English abilities suggest that the already-initiated policy regarding the English education beginning in Grades 1 onward has not been implemented adequately and satisfactorily, it will indeed most likely be naïve and harmful to initiate the new English medium policy for science and math in 2014.

The qualitative and quantitative findings about the way the English subject policy has been implemented in Grades 1 to 5 in the government primary schools in the province of Sindh also raises very critical issues from a language planning perspective. For instance, Kaplan, Baldauf, and Kamwangamalu (2011) and Baldauf, Kaplan, Kamwangamalu, and Bryant (2011) have discussed the factors that often cause language education policies to fail. One of the factors they have discussed is: (a) how much time is officially allotted to a second and/or foreign language (L2/FL) in the school curriculum per week or per day and (b) from which grade level the L2/FL is initiated. They have suggested that both of these aspects of the factor of time are highly significant for the success of any L2/FL program. Taking this factor into account, it is evident that by initiating the English subject from Grade 1 rather than continuing from Grade 6 onward, the policymakers wanted Pakistani populace to have access to English and learn it as early as possible. However, when the investigator delved into the policy documents for searching how much time had officially been mandated to teaching the English subject either per day or per week in Grade 1 onward, he did not find any federal as well as provincial policy statement about it in the policy documents.

Moreover, the quantitative results of the current dissertation regarding how many minutes and how many times per week the government primary school teachers taught English indicate that there is substantial irregularity and non-standardization. In addition, the investigator learned that no state-mandated time-table typically existed in the government primary schools for teaching English or any other subject. Consequently, it was up to each teacher to make decisions according to his/her classroom context and professional commitment as to which subjects to teach and how many minutes per day and times per week. Having taken these issues into consideration, it seems highly likely that initiating the English medium policy in the government primary schools will probably not achieve its goals of helping the Pakistani/Sindhi populace to become proficient in English as quickly and early as possible.

Discussion of the Results of Sub-Question Three

With respect to the third sub-question about the teachers' attitudes regarding their English proficiency, the findings from both the quantitative and qualitative data reveal that the teachers believe to a great extent that they do not have sound English proficiency. Consequently, since English proficiency is a crucial element for teaching science and math in English, the teachers feel that they are not prepared for this task. However, by mandating the initiation of English medium education beginning in Grade 4, the policymakers must have believed that the government primary school teachers would have enough English proficiency to teach science and math in English in Grades 4 and 5.

The findings from this dissertation research suggest that the government primary school teachers are not proficient in English because they did not begin studying English until Grade 6. In addition, the analyses showed that the primary reason for not adequately

teaching the English subject beginning in Grade 1, as mandated in 2003, was the teachers' weak English proficiency and that previously, English was not taught in the government primary schools.

Swain and Johnson (1997, p. 8) have discussed that one of the core features of an immersion program, such as a forthcoming mid-partial immersion model as a result of teaching science and math in English in government primary schools in Sindh, is that the teachers are bilingual. Swain and Johnson have explained that the immersion teachers “are bilingual in the students’ L1 and the L2 medium of instruction. Students can therefore communicate with the teacher in their L1 as and when necessary, while the teacher has the language proficiency necessary to maintain the L2 as medium of instruction and to support and motivate the use of the L2 by the students.” Taking the above findings about the primary school teachers’ English proficiency, it is clear that these teachers are not likely to be effective bilingual teachers, because they would not have the English “language proficiency necessary to maintain the L2 as medium of instruction and to support and motivate the use of the L2 by the students” (Swain and Johnson, 1997, p. 8). Thus, the mid-partial immersion program is not likely to prove useful in terms of developing the students’ proficiencies in both of the languages.

In fact, immersion education, in all of its models and programs, aims at developing additive bilingualism. Due to the teachers’ weak English proficiency, additive bilingualism is not likely to occur in the government primary schools of Sindh, because the teachers are not likely to be able to teach the content of science and math in a communicative pattern using English as the medium of instruction. One can refer here to the status of the English subject policy, which is already not taught well in the

government primary schools. As a result, students may not end up learning what they are used to learning in their L1. Or, rote-learning and parroting may emerge, which is contrary to the rationale of additive bilingualism and the principles of content-based instruction.

It is also useful to evaluate the issue of teachers' weak English proficiency for the English medium policy through the lenses of the scholarship on language policy and planning. For instance, Spolsky (2008) has stated that once the language education policy is mandated by state or, what he has called "language managers," for a certain polity, "one useful starting point is the linguistic proficiency of the teachers in the system" to know and understand "what happens in practice" (p. 31). In the Sindh province in Pakistan, the government primary school teachers are generally not able to teach the English subject effectively, so it is incredibly unlike that they will be able to teach science and math adequately in English.

Recent research conducted by the "British Council, the Directorate of Staff Development (DSD) and the Idara-i-Taleem-o-Agahi with support from the Punjab Education Foundation" on more than two thousand teachers has confirmed these ideas with respect to the poor English proficiency of the government school teachers in the province of Punjab (Dawn and The Express Tribune, October 11, 2013). As discussed in the literature review chapter, the province of Punjab, Pakistan, implemented the English medium policy in 2011. The report *Can English Medium Education Work in Pakistan? Lessons from the Punjab*, produced by the British Council, the Directorate of Staff Development (DSD) and the Idara-i-Taleem-o-Agahi indicates that "56% of teachers" serving in the government primary and middle schools have "no measurable standard of

functional language ability” (Aroosa Shoukat, The Express Tribune, October 11, 2013).

Aroosa has stated that the research of the report

rates the teachers’ abilities on the Common European Framework of Reference for Languages (CEFR) scale. According to the assessment, 30% of government and 22% of private teachers are at the beginner’s level for English A1. Twelve per cent of private and government school teachers fall in category A2, also called the pre-intermediate level. And 3% of private and 2% of government teachers are in the B1 category, or the first level of the intermediate bracket. During the course of the study, a new A0 level was established for those with no measurable standard of functional language ability. Fifty-six per cent of government teachers and 62% of private teachers were found to be in this category. Things were slightly better at the middle school level than the primary school level, with 38% of middle teachers and 65% of primary teachers judged to be in the A0 category. Almost 94% of teachers at English medium schools were deemed to be in the pre-intermediate (A2) or lower levels (A1 or A0) of English language ability (accessed from: <http://tribune.com.pk/story/616279/teacher-training-most-teachers-get-zero-for-english/> on October 11, 2013).

These findings ring a cautionary bell for the province of Sindh and suggest that the resultant mid-partial immersion model will not be functional to a great extent due to the poor English proficiency of the government primary school teachers serving in the rural and urban areas of the province of Sindh.

Discussion of the Results of Sub-Question Four

With regard to the fourth sub-question about the teachers' attitudes regarding the impact of initiating the English medium for teaching science and math from Grade 4 onward, the findings from both the quantitative and qualitative data analyses suggest that due to the highly important role and status of the English language in Pakistan, the government primary school teachers believe the English medium policy can be useful for the students, government schools, and for Pakistan. The findings show that the teachers have positive attitudes regarding the rationale for the English medium policy, which is to be implemented in 2014. However, the findings also reveal that in order for the English medium policy to be successful English subject policy must be implemented adequately in the primary schools and the current school teachers must be trained, and/or new government primary school teachers who are proficient in English must be appointed. Thus, the participants of the study qualify the positive impact of the English medium policy with these conditions.

By authorizing the initiation of English medium education from Grade 4 onward starting in 2014, the policymakers reasoned that this policy would not only help the poor students studying in the schools to be proficient in English and increase their growth opportunities to match those of students studying in private, elite English medium schools, but Pakistan could also develop an English proficient populace which could play a role in the economic development of the country. The policymakers provided the rationale for the English medium policy for the government schools in the National Education Policy (2009). At one place, they, for instance, have stated:

“A major bias of the job market for white collar jobs appears in the form of a candidate’s proficiency in the English language. It is not easy to obtain a white collar job in either the public or private sectors without a minimum level proficiency in the English language. Most private and public schools do not have the capacity to develop the requisite proficiency levels in their students. English language also works as one of the sources for social stratification between the elite and the non-elite. Employment opportunities and social mobility associated with proficiency in the English language have generated an across the board demand for learning English language in the country” (Ministry of Education, November, 2009, pp. 19–20).

In addition, while including a table of the global competitive index (GCI) of Pakistan, which compares Pakistan to neighboring countries, the policy has stated:

It can be seen that in education and health related indicators, Pakistan falls behind all other countries. It has to be realized that even the sustainability and improvement of other indicators depend on education” (Ministry of Education, GoP, November, 2009, p. 5).

Yet, at another place, the policy has mentioned that

On the Education Development Index, which combines all educational access measures, Pakistan lies at the bottom with Bangladesh and is considerably lower than Sri Lanka. A similar picture emerges from the gross enrollment ratios that combine all education sectors and by the adult literacy measures. The overall Human Development Index (HDI) for Pakistan stands at 0.55, which is

marginally better than Bangladesh and Nepal, but poorer than other countries in the region (Ministry of Education, GoP, November, 2009, p. 7).

The policymakers have believed that these objectives, rationales and issues could be overcome and achieved by assisting the Pakistani populace to develop English proficiency. In other words, developing the people's English proficiency was a way Pakistan could overcome the concerns and achieve the targets. Thus, the policymakers introduced the English subject policy in 2003 to begin in Grade 1. The next step was to initiate an English medium policy from Grade 4 onward starting in 2014.

From the immersion education perspective, one may argue that the teachers' positive attitudes regarding the rationales for initiating an English medium policy in the government schools show that the teachers will probably like the mid-partial immersion model. The teachers regard English medium education positively, because they perceive English and proficiency in it as the key to job and mobility opportunities in Pakistan and abroad. However, they feel that English teaching in Grades 1 – 3 must be improved, current teachers should be trained more extensively, and/or new teachers should be appointed. Thus, it appears highly likely that the rationales and benefits mentioned in the NEP 2009 may not be converted into reality by the current teachers.

The scholarship of language policy and planning also suggests the same consequences. For instance, Kaplan, Baldauf, and Kamwangamalu (2011) have argued that simply mandating the initiation of an L2/FL, either as a subject or as a medium of instruction, from earlier grades in any polity, does not guarantee that the step(s) would automatically and linearly convert itself into making students proficient in the L2/FL:

Many polities in Asia and around the world are attempting to deal with the issue of proficiency by increasing the exposure that students have to language learning (i.e. English) by extending language teaching to primary school (or by even creating language [English] villages where students interact with native speakers of the language, e.g. Song, 2011, for Korea). However, even when time is theoretically adequate – for instance, in Bangladesh where English is taught from Grade 1 to Grade 10 and occupies about 20% of the curriculum – the results may be far from satisfactory (Hamid and Baldauf, 2008, 2011). So, while adequate exposure to language teaching is a necessary condition for learning, it is not sufficient in and of itself. Thus, a policy focus which predominantly increases class time (i.e., an access policy) without simultaneously addressing related policy issues may not lead to increased levels of proficiency but, rather, may lead to a waste of resources.

Thus, taking the qualitative and quantitative findings about the impact of the English medium policy into account, one may conclude that the new policy might not render the benefits that underlie it unless the English subject related policy issues are resolved first.

Discussion of the Results of Sub-Question Five

With respect to the fifth sub-question about the teachers' attitudes regarding their preparedness and motivation to teach science and math in English, the findings from both the quantitative and qualitative data analyses found that the teachers are motivated because they think the English medium is useful for the students and it can help the teachers develop their English proficiency and hone their teaching skills. Most of the teachers indicated that they would not enjoy teaching science and math in English, nor do

they feel prepared to teach those subjects in English. The qualitative and quantitative findings reveal that teachers think they will need extensive training in order to be prepared to carry out the new mandate.

The policymakers stated in NEP 2009 that “English *shall* be used as the medium of instruction for science and mathematics from class IV onwards. For the first five years, provinces shall have the option to teach mathematics and science in English or Urdu/official regional language; *but after five years* the teaching of these subjects *shall* be in English only” (underlined and italicized for the purpose of indicating official emphasis). Because the policy was issued in 2009, the provinces were allowed to continue the teaching of science and mathematics in English, Urdu, or Sindhi for the first five years, i.e., 2009-2013. But, it had officially been declared important for all the provinces to start teaching science and math only in English after five years, i.e., starting in 2014.

The teachers teach at present science and math subjects in Sindhi—the official regional language of the province of Sindh— (and Urdu in the urban areas of Sindh) in Grades 4 and 5 in the primary schools in the province of Sindh. Viewing the implication of the above official condition in the case of Sindh, the teachers will start teaching science and math in English. Taking into account the aforementioned discussions of the findings of the teachers’ attitudes regarding their English proficiency and satisfaction with, the teachers have expressed a need for comprehensive training, which could not only help them with their English proficiency but also enable them to gain pedagogical skills so that they could more effectively teach science and math in English. Viewing this information through the lenses of immersion education and language planning, teachers’

training is highly crucial and decisive in order for an immersion model or a language policy to work effectively. For instance, immersion education places prime importance upon stakeholders' commitment and motivation and the availability of resources in order for any model to work effectively and successfully. Training as an integral part of the resources should be provided to any program (Swain and Johnson, 1997).

From the language planning perspective, teacher training occupies an integral position in order for a policy to be implemented adequately (Spolsky, 2004). Baldauf, Kaplan, and Kamwangamalu (2010), Kaplan, Baldauf, and Kamwangamalu (2011), and Baldauf, Kaplan, Kamwangamalu, and Bryant (2011) have stated that language policies often fail in developing countries because indigenous teachers are not trained adequately. It is important to note that the participants who completed the survey for this research are adequately qualified so far as their academic and professional credentials are concerned. For instance, with respect to their academic credentials, a majority of the participants have Master's degrees (50%), followed by those who have Bachelor's (pass) degrees (42.6%), and those who have higher secondary school certificates (6.9%) and secondary school certificates (.5%) respectively. With regard to their professional qualifications, majority of the teachers only have a P.T.C. in their professional credentials (28.7%), followed by those who have P.T.C. and B.Ed. (26.6%), those who have P.T.C., C.T., and B.Ed. (15.4%), those who only have B.Ed. (8%), those who have P.T.C., B.Ed., and M.Ed. (7.4%), those who have P.T.C., C.T., B.Ed., and M.Ed. (4.3%), those who have P.T.C. and C.T. (3.7%), and those who have B.Ed. and M.Ed. (2.7%) respectively. (3.2% participants did not mention the professional qualifications they had). Despite being adequately qualified to teach in a government primary school, the teachers think they do

not currently have enough English proficiency to be able to teach science and math in English. Kaplan, Baldauf, and Kamwangamalu (2011, p.109) have asserted that “Indigenous teacher training does not necessarily prepare teachers to deliver successful instructional programs, nor are in-service programs readily available or accessible to trained teachers.” The qualitative and quantitative findings of this dissertation support the contention that the academic and professional qualifications have “not necessarily prepared [them] to deliver” successful instruction either for the already mandated English subject curriculum or for the newly mandated English medium policy. Thus, the findings suggest that when the language education policy is implemented, the policymakers must “address issues of personnel policy, both in terms of their training and re-training (i.e., in-service) and in terms of the number available, and where they might come from” (Kaplan, Baldauf, and Kamwangamalu, 2011, p. 109).

Discussion of the Results of Sub-Question Six

With respect to the sixth sub-question about the teachers’ attitudes regarding the factors other than English which could impact the government primary school students’ success in learning science and math when taught in English, the findings from both the quantitative and qualitative data analyses suggest that the students’ parents, the students themselves, the teachers, and an effective primary educational system with their various aspects are highly crucial for the successful implementation of the English medium policy. Specifically, the qualitative findings about the teachers’ attitudes regarding the current status of the government primary educational system reveal that because there are no standard systems for monitoring teachers, conducting regular in-service teachers’ trainings, carrying out assessments of the students on their mid-term and final

examinations, and setting a timetable for daily teaching, the government primary educational system, as a whole, is in a miserable state. In sum, the findings show a dismal and grim picture of the government primary educational system.

The recent research also reinforces the teachers' opinion that the government primary educational system in the province of Sindh lacks in these aspects. For instance, an important and widely discussed policy brief, *Strengthening Teacher Education in Pakistan, Policy Brief: Findings of the Baseline Survey*, was issued in 2011 by the Institute for Educational Development, Agha Khan University, Karachi, Pakistan. The policy brief was based upon a survey "on a sample of 196 schools and over 6,000 students of Grades 4 and 5 in the Sindh and Balochistan provinces." In its key findings, the report has stated that the head teachers do not adequately perform their duties:

Effective and efficient leadership and management skills of head teachers play a highly important role in improving the quality of education in schools. The survey results indicate that the current levels of leadership and management skills of the head teachers are either at a basic level or unsatisfactory. This suggests that the head teachers are not fully developed for taking on school management role (p. 2).

The report has also mentioned the poor and sub-standard status of student assessment in the primary schools:

Students are not familiar with written exams because mostly exams are conducted on the basis of oral tests...each district holds exams independently often at the end- of-year and there is not any provincial or national authority to ensure quality standards in examination system across districts....there are issues in the

construction of test tools; over the years, past test papers have been consistently asking the same type of questions repeatedly, which are often based on rote learning rather than assessing concepts and skills (p. 4).

Finally, the report has pointed out the lowest level of commitment from the government primary school teachers based on the time they spend on teaching. The report has revealed that “70% of teachers teach in the class only for 15 minutes, only 20% of teachers teach for more than 20 minutes and 10% of teachers teach for less than 5 minutes” (p. 2).

The findings of the policy brief indicate that no standard period system exists in the government primary schools according to which a teacher could properly teach grade-specific subjects. The findings also mention that no active and standard monitoring system exists which can make sure that the government primary school teachers remain committed and perform their pedagogical duties properly and adequately. Above all, the findings of the report have revealed that the government primary school system of the province of Sindh is in an unsatisfactory and sub-standard condition due to the lack of standard systems either for students’ assessment, teachers’ monitoring, teachers’ and their immediate officers’ training or for teaching all the compulsory subjects.

The findings of the teachers’ attitudes in this dissertation regarding the current functioning of the government primary educational system not only reinforce what has been researched earlier but also imply that such issues must be resolved so that the English medium policy could function successfully.

From an immersion education perspective, in addition to a commitment from all stakeholders, “bridging support” is also considered highly crucial for an immersion

program that starts from a certain grade level. Johnson and Swain (1997) have stated that “immersion programs vary in the support they provide for students moving from L1 to L2 medium instruction. This support may involve a curriculum specifically designed to meet the initial limitations of the immersion students’ L2 proficiency, or bridging material designed to raise the level of the L2 students’ proficiency rapidly to the level required to follow the standard L1 curriculum through the L2” (p. 9). Taking the existing status of the government primary educational system into account, it seems highly unlikely that the policymakers could initiate programs such as creating a separate “curriculum specifically designed to meet the initial limitations of the immersion students’ L2 proficiency, or bridging material designed to raise the level of the L2 students’ proficiency rapidly to the level required to follow the standard L1 curriculum through the L2” at the provincial level in which Grade 3 students could be supported enough to learn science and math taught in English beginning in Grade 4.

From the language planning perspective, implementing the new English medium policy seems almost impossible in all the rural and urban areas because the primary educational system in the Sindh province has neither enough capacity in terms of trained English teachers as well as trainers who could initiate such measures in the government primary schools nor enough funds to pay for all these requirements.

Discussion of the Results of Sub-Question Seven

With regard to the seventh sub-question about the teachers’ attitudes regarding the principles of bilingual education, the findings from both the quantitative and qualitative data reveal that the government primary school teachers strongly believe the students’ L1 is still extremely important. Although the teachers show positive attitudes toward

bilingual education, they make it conditional on the availability of teachers who are competent to teach in two languages successfully, particularly in English. In addition, the teachers believe that the students should study science and math in their L1, i.e., Sindhi/Urdu, if they are not good at English. The findings also reveal that the teachers believe students' L1 would be a better than English as a medium of instruction for students to learn science and math. The teachers also believe that students' L1 literacy skills may help the students to learn in an L2. Finally, the teachers feel strongly that students must not learn English as quickly as possible at the cost of not becoming literate in their L1. Above all, the teachers show highly positive attitudes regarding students' L1. The findings are highly telling in the context of the National Education Policy (2009) for the province of Sindh.

The findings suggest that the teachers take the students' L1, i.e., Sindhi/Urdu, to be extremely crucial for their students' academic growth. As far as the findings related to bilingual education are concerned, the analyses of the teachers' attitudes reinforce what Swain and Johnson (1997) have suggested in one of their core features for immersion education: the availability of bilingual teachers is necessary for any immersion education program to work. The findings regarding the teachers' attitudes for bilingual education reveal that although the teachers have positive attitudes regarding bilingual education, they hold that bilingual education could successfully be delivered by only the teachers who could teach well not only in Sindhi but also in English. The findings of this dissertation study suggest that since such primary school teachers do not exist, bilingual education will most likely not succeed. It is also pertinent to note that the findings echo

what has been found in the context of the teachers' attitudes regarding their English proficiency and satisfaction with it in the third question discussed above.

The findings outlined above reinforce the importance of the idea hypothesized by Cummins in his "Developmental Interdependence Hypothesis" (1978, 2000a, 2000b in Baker, 2006). The hypothesis stated that "a child's second language competence is partly dependent on the level of competence already achieved in the first language. The more developed the first language, the easier it will be to develop the second language" (Baker, 2006, p. 173). The findings of this dissertation reveal that the teachers believe students' L1 literacy development is a highly decisive and crucial step on the path to learn L2. That is why the teachers strongly disagree with the idea that students should learn an L2 as soon as possible, even at the cost of losing their L1. Moreover, the findings show that the teachers' positive attitudes regarding the students' L1 are also evident in their perceptions of Sindhi or Urdu as a better medium of instruction than English for students to learning science and math. Above all, it is important to note that the teachers not only have positive attitudes toward the immersion language, i.e., English, as discussed above in the first research question, but also toward bilingual education and the students' L1. One may justifiably infer that the findings suggest that the mid partial immersion model will most likely be adopted by the teachers because the mid-partial immersion model supports the development of the students' L2 as well as their L1. However, the current miserable condition—that there are no English proficient and trained teachers and the issues that there are deficient monitoring mechanism, deficient assessment mechanism, and the lack of scheduled teaching according to an officially mandated time-table—predict that the

mid-partial immersion model will not be useful in the government primary educational system of the Sindh province.

Conclusion

In his book “Reclaiming the Local in Language Policy and Practice,” Canaragarajah (2005) argued that as applied linguists deal with the challenges engendered by globalization, they have “to remember to treat the local as an equal partner in the new discourses and practices that are developing” (p. xxix). By quoting Appadurai (2000) Canaragarajah discussed how applied linguists could explicate “globalization from below” which “will enable us to realize the potential of globalization to construct more democratic relationships” (xiv). Having taken the local Pakistani rural and urban government primary classroom teachers in the province of Sindh as *equal partners* in the globalization-influenced English medium policy and active *creators* and *interpreters* of language policies rather than their passive *receivers*, their attitudes and opinion regarding the English medium policy were explored. The prime purpose was to understand how these teachers perceived the English medium policy and what implications could emerge from the analysis of their perceptions. By exploring the teachers’ perceptions and discovering the implications, the impacts of the globalization- influenced-English-medium-policy could be explicated from below through local lenses, which could later help not only “to realize the potential of globalization” but also to empower us to deal with the challenges engendered by globalization in ways that would make the policy more productive and practical.

The quantitative and qualitative results regarding the seven aspects associated with the English medium policy in the context of the Sindh province showed that (a) the

local teachers had positive attitudes regarding bilingual education as well as students' L1, and they also viewed positively (b) the English language and (c) English medium education due to the highly crucial role of English in Pakistani society today. However, (d) they believed the English medium policy would not be successful in the government primary schools because the students would not be prepared to study science and math in English in Grades 4 and 5; the students did not have adequate English proficiency due to the fact that the English subject policy had not been implemented adequately in the government primary schools. They believed (f) primary school teachers would not be fully able to teach in English because they did not have adequate levels of English proficiency either. The teachers felt that (g) they needed comprehensive training not only for developing their English proficiency but also for honing their teaching skills. Moreover, (h) they thought that an effective and competent primary educational system consisting of effective mechanisms for teachers' training, teachers' monitoring, students' assessment, and conducting daily-teaching according to a time-table were highly important in order for the English medium policy to work successfully and for the students to study productively in the government primary schools.

From the content-based immersion education perspective, a mid partial immersion model was likely to occur as the English medium policy would be implemented in the government primary schools of Sindh. From this dissertation research, only two factors—teachers viewing bilingual education favorably and showing positive attitudes regarding the immersion language, English—suggested positive signs for the implementation of the model in the schools. However, many other factors—the students' inadequate levels of English proficiency for studying in English, the poor English proficiency of teachers, the

dire need for teacher training, and the dearth of active and comprehensive mechanisms for training teachers, monitoring teachers, assessing students, and conducting daily-teaching according to a time-table—strongly suggested negative outcomes for the English medium policy. In other words, the findings suggested that the mid-partial immersion model could least likely be facilitative of building additive bilingualism in the schools.

Similarly, from the language-in-education policy perspective, the results indicated that there were yawning inconsistencies and gaps in the implementation of an already mandated policy of the English subject. The local teachers believed the students did not have adequate English support to be able to study science and math in English in Grades 4 and 5. The teachers believed they did not have sound English proficiency to be able to teach in English. In addition, they wanted to be trained for their English and pedagogical skills in order to be ready for the English medium policy. They agreed that the public primary educational system is not working effectively and standard and comprehensive mechanisms for teachers' trainings, teachers' monitoring, students' assessment, and conducting daily-teaching according to time-table are not developed in a standardized manner. They suggested that these factors were highly crucial for the government primary school students to successfully study science and math in the English medium in the government primary schools.

Taking into account the local teachers' attitudes and opinion about the aspects related to the English medium policy, it can be concluded that the results suggested that the English medium policy, if implemented this year, i.e., 2014, would not be useful and productive as far as its rationale and positive impacts are concerned. The schools are not ready. The teachers are not prepared and trained for conducting content-based instruction.

An already mandated policy is not effective. In such a scenario, the English medium policy would add more problems rather than help the Pakistani Sindhi kids to learn English and develop additive bilingualism.

In line with the studies reviewed in Chapter 2 such as Hamid (2010), Zappa-Hollman (2007), Su (2006), and Cammarata (2010) and the scholarship of language policy and planning (LPP) in general and language-in-education policy in particular discussed in Chapter 1 (Hornberger and Johnson, 2007; McCarty, 2011; Menken and Garcia, 2010; Shohamy, 2006; 2010), this dissertation research suggests that since the local classroom teachers are the ones who turn such language-in-education policies into pedagogical actions (Hamid, 2010), teachers' voices must be given prime place and included in the policy formation dialogues so that language-in-education policies could be more comprehensive, pragmatic and practical; and thus could adequately be put into practice at the local level. The results of this dissertation research suggest to relevant Pakistani and Sindhi policymakers the following implications which need to be met with commitment.

Policy and Pedagogical Implications for the Pakistani Education/Language Policy Makers and the Department of Education, Government of Sindh, Pakistan

These implications are discussed in the light of the lessons suggested by the reviewed scholarship of Cammarata (2010), Hamid (2010), Hornberger and Johnson (2007), McCarty (2011), Menken and Garcia (2010) Shohamy (2006; 2010), Su (2006), and Zappa-Hollman (2007).

Postponing the English Medium Policy

The findings of this study noticeably demonstrate that the already-given policy of English as a subject is not being implemented effectively and adequately in the government primary schools of Sindh. That is why the government primary school teachers of Sindh believe students will not have enough English proficiency to be able to learn science and math if taught in English in Grades 4 and 5. The findings reveal that currently there are neither English proficient students nor English proficient and trained primary teachers who could study and teach science and math in English in the government primary schools in the province of Sindh, Pakistan. Therefore, one of the key implications is that the English medium policy must be delayed. It must not be implemented in 2014 as has been set forth in the National Education Policy (2009).

Establishing a Competent Commission for Language-in-Education Policy Decisions

Before the English medium policy is implemented in Grade 4 onward in the government primary schools in the province of Sindh, it would be incredibly useful to establish an active and competent commission to make language-in-education policy decisions in the province of Sindh. Arguably, after the 18th amendment has been added to the federal constitution of Pakistan, the province of Sindh, as the other provinces of Pakistan have, does have the constitutional freedom to make educational decisions which are pertinent to its ground realities. The province of Sindh can exercise its constitutional autonomy by forming a commission. The commission should consist of renowned educators, applied linguists, and representative male and female teachers from the rural and urban areas of the province of Sindh. Since none in Pakistan can deny the crucial role and impact of the English language in Pakistani society, and none can also disagree,

academically speaking, with the highly significant role of students' L1 for academic growth, particularly in the early years of their education, the commission should aim to develop additive bilingualism in the province of Sindh. Additive bilingualism would not only ensure that students learn English and develop their English proficiency, but it would also facilitate students of the province of Sindh to keep learning (in) their L1, i.e., Sindhi and/or Urdu, along with learning (in) English. The commission could carry out projects to study the experiences of those countries which are successfully using immersion education in their educational systems. This can further determine adequate rationales for an English medium policy in Sindh.

Developing the Primary School Teachers' English Proficiency for the Effective Delivery of Bilingual Education

Before the English medium policy is implemented in Grade 4 and beyond in the government primary schools of Sindh, it would be extremely instructive for the commission to first research, at wider rural and urban levels, the reasons, gaps, and inconsistencies which have kept the English subject policy from being implemented adequately in Grades 1 to 5 in the government primary schools of Sindh. Although the findings of this study suggest gaps such as the local teachers' weak English proficiency, difficult state-mandated English textbooks, inadequate English teaching methodology, and the negligent administrative attitudes toward the teaching of the English subject, a study conducted at a wider level may help to devise policy and pedagogical strategies more specific to the rural and urban teachers' needs and issues. Resolving the issues associated with the English subject policy may subsequently help to ensure that the

English medium policy can be implemented usefully with the aim of additive bilingualism.

Currently, factors deemed incredibly crucial for effective and successful immersion education do not seem to exist. For instance, the local government primary school teachers are not bilingual in the sense that they do not have adequate English proficiency. The teachers believe they do not have sound English proficiency and they are not confident and satisfied with their English proficiency either. This is one of the major reasons English is not taught adequately in the government primary schools. Without the teachers' English proficiency, the mid-partial immersion program may not be additive bilingual. That is to say, the model may not help the government primary school students to become proficient in English as well as in Sindhi or Urdu. Rather, if the English medium policy is forcibly implemented in 2014 with the current set-up, current teaching staff, and the current resources of the government primary schools, there is an incredibly high risk of subtractive bilingualism: English will be used as the medium of instruction at the cost of Sindhi or Urdu and English medium instruction would neither be delivered effectively by the current teachers nor would the instruction be comprehended by the current students. The end-result would be more harmful than beneficial. It would be counter to the rationale and benefits posited in the National Education Policy (2009). Thus, the major implication is that the government primary school teachers' English proficiency must be developed and strengthened. Measures, such as conducting regular training sessions and workshops, must be undertaken by the commission and/or relevant provincial educational body to ensure that the teachers have enough English proficiency to be able to teach science and math in English in the future.

Developing the Primary School Teachers' Pedagogical Skills for the Effective Delivery of Bilingual Education

In addition to focusing on the teachers' English proficiency, the teachers' pedagogical skills regarding how to conduct effective content-based instruction for teaching science and math in English also have to be developed. Indeed, one may argue that the teachers' English proficiency is not enough where teaching in the English medium is concerned. A teacher's teaching skills weigh in as much as their English proficiency does, particularly in the foreign language setting of Sindh, Pakistan. Therefore, the teachers shall need to be equipped with the pedagogical skills of content-based instruction, so they would be able to effectively teach in English, while considering the culture and nature of their students simultaneously. In order to equip these teachers with the pedagogical skills, measures such as conducting workshops, training sessions, and micro-teaching conferences can be undertaken. In addition, having taken into consideration the nature and culture of students, the commission and the relevant provincial teacher education body should introduce the pedagogical approaches rooted in cooperative and communicative learning and teaching.

Conducting Standardized Achievement Test (SAT) at the Primary School Level

In 2012, the Standardized Achievement Test (SAT) was conducted on a large scale by the Education and Literacy Department, Government of Sindh for assessing learning outcomes in the subjects of languages, math, and science for the students studying in Grade 6 in the government middle and high schools of the province of Sindh. A similar measure must be taken for the similar subjects for the government primary school students studying in Grade 3 to determine whether the students would be able to

study science and math in English in Grade 4. Such a step would not only show the gaps between what is happening on the ground in the government primary schools in various rural and urban areas of the province of Sindh and what is being mandated for them in the national educational policies, but it could also help the policymakers determine which grade would be the most suitable for students to begin studying in the English medium in the government schools.

Providing Financial Assistance and Prioritizing Public Education

No educational policy can succeed and get implemented adequately without the support of state or local authorities. Although the recent budget of Sindh is being lauded due to its increase in educational funds—from Rs.11 billion in 2011-2012 to Rs.12.5 billion for 2012-2013 fiscal year (The Express Tribune on 12 June, 2012)—the government of Sindh and its policymakers have yet to realize their responsibilities to public education when making financial decisions. The governments have to allocate enough funds at the federal as well as the provincial levels so that quality education, including English medium education, can be ensured for public school children. Not only are funds important in this context, a dedicated also has to be developed, so that the funds can be channeled appropriately. A competent infrastructure would also guarantee that the educational funds being donated by various multinational organizations as well as developed countries would be used as intended.

Standardizing the Primary Educational System

In order to standardize the public education in general and government primary education in particular, the authorities have to develop certain standard systems and protocols for monitoring and assessing not only the school teachers' teaching but also the

students' learning. They need to develop standard time-tables so that all subjects are covered adequately. These measures may be carried out by taking into account on-the-ground realities of various rural and urban areas of the province of Sindh. In addition, the policymakers have to develop standard methods and protocols of recruiting teachers in ways that not only a candidates' English proficiency but also his/her academic and professional credentials and experiences keep prime importance in his/her selection as a teacher.

Exploring the Efficacy of Teacher Education

Since the policymakers have decided to initiate English as a medium of instruction, it is very important for the commission to also explore the efficacy of the government primary school teachers' in-service training, master trainers, and the curriculum used for training purposes with respect to teaching content subjects in English. Teacher recruitment processes should be devised in ways that emphasize the candidates' English proficiency. Most importantly, it is also significant to investigate how the newly introduced teacher education degrees, such as the Associate Degree in Education (ADE) for pre-service teachers, prepares the new teachers for teaching science and math in English.

Engaging Local Teachers in Language Policy Formation Processes

Last and most importantly, classroom teachers from both rural and urban areas must be engaged and included in the language policy formation processes. They must be made an integral part of the commission recommended above. Since they are the ones who actually teach and negotiate their teaching practices based on their specific schools

and students, they can be the best barometers to suggest how certain language policies could be better formulated to yield the desired results.

Future Research

The following are areas ripe for further research: This study has focused on the government primary school teachers' attitudes obtained through surveys, interviews, and focus groups. In the future, it may be helpful to include government primary school teachers from other areas who could not be accessed for this project. Second, since the government primary school students and their parents are also major stakeholders of education, research exploring their views and voices would indeed contribute to the English medium policy debate. Such research may further show not only the implications of the English medium policy but also complement the English medium debate in Pakistan. Third, the English medium policy is set to begin in the near future. It may be worthwhile to research in a comprehensive manner through classroom observations how the English subject is taught in various districts of the Sindh province. Such research could suggest whether or not and from which grade English medium education should start. Fourth, since the policymakers have decided to initiate an English medium policy, it is vital to research the government primary school teachers' in-service training procedures and mechanisms, master trainers, and the curriculum used for the training purposes with respect to teaching content subjects in English. Last but not least, such studies can indeed contribute at the larger level to the theoretical scholarship of applied linguistics in general and language policy and planning (LPP) in particular by showing how local input, if explored and included, can help society understand and cope with the challenges caused by the phenomenon of globalization.

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Appendix A: Education Sector Reforms (Policy decisions)

1. Uniform Academic Session from 1st of September throughout the country.
2. Free Education up to Matriculation.
3. Provision of missing facilities in schools.
4. Provision of free textbooks.
5. Grant of scholarships and incentives to girl students.
6. Composite examination at Matric level throughout the country from 2007.
7. Composite examination will be introduced in 2009 for HSSC.
8. **English language has been made compulsory from Class-1 onwards.**
9. The grievances of a particular sect / community addressed by removing controversial books in Northern Areas. However, in next review/revision:
 1. Emphasis to be placed on language and literature learning instead of repetition of topics of Islamiyat in language learning i.e. Urdu/English textbooks etc.
 2. Overlapping and duplication of contents in various subjects needs removal and the contents of subjects need to be examined to make them non-controversial.
10. Social Studies for classes VI-VIII bifurcated into History and Geography and will be taught as compulsory subjects from the academic year 2006. The curriculum prepared and notified and provincial textbook boards preparing the books for these subjects.
11. **Introduction of English as medium of instruction for Science, Mathematics, Computer Science and other selected subjects like Economics and Geography in all schools in a graduated manner was endorsed.**
12. Budgetary allocations for education from existing 2.7% of GDP to be increased to 4% of GDP.
13. Revise curriculum to ensure that:
 1. Technical stream of education is introduced from class 8th.
 2. Information Technology/ Computer education is introduced from lower classes.
 3. All duplication of subjects is eliminated.
 4. Contents do not reflect thinking of any particular sect/school of thought.
 5. Ethics, moral education and Haqooq-ul-ibad be included and stressed.
 6. Curriculum be upgraded to ensure latest developments/ideas in science and technology are included and it is progressive with vertical and horizontal linkages.
14. Marks allocated for practical examinations in Science and Social Science subjects will be reduced from 25% to 15% due to inadequate lab facilities available in the country. It will be applicable for examinations to be conducted in the year 2007.
15. Registration of private sector educational institutions be done on the pattern of madaris.

16. Format of the question papers for the Board examinations will be revised. The papers will have three parts:
 1. (i) 20% will be objective questions. The questions will have multiple choices.
 2. (ii) 50% questions will be for short answers.
 3. (iii) 30% questions will be for descriptive answers.
 4. During the year 2006 teachers will be trained to prepare the children to answer the questions on this patten.
 5. Question papers will be prepared in this format from the year 2007.
17. Reduction in number of elective subjects at SSC and HSSC.
18. College level education be run by provincial education departments.
19. Availability and accessibility of schools particularly in rural areas.
20. Setting up of NTEVTA be expedited to ensure:
 1. Vocational Schools: at each Tehsil and at industrial clusters. All dropout from schools be encouraged to enroll.
 2. Polytechnic Institutes: at District level for matriculates to produce technicians /supervisors.
 3. Technical Colleges: 4/5 in each province for F.Sc. qualified students to produce technical graduates.
21. Teacher's status and recruitment of female teachers.
22. Strategy for National Textbook Policy.

Retrieved from the website of the Ministry of Education, Government of Pakistan,

Islamabad (www.moe.gov.pk) on September, 12, 2011

Appendix B: Questionnaire in English



PAKISTANI PUBLIC PRIMARY SCHOOL TEACHERS' ATTITUDES TOWARD ENGLISH MEDIUM IN PUBLIC PRIMARY SCHOOLS

Dear Sir/Madam,

I thank you for agreeing to participate in my research project about Pakistani Public Primary School Teachers' Attitudes toward English medium in public primary schools. This project is a part of my PhD studies at the Department of Language and Literacy Education, College of Education, University of Georgia, Georgia, United States of America.

The purpose of conducting this project is to **investigate and understand** the Pakistani primary school teachers' views about initiating English as a medium of instruction from grade 4 onwards. As we know, English was first taught as a compulsory subject from grade six onwards in the government schools all over Pakistan. Later, English was formally started as a compulsory subject from grade one onwards since 2003. Recently, the latest National Education Policy (NEP), issued in November 2009, has decided in principle teaching the content subjects such as science and maths in English medium from **grade 4 onwards from 2014**. Specifically, the study intends to explore the Pakistani primary teachers' views about the (a) the degree of preparedness of students for studying content subjects such as science and maths in English medium in grades 4 and 5 after studying English as a compulsory subject in grades 1, 2, & 3; and (2) their opinions about various aspects of starting English a medium of instruction from grade 4 onwards in the government primary schools of Pakistan.

Your input is very important for knowing the implications of such a policy. I can assure that your all responses will be kept confidential. Also, kindly be assured that there is no "right" or "wrong" answers. You are, therefore, requested to kindly provide your answers as honestly and best of your knowledge as possible. You may choose to leave any statement unanswered. In addition, if you wish, you may exercise your right to withdraw from this study anytime before, during, or after the research process. This questionnaire may take about 20 to 30 minutes to complete. I can provide to you a summary of the research findings if you require. You may also be able to access/get a free electronic copy of my dissertation from the website of the main library of the University of Georgia (www.libs.uga.edu), Georgia, U.S. after I shall graduate.

I thank you once again for agreeing to participate in my research project.

SECTION I asks for your views on **the preparedness of students for studying science and maths in English medium after studying English as a compulsory subject in grades 1, 2, & 3.** Please encircle (O) any **ONE** of the four options that best reflects your views for each statement. But, kindly answer the questions below by ticking (√) before proceeding.

01. Do you teach English to your class every week? Yes No
02. If yes, how many times in a week do you teach English to your class?
 6 times a week 5 times a week 4 times a week
 3 times a week 2 times a week 1 time a week
03. About how many minutes do you teach English to your class per day?
 About more than 90 minutes About 60 minutes About 45 minutes
 About 30 minutes About 15 minutes About less than 15 minutes
04. About how many lessons/units from English textbook do you teach to your class each academic year? _____
05. Do you also cover the exercises which follow every lesson/unit? Yes No

Students currently study English as a compulsory subject from grade one onwards. Based upon studying English as a compulsory subject in grades 1, 2, and 3, the students are expected to study science and maths in English medium in grades 4 and onwards in future. The following statements, taken and adapted from the learning outcomes of grade 3 from "National Curriculum for English Language (NCEL) Grades I–XII 2006", ask for your opinion whether and how studying English as a compulsory subject up to grade 3 can help the students study science and math in English medium in grade 4.

	As a result of studying English as a compulsory subject in grades 1, 2, and 3, students will be able to.....	Strongly Disagree	Disagree	Agree	Strongly Agree
06.	.....understand the concepts of science and maths in English medium in grade 4.	1	2	3	4
07.	.....locate specific factual information from units of science & maths written in English to answer short questions in grade 4.	1	2	3	4
08.	.....use a dictionary for searching a meaning in grade 4.	1	2	3	4
09.	.....retell a concept/story in a few sentences in English in grade 4.	1	2	3	4
10.	.....write sentences of their own in English using correct capitalization, punctuation and spellings in grade 4.	1	2	3	4
11.	.....write a few simple sentences in English to describe a picture or an idea of science or maths in grade 4.	1	2	3	4
12.	.....follow the instructions to solve exercises from the textbooks of science and maths written in English in grade 4.	1	2	3	4
13.	.....have basic conversation in English (What is the meaning of X?, What is your father's name?, What fruit do you like?, etc.) with their colleagues in grade 4.	1	2	3	4
14.	.....read the textbooks of science and maths in English in grade 4.	1	2	3	4
15.	.....use three basic simple tenses (present simple tense, past simple tense and future simple tense) in grade 4.	1	2	3	4
16.	.....use the major punctuation encirclces such as full stop, comma, question encirclce, and exclamation encirclce in grade 4.	1	2	3	4
17.	.....respond to, and ask simple wh questions (What is this/that?; Who is he?, etc.) in grade 4.	1	2	3	4
18.	What else can you share about the degree of preparedness of students for studying content subjects such as science and maths in English medium after studying English as a compulsory subject in grades 1, 2, & 3?...				
				
				

SECTION II asks for your opinion about your **preparedness** and **motivation** for teaching content subjects such as science and maths in English medium. Please encircle (O) any **ONE** of the four options that best reflects your views for each statement.

		Strongly Disagree	Disagree	Agree	Strongly Agree
01.	I can teach content subjects such as science and maths in English medium in grades 4 and 5.	1	2	3	4
02.	Given training, I can better teach content subjects such as science and maths in English medium in grades 4 and 5.	1	2	3	4

How do you feel about teaching science and math in English medium?		Strongly Disagree	Disagree	Agree	Strongly Agree
03.	I like teaching science and maths in English medium.	1	2	3	4
04.	I think English medium is useful for students' future studies.	1	2	3	4
05.	I can better teach science and maths in English medium.	1	2	3	4
06.	I can develop my English proficiency by teaching in English medium.	1	2	3	4
07.	Teaching in English medium will hone my teaching skills.	1	2	3	4

08. What else would you say about your degree of preparedness and motivation for teaching content subjects such as science and maths in English medium in grades 4 and 5?.....

SECTION III asks for your views about the **impact of starting teaching content subjects such as science and maths in English medium from grade 4 onwards**. Please encircle (O) any **ONE** of the four options that best reflects your views for each statement.

	The step of teaching content subjects such as science and maths in English medium from grade 4 onwards can help.....	Strongly Disagree	Disagree	Agree	Strongly Agree
01.	.....the government schools to become the quality institutes like the elite private English medium schools.	1	2	3	4
02.	.....the government schools to produce English proficient students.	1	2	3	4
03.	.....the students from the government schools to excel in the national competitive exams such as CSS (Central Superior Services).	1	2	3	4
04.	.....the students from the government schools to better compete for public and private jobs in future.	1	2	3	4
05.	.....the students from the government schools to get motivated to learn English.	1	2	3	4
06.	.....Pakistan to accelerate its literacy ratio.	1	2	3	4
07.	.....Pakistan to emerge as an expert nation in science and maths.	1	2	3	4
08.	.....Pakistan to reduce religious extremism in its society.	1	2	3	4
09.	.....Pakistan to compete with its neighbouring countries in education and science and technology.	1	2	3	4

The step of teaching content subjects such as science and maths in English medium from grade 4 onwards can help.....		Strongly Disagree	Disagree	Agree	Strongly Agree
10.	.....Pakistan reduce job opportunity gap between the rich and the poor.	1	2	3	4
11.	.....Pakistan to emerge as a knowledge-based economy all over the world.	1	2	3	4

12. What else would you say about the impact of teaching content subjects such as science and maths in English from grade 4 onwards?.....

.....

.....

SECTION IV asks for your views about the factors which can impact students' learning of content subjects such as science and maths in English medium in grade 4 and 5. Please encircle (O) any **ONE** of the four options that best reflects your views for each statement.

The students of the government primary schools can succeed in learning content subjects such as science and maths in English medium in grades 4 and 5 if.....		Strongly Disagree	Disagree	Agree	Strongly Agree
01.	.....their parents tutor them regularly at home after school.	1	2	3	4
02.	.....their parents are motivated for their education.	1	2	3	4
03.	.....their parents buy them required textbooks and copies on time.	1	2	3	4
04.	.....students have enough English proficiency to study science and maths in English medium.	1	2	3	4
05.	.....students want to study science and maths in English medium.	1	2	3	4
06.	.....students are good at reading and writing in their first language.	1	2	3	4
07.	.....the primary teachers have teaching skills to teach science and maths in English medium.	1	2	3	4
08.	.....primary school teachers are sincere with their profession.	1	2	3	4
09.	.....the primary teachers have enough English proficiency to teach science and maths in English medium.	1	2	3	4
10.	.....there is standard system in primary schools for gauging primary school teachers' textbooks content coverage.	1	2	3	4
11.	.....there is standard system for students' academic assessment in the government primary schools.	1	2	3	4
12.	.....there is standard system for primary school teachers' in-service trainings.	1	2	3	4
13.	.....there is standard system for evaluating primary school teachers' teaching.	1	2	3	4
14.	.....public education becomes state's one of the top priorities.	1	2	3	4

15. What else would you say about how can the teaching of content subjects such as science and maths in English medium be successful in grades 4 and 5?.....

.....

.....

SECTION V asks for your views about **bilingual education**. Please encircle (O) any **ONE** of the four options that best reflects your views for each statement.

		Strongly Disagree	Disagree	Agree	Strongly Agree
01.	It is beneficial for a primary student to study some subjects in Sindhi medium and some in English medium.	1	2	3	4
02.	I think if a student is not proficient in English, the student should be learning science and maths in Sindhi language.	1	2	3	4
03.	I think learning science and maths in Sindhi language helps students to learn these subjects better as compared to studying them in English medium.	1	2	3	4
04.	I think if students develop literacy in Sindhi language, it will facilitate them studying science and maths in English medium.	1	2	3	4
05.	I think if a child who can read and write in Sindhi will be able to learn English faster and easier (as opposed to a child who cannot read and write in Sindhi language).	1	2	3	4
06.	I think students must learn English as quickly as possible even if it results in the loss of Sindhi language.	1	2	3	4

07. What else would you say about bilingual education?

.....

.....

SECTION VI asks for your views about **your proficiency in English and satisfaction with it**. Please encircle (O) any **ONE** of the four options that best reflects your views for each statement.

		Strongly Disagree	Disagree	Agree	Strongly Agree
01.	I can speak English fluently.	1	2	3	4
02.	I am satisfied with my English speaking proficiency.	1	2	3	4
03.	I can read and understand English books, newspapers, and magazines.	1	2	3	4
04.	I am satisfied with my English reading proficiency.	1	2	3	4
05.	I can write essays, letters, emails, and applications in English.	1	2	3	4
06.	I am satisfied with my English writing proficiency.	1	2	3	4
07.	I can understand news, songs, and movies in English.	1	2	3	4
08.	I am satisfied with my English listening proficiency.	1	2	3	4
09.	I have enough English proficiency to teach the content subjects such as science and maths in English medium in grades 4 and 5.	1	2	3	4

10. What else would you say about your English proficiency?.....

.....

.....

SECTION VII asks for your views about learning English. Please encircle (O) any **ONE** of the four options that best reflects your views for each statement.

		Strongly Disagree	Disagree	Agree	Strongly Agree
01.	Learning English is against our religion.	1	2	3	4
02.	By learning English, students become disrespectful to their families.	1	2	3	4
03.	Learning English erodes our cultural values.	1	2	3	4
04.	English is the key to success in Pakistan.	1	2	3	4
05.	Learning English creates tolerance and respect for other cultures.	1	2	3	4
06.	Learning English brings learners closer to the international community.	1	2	3	4
07.	Learning English is one of the factors that determine the success of Pakistan.	1	2	3	4

This last part of the questionnaire asks you about your demographics and educational background. Please complete the following by tick-marking (✓).

01. I am: male female
02. My age is:
 25 – 30 Years 31 – 35 Years 36 – 40 Years 41 – 45 Years 46 or above
03. The class/grade I teach this year is:
 Grade 1 Grade 2 Grade 3 Grade 4 Grade 5
04. My school is in: a rural area an urban area
05. My highest educational is?
 Matriculation (10 Grades) Intermediate (12 Grades) Bachelors Level (14 Grades)
 Master's Level (16 Grades) M. Phil/M.S Level (18 Grades) Ph.D (21 Grades or above).
06. As for my professional qualifications, I have the following (please encircle (✓) all you have):
 Primary Teaching Certificate (PTC) Certificate in Teaching (CT)
 Bachelor of Education (BEEd) Master of Education (MEd)
 Any other not mentioned her.....
07. My total teaching experience in the government primary school(s) is:
 1 – 5 Years 6 – 10 Years 11 – 15 Years 15 years or above
08. I have been given the opportunity to attend trainings on English language teaching for.....:
 1 – 2 times 3 – 5 times 6 – 8 times 9 times or above Never
09. If you have ticked **Never**, please skip this and the question below. How many weeks did each training last?
 1 – 2 weeks 1 – 4 weeks 1 – 6 weeks 8 weeks or above
10. Did the training(s) help you improve your English language teaching? Yes No

I thank you for completing the questionnaire.

Appendix C: Questionnaire in Sindhi



سرڪاري پرائمري اسڪولن ۾ انگريزي ميڊيم جي باري ۾ سرڪاري پرائمري استادن جا رويو
جي باري ۾ سرڪاري پرائمري استادن جا رويو

محترم سائين/سائين،

”سرڪاري پرائمري اسڪولن ۾ انگريزي ميڊيم جي باري ۾ سرڪاري پرائمري استادن جا رويو“ جي موضوع تي منهنجي تحقيق ۾ شرڪت ڪرڻ لاءِ راضي ٿيڻ تي آءٌ اوهانجو شڪريو ادا ڪيان ٿو. هيءَ تحقيق پنهنجي PhD ڊگري جو حصو آهي جيڪا آءٌ يونيورسٽي آف جارجيا جي شعبي لينيگيوٿيڇ اينڊ لٽريسي ايجوڪيشن، آمريڪا ۾ ڪري رهيو آهيان.

هن تحقيق ڪرڻ جو مقصد درجي چوٿين کان وٺي انگريزي ميڊيم واري تعليم شروع ٿيڻ بابت سرڪاري پرائمري اسڪول جي استادن جي خيالن کي معلوم ڪرڻ ۽ سمجهڻ آهي. جيئن ته اسان چاڻئون ٿا ته انگريزي پهرين ٿي سڄي پاڪستان جي سرڪاري اسڪولن ۾ درجي چوٿين کان وٺي هڪ لازمي مضمون طور پڙهائي ويندي هئي. بعد ۾ 2003 کان انگريزي درجي پهرين کان وٺي لازمي مضمون طور باقائده طور شروع ڪئي وئي. تازو ئي، نئين قومي تعليمي پاليسي (National Education Policy)، جيڪا 2009ع جي نومبر واري مهيني ۾ جاري ڪئي وئي، اصولي فيصلو ڪيو آهي ته 2014ع کان درجي چوٿين کان وٺي ڪنٽينٽ وارا مضمون جهڙوڪ سائنس ۽ رياضي انگريزي ميڊيم ۾ پڙهائيا ويندا. خاص طور تي، هن تحقيق جو مقصد پاڪستاني پرائمري اسڪولن جي هيٺين موضوعن بابت خيالن کي تفصيلي طور معلوم ڪرڻ آهي ته (الف) انگريزي درجي 1، 2، ۽ 3 ۾ لازمي مضمون طور پڙهڻ کانپوءِ شاگرد ڪيتري حد تائين تيار هوندا ته هو ڪنٽينٽ وارا مضمون جهڙوڪ سائنس ۽ رياضي 4 ۽ 5 درجي ۾ انگريزي ميڊيم ۾ پڙهن (ب) ۽ سرڪاري پرائمري اسڪولن ۾ درجي 4 کان وٺي انگريزي ميڊيم واري تعليم جي مختلف زخن بابت (استادن جا پنهنجا) ڪهڙا خيال آهن.

اوهان جي راءِ اهڙي پاليسي جي (ممڪنات) اثرات ڄاڻڻ لاءِ تمام اهم آهي، آءٌ اوهان کي يقين ٿو ڏياريان ته اوهان جا سڀ جواب راز ۾ رکيا ويندا. ۽ مهرباني ڪري تسلي رکو ته (هن سوالنامي) جو ”صحيح“ يا ”غلط“ جواب نه هوندو. تنهنڪري، اوهان کي گذارش ٿي ڪجي ته اوهان پنهنجا جواب ايمانداري ۽ پنهنجي ڄاڻ مطابق ڏيو. اوهان ڪو به جملو بنا جواب ڏيڻ جي ڇڏي سگهو ٿا. ان کان علاوه، جيڪڏهن توهان چاهيو ته توهان ڪنهن به وقت هن تحقيقي عمل کان اڳڻ، ان جي دوران، يا ان کانپوءِ هن تحقيق تان دستبردار ٿيڻ جو پنهنجو حق استعمال ڪري سگهو ٿا. هن سوالنامي کي ڀرڻ ۾ 30 کان 40 منٽ لڳي سگهن ٿا. جيڪڏهن اوهان چاهيو ته آءٌ اوهان کي هن تحقيق جي نتيجن جو خلاصو مميا ڪري سگهان ٿو. پنهنجي PhD ڊگري پوري ٿيڻ کان پوءِ، اوهان يونيورسٽي آف جارجيا جي سڀ کان وڏي لائبريري جي ويب سائيت (www.libs.uga.edu) تان پنهنجي هن تحقيق واري دستاويز (Dissertation) جي مٿ ۾ ڪاپي به ڏاڻو ٿو ڪري سگهو ٿا.

هن تحقيق ۾ شرڪت ڪرڻ لاءِ راضي ٿيڻ تي مان پهر اوهانجو شڪريو ادا ڪيان ٿو.

حصو پھريون اوهان کان شاگردن جي درجي 1، 2، 3 ۽ انگريزي ٻولي کي هڪ لکڙي مضمون طور پڙهڻ کانپوءِ انهن جي انگريزي ميٽر (انگريزي بطور تدرسي ٻولي) ۽ سائنس ۽ رياضي پڙهڻ جي تياريءَ جي باري ۾ پڙهي ٿو. مهرباني ڪري هر بيان جي سامهون ڏنل چئن خانن مان ان هڪ خاني کي گول دائرو (O) ڀريو جيڪو اوهان جي خيالن جي بهترين ترجماني ڪندو هجي. ٻن کان پھريان مھرباني ڪري هيٺين سوالن جا تڪ (✓) ڪري جواب ڏيو.

01. ڇا اوهان هر هفتي پنهنجي ڪلاس کي انگريزي پڙهائيندا آهيو؟ ها نه

02. جيڪڏهن ها ته پوءِ اوهان گھڻا دفعا پنهنجي ڪلاس کي انگريزي پڙهائيندا آهيو؟

هفتي ۾ 06 دفعا هفتي ۾ 05 دفعا هفتي ۾ 04 دفعا
 هفتي ۾ 03 دفعا هفتي ۾ 02 دفعا هفتي ۾ 01 دفعا

03. اوهان هڪ ڏينهن ۾ پنهنجي ڪلاس کي اٽڪل گھڻا منٽ انگريزي پڙهائيندا آهيو؟

اٽڪل 90 منٽن کان وڌيڪ اٽڪل 60 منٽ اٽڪل 45 منٽ
 اٽڪل 30 منٽ اٽڪل 15 منٽ اٽڪل 15 منٽن کان گھٽ

04. اوهان هر تعليمي سال ۾ پنهنجي ڪلاس کي اٽڪل گھڻا سبق/حصا پڙهائيندا آهيو؟

05. ڇا اوهان هر سبق جي آخر ۾ ڏنل مشقون به حل ڪرائيندا آهيو؟ ها نه

شاگرد هيٺي ڏنل مشقون پڙهڻ کان وٺي انگريزيءَ کي هڪ لکڙي مضمون طور پڙهڻ تائين. 1، 2، 3 ۽ 4 درجي ۾ انگريزي لکڙي مضمون طور پڙهڻ جي بنياد تي، شاگردن کان اها توقع ڪئي ٿي وڃي ته هو 4 ۽ ان کان اڳتي وارن درجن ۾ سائنس ۽ رياضي انگريزي ميٽر ۾ پڙهي ويندا. هيٺيان بيان جيڪي انگريزي ٻولي جي قومي نصاب "National Curriculum for English Language - (NCEL) I - XII 2006" جي درجي 3 جي Learning Outcomes جي آڌار تي ٺاهيا ويا آهن، (اهي) اوهانجا ويچار معلوم ڪن ٿا ته ڇا ۽ ڪيئن شاگرد انگريزيءَ کي 3 درجي تائين لکڙي مضمون طور پڙهڻ سان 4 درجي ۾ سائنس ۽ رياضي انگريزي ميٽر ۾ پڙهي سگھندا.

پاڪل مشق	مشق	نشانق	پاڪل نشانق	انگريزي کي 1، 2، 3 ۽ 4 درجي ۾ لکڙي مضمون طور پڙهڻ جي نتيجي ۾.....
4	3	2	1	06. شاگرد 4 درجي ۾ سائنس ۽ رياضي جي تصورات (Concepts) کي انگريزي ميٽر ۾ سمجهي سگھندا.
4	3	2	1	07. شاگرد 4 درجي ۾ سائنس ۽ رياضي جي انگريزيءَ ۾ لکيل سبقن مان مختصر سوالن جا جواب ڏيڻ لاءِ حقيقتن تي مبنِي (Factual) مخصوص معلومات ڳولهي لهندا.
4	3	2	1	08. شاگرد 4 درجي ۾ ڪا معنيٰ ڳولڻ لاءِ ڊڪشنري (لفظ) استعمال ڪري سگھندا.
4	3	2	1	09. شاگرد 4 درجي ۾ ڪا ڪهاڻي يا تصور (Concept) انگريزيءَ ۾ ٿورن جملن ۾ وراڻي ٻڌائي سگھندا.
4	3	2	1	10. شاگرد 4 درجي ۾ صحيح طريقي سان بيھڪ جو نشانين، اسپيلنگ ۽ ڪيپيٽلائيزيشن (Capitalization) کي استعمال ڪندي انگريزيءَ ۾ پنهنجا جمل لکي سگھندا.
4	3	2	1	11. شاگرد 4 درجي ۾ سائنس يا رياضي جي ڪنهن تصوير يا خيال (Idea) کي بيان ڪرڻ لاءِ انگريزيءَ ۾ ڪجهه سادا جمل لکي سگھندا.
4	3	2	1	12. شاگرد 4 درجي ۾ انگريزيءَ ۾ لکيل سائنس ۽ رياضيءَ جي ڪتابن جون مشقون حل ڪرڻ لاءِ ڏنل هدايتون سمجهي سگھندا.
4	3	2	1	13. شاگرد 4 درجي ۾ پنهنجن دوستن سان انگريزي ۾ بنيادي ڳالهه ٻولڻ ڪري سگھندا جهڙوڪ: (What fruit do you like?, What is your father's name?, What is the meaning of X?)
4	3	2	1	14. شاگرد 4 درجي ۾ سائنس ۽ رياضيءَ جا ڪتاب انگريزيءَ ۾ پڙهي سگھندا.
4	3	2	1	15. شاگرد 4 درجي ۾ بنيادي ٽي زمان (Present Simple Tense, Past Simple Tense, Future Simple Tense) استعمال ڪري سگھندا.
4	3	2	1	16. شاگرد 4 درجي ۾ اهر بيھڪ جون نشانين جهڙوڪ ڦل اسٽاپ، ڪاما، سوال جي نشاني، ۽ عجب جي نشاني استعمال ڪري سگھندا.
4	3	2	1	17. شاگرد 4 درجي ۾ "Wh" سان شروع ٿيندڙ سوالن جهڙوڪ (Who is he?, What is this/that?) وغيره) پڙهي ۽ انهن جا جواب ڏئي سگھندا.

18. انگريزيءَ کي درجي 1، 2 ۽ 3 ۾ لکڙي مضمون طور پڙهڻ کانپوءِ اوهان ٻيو ڇا چوڻ چاهيندا ته شاگرد ڪيتري حد تائين سائنس ۽ رياضي جهڙا ڪتابت وارا مضمون انگريزي ميٽر ۾ پڙهي سگھندا؟

حصو ٻيو اوهان کان ڪنٽينٽ وارن مضمونن جهڙوڪ سائنس ۽ رياضي کي انگريزي ميڊيم ۾ پڙهائڻ لاءِ اوهان جي تياري ۽ لاهسي (Motivation) جي باري ۾ ٻڌي ٿو. مهرباني ڪري هر بيان جي سامهون ڏنل چئن خان مان ان هڪ خاني کي گول دائرو (O) ڀريو جيڪو اوهان جي خيالن جي بهترين ترجماني ڪندو هجي.

بلڪل متفق	متفق	ناشائق	بلڪل ناشائق	
4	3	2	1	01. مان 4 ۽ 5 درجي ۾ ڪنٽينٽ وارن مضمونن جهڙوڪ سائنس ۽ رياضي کي انگريزي ميڊيم ۾ پڙهائي سگهان ٿو/تي.
4	3	2	1	02. جيڪڏهن تربيت ڏني وڃي ته مان ڪنٽينٽ وارن مضمونن جهڙوڪ سائنس ۽ رياضي کي 4 ۽ 5 درجي ۾ انگريزي ميڊيم ۾ بهتر طور پڙهائي سگهان ٿو/تي.

بلڪل متفق	متفق	ناشائق	بلڪل ناشائق	
4	3	2	1	03. مان سائنس ۽ رياضي کي انگريزي ميڊيم ۾ پڙهائڻ پسند ڪندو/ڪندي آهيان
4	3	2	1	04. منهنجي خيال ۾ انگريزي ميڊيم شاگردن جي مستقبل جي تعليم جي لاءِ مفيد آهي.
4	3	2	1	05. مان سائنس ۽ رياضي کي انگريزي ۾ بهتر طور پڙهائي سگهان ٿو/تي.
4	3	2	1	06. مان انگريزي ميڊيم ۾ پڙهائڻ سان پنهنجي انگريزي جي مهارت کي وڌائي سگهان ٿو/تي.
4	3	2	1	07. انگريزي ميڊيم ۾ پڙهائڻ سان منهنجي پڙهائڻ واري قابليت بهتر ٿيندي.

08. اوهان ڪنٽينٽ وارن مضمونن جهڙوڪ سائنس ۽ رياضي کي 4 ۽ 5 درجي ۾ انگريزي ميڊيم ۾ پڙهائڻ جي حوالي سان پنهنجي تياري ۽ ارادي (Motivation) جي باري ۾ ٻيو ڇا چوڻ چاهيندا؟

حصو ٽيون اوهان کان 4 درجي کان وٺي ڪنٽينٽ (Content) وارن مضمونن جهڙوڪ سائنس ۽ رياضي کي انگريزي ميڊيم ۾ پڙهائڻ شروع ڪرڻ جي اثر جي باري ۾ اوهان جا خيالات ٻڌي ٿو. مهرباني ڪري هر بيان جي سامهون ڏنل چئن خان مان ان هڪ خاني کي گول دائرو (O) ڀريو جيڪو اوهان جي خيالن جي بهترين ترجماني ڪندو هجي.

بلڪل متفق	متفق	ناشائق	بلڪل ناشائق	
4	3	2	1	01. ڪنٽينٽ وارن مضمونن جهڙوڪ سائنس ۽ رياضي کي چوٿين درجي کان وٺي انگريزي ميڊيم ۾ پڙهائڻ وارو قدم.....
4	3	2	1	02. سرڪاري اسڪولن کي اميرن جي انگريزي ميڊيم خانگي اسڪولن جيان معياري ادارا بڻائڻ ۾ مدد ڪري سگهي ٿو.
4	3	2	1	03. سرڪاري اسڪولن کي انگريزي ۾ ماهر شاگرد پيدا ڪرڻ ۾ مدد ڪري سگهي ٿو.
4	3	2	1	04. سرڪاري اسڪولن جي شاگردن کي مستقبل ۾ سرڪاري توڙي نجی ادارن جي نوڪرين لاءِ مقابلي ڪرڻ ۾ مدد ڪري سگهي ٿو.
4	3	2	1	05. سرڪاري اسڪولن جي شاگردن کي انگريزي سکڻ لاءِ همٿائڻ ۾ مدد ڪري سگهي ٿو.
4	3	2	1	06. پاڪستان کي پنهنجي خواندگي واري شرح ۾ تيزي آڻڻ ۾ مدد ڪري سگهي ٿو.
4	3	2	1	07. پاڪستان کي سائنس ۽ رياضي ۾ هڪ ماهر طور جي حيثيت سان دنيا ۾ اڀري اچڻ ۾ مدد ڪري سگهي ٿو.
4	3	2	1	08. پاڪستان کي پنهنجي سماج مان مذهبي انتها پسنديءَ کي گهٽائڻ ۾ مدد ڪري سگهي ٿو.
4	3	2	1	09. پاڪستان کي پنهنجي پاڙيسري ملڪن سان تعليم، سائنس ۽ ٽيڪنالاجي ۾ مقابلي ڪرڻ ۾ مدد ڪري سگهي ٿو.
4	3	2	1	10. پاڪستان کي شريبن ۽ اميرن جي وچ ۾ نوڪرين ملڻ واري موڪلن جي فرق کي گهٽائڻ ۾ مدد ڪري سگهي ٿو.
4	3	2	1	11. پاڪستان کي دنيا ۾ هڪ ڄاڻ تي پتل معيشت طور اڀرڻ ۾ مدد ڪري سگهي ٿو.

12. 4 درجي کان وٺي ڪنٽينٽ وارن مضمونن جهڙوڪ سائنس ۽ رياضي کي انگريزي ميڊيم ۾ پڙهائڻ جي اثر جي باري ۾ اوهان ٻيو ڇا چوڻ چاهيندا؟

حصو چوٿون اوھان کان اُنھن عنصرن جيڪي شاگردن جي ڪنٽينٽ (Content) وارن مضمونن جهڙوڪ سائنس ۽ رياضيءَ کي 4 ۽ 5 درجي ۾ انگريزي مڊيٽر ۽ پڙهڻ تي اثر انداز ٿي سگھندا هجن جي باري ۾ اوھان جا رايو معلوم ڪري ٿو. مھرباني ڪري بيانن جي سامھون ڏنل چئن خانن مان ان ھڪ خاني کي گول دائرو (O) ڀريو جيڪو اوھان جي خيالن جي بھترين ترجماني ڪري ٿو.

پڪل مٿي	مٿي	نشتي	پڪل نشتي	سرڪاري پرائمري اسڪولن جا شاگرد 4 ۽ 5 درجي ۾ ڪنٽينٽ (Content) وارا مضمونن جهڙوڪ سائنس ۽ رياضي انگريزي مڊيٽر ۽ پڙهڻ ۾ ڪامياب ٿي سگھن ٿا جيڪڏهن.....
4	3	2	1	01. سندن والدين کين اسڪول کان بعد گھر ۾ روزانو پڙهائين.
4	3	2	1	02. سندن والدين کين تعليم ڏيارڻ جو مضبوط ارادو رکندا هجن.
4	3	2	1	03. سندن والدين کين وقت تي گھربل ڪتاب ۽ ڪاپيون خريد ڪري ڏين.
4	3	2	1	04. شاگردن وٽ انگريزيءَ ۾ ايتري مهارت هجي جو هو سائنس ۽ رياضي کي انگريزي مڊيٽر ۽ پڙهي سگھن.
4	3	2	1	05. شاگرد سائنس ۽ رياضي انگريزي مڊيٽر ۽ پڙهڻ چاهين.
4	3	2	1	06. شاگرد پنهنجي مادري زبان ۾ لکڻ پڙهڻ ۾ هوشيار هجن.
4	3	2	1	07. پرائمري اسڪول جي استادن کي سائنس ۽ رياضيءَ کي انگريزي مڊيٽر ۽ پڙهائڻ جا طريقا ايندا هجن.
4	3	2	1	08. پرائمري اسڪول جا استاد پنهنجي پيشي سان سچا هجن.
4	3	2	1	09. پرائمري اسڪول جي استادن وٽ انگريزي ۾ ايتري مهارت هجي جو هو سائنس ۽ رياضيءَ کي انگريزي مڊيٽر ۽ پڙهائي سگھن.
4	3	2	1	10. پرائمري اسڪولن جي استادن جي درسي ڪتابن جي مواد جي ڪرايل تڪميل جي جانچ لاءِ معياري نظام هجي.
4	3	2	1	11. سرڪاري پرائمري اسڪول جي شاگردن جي تعليمي حاصلات جي جانچ ڪرڻ جو معياري نظام هجي.
4	3	2	1	12. پرائمري اسڪول جي استادن جي نوڪري دوران تربيتن جو معياري نظام هجي.
4	3	2	1	13. پرائمري اسڪول جي استادن جي پڙهائڻ جو معيار پرکڻ لاءِ معياري نظام هجي.
4	3	2	1	14. سرڪاري تعليم جي فراهمي رياست جي اعليٰ ترين ترجيحن منجهان هڪ بڻجي.
15. 4 ۽ 5 درجي ۾ ڪنٽينٽ وارن مضمونن جهڙوڪ سائنس ۽ رياضي کي انگريزي مڊيٽر ۾ ڪيئن ڪاميابيءَ سان پڙهائي سگھجي ٿو جي باري ۾ اوھان ٻيو ڇا چوڻ چاهيندا؟				

حصو پنجون اوھان کان ٻن ٻولين ۾ تعليم ڏيڻ جي باري ۾ اوھان جا رايو معلوم ڪري ٿو. مھرباني ڪري هر بيان جي سامھون ڏنل چئن خانن مان ان ھڪ خاني کي گول دائرو (O) ڀريو جيڪو اوھان جي خيالن جي بھترين ترجماني ڪندو هجي.

پڪل مٿي	مٿي	نشتي	پڪل نشتي	
4	3	2	1	01. عظيم مضمون سنڌي مڊيٽر ۾ ۽ ڪجهه انگريزي مڊيٽر ۾ پڙهڻ پرائمري شاگرد لاءِ مفيد ٿي.
4	3	2	1	02. منهنجي خيال ۾ جيڪڏهن هڪو شاگرد انگريزيءَ ۾ پڙهڻ ناهي ته ان شاگرد کي سائنس ۽ رياضي سنڌي مڊيٽر ۾ پڙهڻ گهرجي.
4	3	2	1	03. فئنهجي خيال ۾ سائنس ۽ رياضي سنڌي مڊيٽر ۾ سکڻ شاگردن لاءِ وڌيڪ مددگار ٿي سگھن ٿا بنسبت انگريزي مڊيٽر ۾ سکڻ جي.
4	3	2	1	04. فئنهجي خيال ۾ جيڪڏهن شاگرد سنڌي ٻولي ۾ لکڻ پڙهڻ جي قابليت حاصل ڪن ته اها (اڳتي هلي) کين سائنس ۽ رياضي انگريزي مڊيٽر ۾ پڙهڻ لاءِ مددگار بڻجندي.
4	3	2	1	05. فئنهجي خيال ۾ اهو ٻار جيڪو سنڌيءَ ۾ لکي ۽ پڙهي سگھي ٿو سو انگريزي ڇلدي ۽ آساني سان سکي سگھندو (بنسبت ان ٻار جي جيڪو سنڌي ٻولي ۾ پڙهي ۽ لکي نه سگھي).
4	3	2	1	06. فئنهجي خيال ۾ جيترو جلد ٿي سگھي شاگردن کي انگريزي ضرور سکڻ گهرجي پوءِ ٻئي ان سان سندن پهرين ٻولي، سنڌي جو نقصان ٿئي.
07. ٻن ٻولين ۾ تعليم ڏيڻ جي باري ۾ توهان ٻيو ڇا چوڻ چاهيندا؟				

03. ڇن سال مان جنهن درجي کي پڙهائين تو/تي آهو آهي:

- درجو پهريون درجو ٻيو درجو ٽيون
 درجو چوٿون درجو پنجون

04. منهنجو اسڪول آهي: بهراڙي واري علائقي ۾ شهري علائقي ۾

05. منهنجي وڌ ۾ تعليمي قابليت آهي:

- ميٽرڪ (10 درجا) انٽر (12 درجا) بيچلرز (14 درجا)
 ماسٽرز (16 درجا) ايم.فل (18 درجا) پي. ايڇ. ڊي (21 درجا يا مٿي)

06. جيتري قدر منهنجي پيشه وراثي تعليم جو تعلق آهي، مون وٽ هيٺيون سٽڊون (Degrees) يا سرٽيفڪيٽ آهن (مهرباني ڪري انهن

سڀني کي تڪ مارڪ (✓) ڪيو جيڪي اوهان وٽ آهن:

- PTC CT B.Ed (پي. ايڇ. ڊي) M.Ed (ايم. ايڇ. ڊي)

اهڙو ڪو سرٽيفڪيٽ يا سٽڊ جيڪو هتي ڄاڻايل نه آهي.....

07. سرڪاري پرائمري اسڪولن ۾ ختم ٿيڻ کان پوءِ ڇن سالن جو تجربو آهي:

- 1 کان 5 سال 6 کان 10 سال 11 کان 15 سال 15 سال يا ان کان مٿي

08. مون کي انگريزي ٻولي پڙهائڻ وارين تربيتن (Trainings) ۾ شموليت ڪرڻ جا موقعا ڏنا ويا آهن:

- ڪڏهن به موقعو نه ڏنو ويو آهي 1 کان 2 دفعا 3 کان 5 دفعا
 6 کان 8 دفعا 9 دفعا يا ان کان مٿي

09. اڳ اوهان "ڪڏهن به موقعو نه ڏنو ويو آهي" کي تڪ (✓) ڪيو آهي ته هيٺين هن سوالن کي ڇڏي ڏيو. هر تربيت ڪهڙا هفتا هلي؟

- 1 کان 2 هفتا 1 کان 4 هفتا 1 کان 6 هفتا 8 هفتا يا ان کان مٿي

10. ڇا انهن تربيتن اوهان جي انگريزي ٻولي پڙهائڻ ۾ بھتري آڻي؟ ها نه

مان هن سوال نامي کي پرڻ تي اوهانجو شڪريو ادا ڪيان ٿو.

Mobile/Contact Number _____

Email ID _____

Appendix D: Informed Consent Form

Informed Consent Form

University of Georgia

Title of Project:

The Language-in-Education Policy of English as a Medium of Instruction in Pakistani Government Urdu/Vernacular Medium Primary Schools (GU/VMPSs): What do Pakistani Primary School Teachers and Parents of Students Studying in Government Primary Schools in the Province of Sindh, Pakistan Think?

Principle Investigator: Victoria Hasko
315 Aderhold
Language and Literacy Education
University of Georgia, Athens, GA 30602
vhasko@uga.edu, 706-542-4525

Co- Investigator: Liaquat Ali Channa
Language and Literacy Education
University of Georgia, Athens, GA 30602
channa@uga.edu, 706-389-6093

I, _____, agree to participate in a research study titled “The Language-in-Education Policy of English as a Medium of Instruction in Pakistani Government Urdu/Vernacular Medium Primary Schools (GU/VMPSs): What do Pakistani Primary School Teachers and Parents of Students Studying in Government Primary Schools in the Province of Sindh, Pakistan Think?” conducted by Dr. Victoria Hasko and Liaquat Ali Channa at the University of Georgia. I understand that my participation is voluntary. I can refuse to participate or stop taking part at any time without giving any reason, and without penalty or loss of benefits to which I am otherwise entitled. I can ask to have all of the information about me returned to me, removed from the research records, or destroyed. My consent or refusal to participate in the study will have no bearing on me.

The study aims to provide a better understanding of how Pakistani public primary school teachers teach English in grades one to five in Pakistan. I understand that by participating in the study I give my permission to the investigators to ask me to complete an opinion survey and/or interview me about the language-in-education of initiating English as a medium of instruction in primary schools.

In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared, although segments of the transcripts of the audio recordings stripped of all personal identifiers may be publicly disseminated to academic audiences.

My participation in this research is confidential. Only the investigators will know my identity, and all collected samples of work will be assigned a code to be used for all aspects of data handling. I understand that the key linking real names, codes, and the audio recording of this research will be maintained for three years.

There are no immediate benefits for me for participating in the study. The benefits to society include improvement of foreign language policy and pedagogy. No risk or discomfort is expected.

The investigator will answer any further questions about the research, now or during the course of the project.

I understand that I am agreeing by my signature on this form to take part in this research project.

Participant Signature

Date: _____

Investigator

Date: _____

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu

Appendix E: Interview/Focus Group Discussion Guide

Biographical Information:

Please introduce yourself.

What was your aim in life?

How did you become a teacher?

What Grades have you taught so far?

How long have you been teaching?

Did you have any teaching experience prior to teaching in government primary school?

Role and Impact of English in Pakistan:

Please tell me how do you see the role of English in our society?

Tell me the benefits one can have with learning English in our society (Advantages).

Tell me the demerits of learning English (Disadvantages).

Do you think learning English is against Islam?

English Subject in Grades 1 to 5:

Please tell me about your experiences of teaching English to your class: (Which class do you teach? How do you start your English class? How do you teach various language skills? What tends to be the general focus of your teaching: textbooks, additional materials? Etc.)

What problems and challenges you face in teaching English as a compulsory subject in grades 1 to 5?

What do you see as the strengths and benefits of teaching English in Grades 1 to 5?

Overall, how do you see the policy measure of teaching English as a compulsory subject from Grade one onward?

English Medium in Grade 4 and onward:

Please tell me what do you know about the English medium policy?

Impact of the English Medium Policy:

What, do you think, are the benefits of starting teaching science and maths in English medium? (For government schools, for students, for Pakistan? etc.)

What, do you think, are the demerits of starting teaching science and maths in English medium?

Do you think those students who study English as a compulsory in Grades 1, 2, and 3 would be able to study science and maths in English medium?

Preparedness and Motivation for Teaching in English:

Do you like or dislike the idea of teaching science and math in English? (Do you feel motivated? Do you feel prepared? Think of a particular class situation you would teach and walk me through how you would teach science and maths in English medium.)

English Proficiency for Teaching in English:

How do you see the government primary school teachers' English proficiency for teaching in English medium?

How do you feel about your English proficiency for teaching in English medium?

Factors/Issues which Need to be Resolved before the English Medium:

What, do you think, may be the factors which could impact students' learning of science and maths in English medium successfully?

What, do you think, may be done to make the teaching of science and maths in English as useful and workable as possible? (Parents, Students, Teachers, Standard Primary Educational System)

The Role of the First Language for Learning (in) English:

Please tell the advantages of learning in two language media.

Please tell me the disadvantages of learning in two language media.

Please tell me the role of students' mother tongue for learning English?

What is your opinion about whether students can better learn science and math in their mother tongue or in English? Why?