Journal of Research in Social Sciences (JRSS)

Education Department, Faculty of Social Sciences
National University of Modern Languages (NUML)
Islamabad, Pakistan

Journal of Research in Social Sciences (JRSS)

Chief Editor: Prof. Dr. Sufiana Khatoon Malik

JRSS has been in indexed in international databases like ProQuest, ULrich-Webs, Research Bible, Directory of Research Journal Indexing (DRJI), Directory of Open Access Journals (DOAJ), Open Academic Journals Index (OAJI) and Global Impact Factor (GIF). It has been recognized by the Higher Education Commission (HEC), Pakistan in category 'Z'.

Education Department Faculty of Social Sciences

National University of Modern Languages (NUML) Islamabad, Pakistan

Editorial Board of Journal of Research in Social Sciences

(JRSS)

Advisory Board Journal of Research in Social Sciences (JRSS)

MESSAGE FROM THE PATRON IN- CHIEF

It is gratifying to note that the Journal of Research in Social Sciences has obtained a status of acceptance from the HEC in a very short span of time . It is indeed creditable for all the editorial staff and the NUML publishing staff to bring out an eye- catching get – up of the Journal. The research articles so far published are of a very high standard which match with standards of Journals being published at home and abroad . I wish you a good going and expect that ever higher standards shall be achieved with the renewed vigour and sustaimed motivation.

I personally believe that the social sciences researchers shall be the fore-runners of social reconstruction efforts being made to day and a very bright future lies before them to make a new civilization of informed public opinion and cognizable rapprochement between various interest groups shall certainly come about in the near future.

MESSAGE FROM THE SENIOR ADVISOR

Gone are the days when seats of learning were destined to impart knowledge only. The slogan of knowledge for the sake of knowledge was invented as a means of obtaining personal adornment, honour and dignity. Only scholars were trained in the institutions. The march of time has brought us to a cross road. As new knowledge has accumulated due to scientific investigations, the desire has arisen to put this knowledge to use for the benefit of mankind through technology. Theory and practice are thus made hand- maidens for each other.

Knowledge in the fields of social sciences has also increased manifold with the passage of time. Efforts are being made to use human sciences for the uplift of mankind. The present day conditions of our existence need our attention to recognize, locate and solve our problems in a scientific manner. So the ultimate need for solving our problems of human existence has to be research based to produce practical knowledge of utilitarian value for human life. Let us be up and doing and join the folds of social science researchers whose beccon light is showing us the right way to serve humanity at large.

Journal of Research in Social Sciences (JRSS)

June, 2016   *Vol: 4 Number 2*

CONTENTS

Reflective Practices in Teaching of English Language at Federal Government Educational Institutions

Dr. Hazrat Umar
Assistant Professor
Department Of English Graduate Studies
National University Of Modern Languages (NUML) Islamabad, Pakistan

Abstract

This article aims at investigating the reflective practices of the English language teachers at the Higher Secondary level at the Federal Government Educational Institutions in Islamabad. Teachers' reflection is an important part of effective English language teaching practices, and it plays an important role in teaching and learning of English. The researcher collected the data using questionnaires for teachers and students and observation sheets in this study. The sample comprised 400 Intermediate level students and 100 English language teachers. The data were analyzed through chi-square test and z-test for proportions using SPSS, Excel, and M Stat. After analyzing the data it was found that the current English language teaching practices were not adequately effective as they were not sufficiently reflective in nature. The researcher has given recommendations with the hope to improve the ELT practices in Pakistan.

Keywords: Reflection, effective teaching, ELT, English teachers

Introduction

This study was inspired by the researcher's half-consciousness insight about the inadequacy of the teaching practices of the English language teachers at the intermediate level. Prior to their admissions to universities, the students underperform and achieve low grades in the entrance tests, which shows that the current pedagogical practices of the English language teachers at the Higher Secondary level are inadequately effective. There may be different influencing factors such as large and congested classes, heavy work burden on teachers, paucity of teaching aids, interference of L1 in learning of English, etc. The students may have the problem of their mother tongue interference in their learning of English, the lack of communication with in English in everyday life, which can hinder the process of learning and teaching of English (Wiriyachitra, 2002). But the researcher feels that teaching has a very significant role in the learning of English and that we can overcome the different impediments with the help of effective English language teaching. It was in this spirit that the research investigated the effectiveness of the English language teachers at the

Intermediate level. There are different indicators of effective English language pedagogy such as teachers' reflection on their teaching practices, aligning the teaching practices and activities with the objectives, clarity of the instructional strategies, motivating students etc., but this study focuses on the reflective practices of the English language teachers, which is an essential aspect of effective English language pedagogy.

Literature Review

Reflection is part and parcel of normal human beings. We reflect most of the time in our life. In ELT (English language teaching) the idea of reflection has been approached by different writers in different fashions "which make the term reflection open to different interpretations" (Akbari, 2007, p. 192). There is need for the enhancement of teaching practices and "[o]ne way to continually improve is to learn from your day to day teaching experiences by becoming a reflective teacher" (Killen, 2003 p.48). The role of reflection in the process of teaching and learning has got currency of late.

Van Manen (as cited in Fisher, 2003, p. 314) gives the concept of three kinds of reflection that is technical, practical, and critical. In the technical reflection the focus is on technical aspects of teaching to achieve the objectives. "The technical is concerned with efficiency and effectiveness of means to achieve certain ends" (Fisher, 2003, p. 314). The practical reflection is concerned with the practical situation that is teachers reflect about the goals. They examine the value of the objectives that they want to achieve. In the critical reflection teachers reflect about the ethical issues such as "equity and justice". They reflect about their actions within broader social context (Fisher, 2003, p. 314).

Ms Sultana (2006) makes an anology between Maslow's self-actualization and reflection in teaching. Selfactualization is the highest level of wisdom and attaining reflection is the final goal in the teaching and learning process. She recommends the inclusion of microteaching in teacher training education for achieving this level or ideal in teaching. She holds, "accomplished teachers are life-long learners and they always concentrate on the craft of teaching through reflection-for-action, reflection-in-action and reflection-on-action" (p. 94). Reflection-on-action is the retrospective reflection and reflection-in-action takes place during the process of teaching. Reflection-in-action and reflection-on-action were perhaps first suggested by Schön (Killen, 2003). Reflection-for-action is perhaps the reflection which "Freese (2006) calls anticipatory reflection" (Akbari, 2007, p. 197). Zeichner and Liston (1996) hold:

> [I]f a teacher never questions the goals and the values that guide his or her work, the context in which he or she teaches, or never examines his or her assumptions, then it is our belief that this individual is not engaged in reflective teaching. (p. 1)

Killen holds, "[a]s teachers engage in thinking about their past actions, their current situation, and their future intentions, their teaching ceases to be routine and becomes reflective" (Killen, 2003 p.53). It means that reflective teachers welcome changes because they are not unimaginative. Rather they analyze their practices critically that is they look for the strengths and weaknesses of their strategies. They try to improve and adapt their teaching if necessary.

The supporters of the postmethod era believe that the postmethod condition encourages reflective practices.Kumaravadivelu (1994) states that the postmethod condition encourages instructors "to know how to develop a reflective approach to their own teaching, how to analyze and evaluate their own teaching practice, how to initiate change in their classroom, and how to monitor the effects of such change" (p. 30).

Reflective teachers look into the pros and cons of their classroom practices with the purpose to improve their pedagogy. They share their classroom experiences with their colleagues and try to apply different approaches (Chrisbaldwin, 2011). Such reflective teachers can make their teaching practices more effective and can induce motivation in their students. Moreover, reflective teachers establish "reflective partnership" (Killen, 1995) in which they discuss each other's teaching practices. This can help the teachers improve their teaching and students' learning(Killen, 1995).

Indicators of reflective behaviour

Different writers have tried to quantify and measure reflective behavior of English language teachers. They have approached this issue differently because of their different attitude and understanding of reflective teaching. For example Walker, Adamsky, Brower and Hart (1992, as cited in Killen, 1995, p. 128) suggested that the reflection in teaching could be measured from teachers' devoting time to judiciously evaluating and critically examining their performance and their students' learning.

Pollard, and Tann (1993) and Pollard (2002) pointed out seven indicators which signify the amount of a reflective teacher behavior. These characteristics are reported by Killen as follows:

i) Reflection of teachers can be indicated not only by their thinking about and focusing on the learning objectives and outcomes but also how these objectives are achieved, ii) they observe their own teaching practices and modify them after thinking about them carefully if need be, iii) they judge their own improvement from students' performance, iv) they are "open-minded, responsible dedicated, energetic and enthusiastic", v) their decisions are based on critical thinking and research, vi) they discuss their own teaching matters

with their fellow teachers, vii) they "are able to interpret, imaginatively adapt and enhance the requirements of external agencies" (Pollard, & Tann, 1993 & Pollard, 2002 as cited in Killen, 2003 p.56).

There is an urgent need to redefine pedagogical practices. Teachers should be encouraged to "rethink their current teaching approach of lecture-oriented classes and change to learning by doing, problem solving, and discovery learning. Teachers need to reflect on their current practices" (Al-Hinai, 2006, p. 45).

As reflection in teaching is one of the indicators of effective teaching, this research work tries to find out reflection in teaching about the goals and objectives and about the whole process of teaching in Pakistan.

Research Methodology

The current study investigated the effectiveness of the existing pedagogical practices of the English language teachers. The research design is descriptive in nature. Survey and class room observations were used for the collection of data. A cross-sectional research design was used for this study. The sample consisted of both female and male teachers and students. Random Sampling technique was used in the collection of the data. The sample consisted of four hundred intermediate students and one hundred teachers who taught English at the intermediate level. Furthermore, 30 classroom observations were also included for the collection of data

The collected data were analyzed through software such as SPSS 16.0 (Statistical Package for Social Sciences), Excel, and MSTAT. The results i.e. frequencies (counts) and percentages of the responses were tabulated with the help of SPSS. To assess the effectiveness of teaching practices at the Intermediate level the researcher used z-test for proportions programmed in Excel.

Chi-square 'goodness of fit test' was programmed in Excel. This test was used to identify the differences in the positive and negative responses. In case of significant differences between the positive and negative responses, z-test for proportion for a single population was used. The purpose of this test was to identify whether the proportion of the positive responses is at least equal to the half of the total population. The p-value of the z-test for proportions, which shows the level of significance, was calculated through MSTAT software. The level of significance for the tests was kept 0.05.

The hypothesis of the study was

H_1:   English language teachers do not reflect on their teaching practices.
H_0:   English language teachers reflect on their teaching practices.

Data Analysis

The data was analyzed through Chi-square goodness of fit test, z-test for proportions. These tests were used through SPSS, Excel, and MSTAT. The data collected through closed ended items and open ended questions have been presented and analyzed in this section.

Students' responses in response to the closed ended items about the reflective teaching practices of the English language teachers

The percentages of the data collected from students are displayed in the Table 1. Five point Lickert scales of agreement have been used.

Table 1:Students' responses about the English teachers' reflective teaching practices

Item No	Item statement	SD	DA	U	A	SA	Total Percent	Chi square p-value	Z-test value	Z-test p-value
1	Results of students' responses regarding teachers' concern about their learning	14.5	19.8	9.7	33.4	22.6	100	0.000	2.28	.011
2	Results of students' responses about teachers' willingness to accept their suggestions	10.2	36	11.6	28.5	13.6	100	0.000	-3.038	0.001
3	Results of students' responses about teachers' willingness to help them when they are in problems	12.2	43.2	7.8	33.2	3.6	100	0.000	-5.18,	0.000

The Table 1 shows students' responses about the statements showing English language teachers' reflective practices. Column A of the table shows the Serial No. of the statements. Column B shows the item statement. Column C, D, E, F,

and G show the percentages of the different categories starting from strongly disagree to strongly agree. Column H shows the total percent of the responses. The columns I, J, and K show Chi square p-value, Z-test value, and Z-test p-value respectively. The results are also displayed graphically in the Figure 1 to have a quick and simplified view of the results.

Figure 1: Students' responses about the English teachers' reflective teaching practices

The statement 2 summarizes the students' responses about teachers' willingness to accept students' suggestions. Chi-square test was used to identify the differences in the different categories of responses. Its p-value 0.000 shows that there are significant differences in the different categories. To know whether the proportion of the agreed responses is equal to half of the total population z-test for proportions was used. Its z-value is -3.038. Its p-value .001 is smaller than 0.05 which means that significantly fewer than half of the respondents agree with the statement. It supports the research hypothesis which states that teachers do not reflect on their teaching and that they are not willing to accept students' suggestions.

The statement 3 summarizes the responses collected from students about teachers' willingness to help students when they run into problems. The chi-square p-value 0.000 shows that there are significant differences in the proportions of the different categories of responses. The Z-test value -5.18 with its p-value 0.000 shows that the favourable proportion is highly significantly smaller than that of the half of the whole population and as a result the research hypothesis which states that teachers do not reflect on their teaching is supported.

The statement 1 summarizes the information regarding students' responses about the teachers' concern about students' learning i.e. the teachers' reflection on their teaching. Chi-square test was used to identify the differences in the

different categories of responses. Its p-value 0.000 shows that there are significant differences in the responses of different categories. To know whether the proportion of the agreed responses is equal to the half of the total population z-test for proportions was used. Its z-value is 2.28. Its p-value .011 means that significantly more than half of the respondents agree to the statement. It proves that the research hypothesis which states that teachers are not reflective about their teaching is not supported.

Students' responses in the open ended questions

Students have reported in the open ended questions that the English language teachers do not show their concern about the learning of students. It shows that the current teaching practices are not reflective.

Teachers' responses about their reflective teaching practices

The English language teachers' responses have been presented in different tables because of the different scales used according to the nature of the statements.

Table 2:Teachers' responses about their reflective teaching practices

Item No	Item statement	Never	Seldom	Often	Usually	Total Percent	Chi square p-value	Z-test value	Z-test p-value
1	Teachers' responses about talking to their colleagues as to how they teach	2.6	21.8	42.3	33.3	100	0.000	5.27	0.000
2	Teachers' responses about getting suggestions from their colleagues about their teaching practices	3.8	24.4	51.3	20.5	100	0.000	4.28	0.000

The percentages of the data collected from the english language teachers are displayed in the Table 2. Four point Lickert scales of frequency have been used. Column A of the table shows the Serial No. of the statements. Column B shows the item statement. Column C, D, E, and F show the percentages of the different categories Never, Seldom, Often, and Usually. Column G shows the total percent of the responses. The columns H, I, and J show Chi square p-

17

values, Z-test values, and Z-test p-values respectively. The results are also shown graphically in Figure 2 to have a simplified view of them.
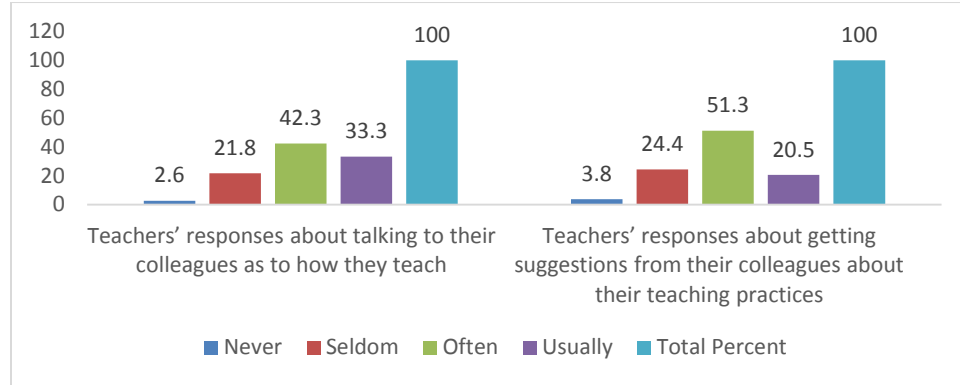
Figure 2: Teachers' responses about their reflective teaching practices

The statement 1 of the Table 2 summarizes the responses of the teachers about talking to their colleagues as to how they teach. To identify the differences in the proportions of the different responses chi-square test was used. Its p-value (p-value 0.000 < 0.05) shows that the differences in the proportions of the different responses are significant. To know whether the proportion of the positive responses is equal to the half of the total population z-test for proportions was used. Its z-value 5.27 and its p-value 0.000 show that the positive proportion is significantly large. It shows that the researcher's hypothesis which states that English language teachers do not reflect on their teaching practices is not supported.

The statement 2 of the Table 2 summarizes the responses of the teachers about the suggestions or feedback they get from their colleagues. To identify the differences in the proportions of the positive and negative responses chi-square test was used. Its p-value (p= 0.000 < 0.05) shows that the differences in the proportions of the different responses are significant. To know whether the proportion of the positive responses is equal to the half of the total proportion z-test for proportion was used. Its z-value 4.28 and its p-value 0.000 mean that the positive proportion is significantly large. It shows that the researcher's hypothesis which states that English language teachers do not reflect on their teaching practices is refuted.

Table 3:Teachers' responses about reflective partnership

Item No	Item statement	SD	DA	U	A	SA	Total Percent	Chi Square value	Chi square p-value
3	Teachers' responses about discussing	10.3	23.1	34.6	26.9	5.1	100	0.077	0.96

each	other's
teaching practices	

The table 3 summarizes the teachers' responses of about discussing each other's teaching practices. Column A of the table shows the Serial No. of the statements. Column B shows the item statement. Column C, D, E, F, and G show the percentages of the different categories starting from strongly disagree to strongly agree. Column H shows the total percent of the responses. The columns I, and J show Chi square value and Chi square p-value respectively. The results are also displayed graphically in the Figure 3 to have a simplified view of the results.
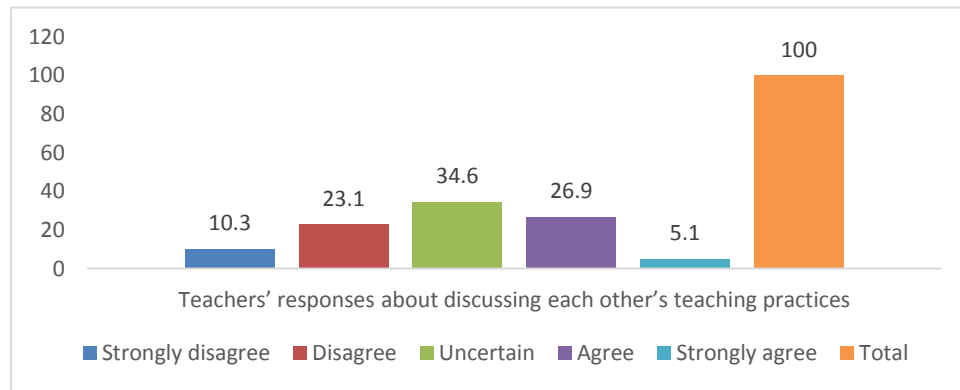
Figure 3: Teachers' responses about reflective partnership

To identify the differences in the proportions of the different categories of responses, chi-square test was used. Its value 0.077 and its p-value = 0.96>0.05 show that the differences in the proportions of the different responses are insignificant. It shows that the researcher's hypothesis which states that English language teachers do not reflect on their teaching practices is not supported.

Table 4:Teachers' responses about lesson plan

Item No	Item statement	Yes	No	Total Percent	Chi square p-value	Z-test value	Z-test p-value
4	Teachers' responses about preparing lesson plans	25.6	74.4	100	0.000	4.9	0.000

The table 4 summarizes teachers' responses about their preparing lesson plans. Column A of the table shows the Serial No. of the statements. Column B shows the item statement. Column C and D show the percentages of the categories Yes and No respectively. Column E shows the total percent of the responses. The columns F, G, and H show Chi square p-value, Z-test value and Z-test p-

value respectively. The results are also displayed graphically in the Figure 4 to have a simplified view of the results.
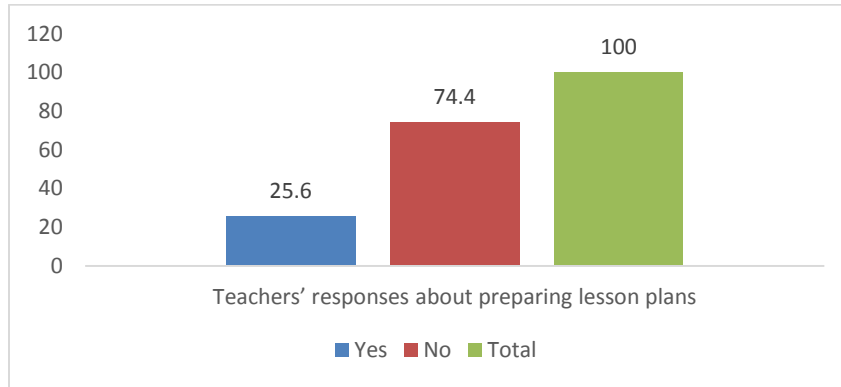
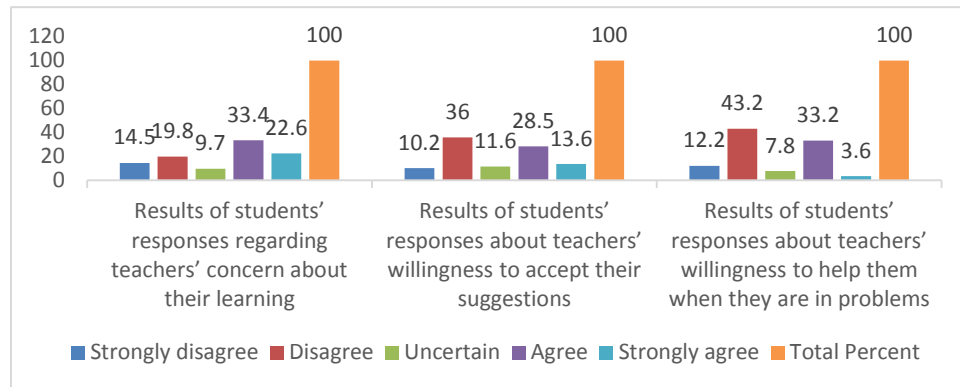**Figure 4: Teachers' responses about lesson plan**

To identify the differences in the proportions of the positive and negative responses chi-square test was used. Its p-value = 0.000<0.05 shows that the differences in the proportions of the different responses are significant. To know whether the positive responses are equal to the half of the total population z-test for proportions was used. Its z-value 4.9 and its p-value 0.000 show that the positive responses are significantly large. It shows that the researcher's hypothesis which states that the current teaching practices are not reflective is not supported.

Information from the observations

The observers observed 29 classes and the data is presented in the tables 5 and 6.

Table 5:Results from the observations regarding reflective teaching practices

Item No	Item statement	Never	Little	Somewhat	Much	A great deal	Total Percent	Chi square p-value	Z-test value	Z-test p-value
1	Results of observation sheets	6.9	20.7	27.6	37.9	6.9	100	0.016	2.7	0.003

	regarding teachers' concern about their learning									
2	Results of observation sheets about teachers' willingness to accept students' suggestions	44.8	24.1	10.3	13.8	6.9	100	0.04	-2.2	.014

The Table 5 shows the information about the English language teachers' reflective practices collected through observations. Column A of the table shows the Serial No. of the statements. Column B shows the item statement. Column C, D, E, F, and G show the percentages of the different categories starting from "Never" to "A great deal". Column H shows the total percent of the responses. The columns I, J, and K show Chi square p-value, Z-test value, and Z-test p-value respectively. The results are also displayed graphically in the Figure 5 to have a quick and simplified view of the results
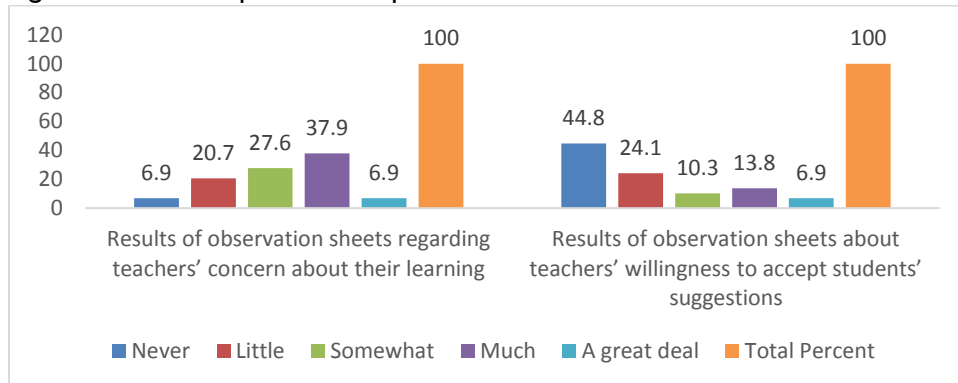
Figure 5: Results from the observations regarding reflective teaching practices

The percentages of teachers' observation in classrooms at the intermediate level in response to the statement regarding teachers' concern about students' learning have been displayed in the statement 1 of the table 5. The chi-square p-value 0.016 is smaller than the level of significance, which means that the different categories differ significantly. The z-test was used to calculate the proportion of the positive responses and to know whether it is equal to 50% of the total population. Its z-value is 2.7. Its p-value 0.003 is smaller than α=0.05 which means that the positive proportion is significantly large. It proves that the

research hypothesis, which states that English language teachers do not reflect on their teaching practices, is not supported.

The statement 2 of the table 5 summarizes the results of the classroom observations about teachers' willingness to accept students' suggestions. The chi-square p-value 0.04 is smaller than the level of significance. The chi-square value 4.17 with its p-value =0.041 shows that the different categories differ significantly. The z-test for proportions was used to calculate the proportion of the positive data and to compare it with the half of the total population. Its normal z-value is -2.2. Its p-value =.014 is smaller than α=0.05 which means that the positive proportion is significantly small. It proves that the research hypothesis, which states that English language teachers do not reflect on their teaching practices, is supported. The main reason of the negative responses is most probably that neither students suggested anything nor the teachers asked the students if they had any suggestions.

Table 6: Results of observations about lesson plans

Item No	Item statement	Yes	No	Total Percent	Chi square p-value	Z-test value	Z-test value	p-
4	Results of observation sheets about teachers having a lesson plan	72.4	27.6	100	0.016	2.7	.003	0

The table 6 summarizes the information about the lesson plans. Column A of the table shows the Serial No. of the statements. Column B shows the item statement. Column C and D show the percentages of the categories Yes and No respectively. Column E shows the total percent of the responses. The columns F, G, and H show Chi square p-value, Z-test value and Z-test p-value respectively. The results are also displayed graphically in the Figure 6 to have a simplified view of the results.
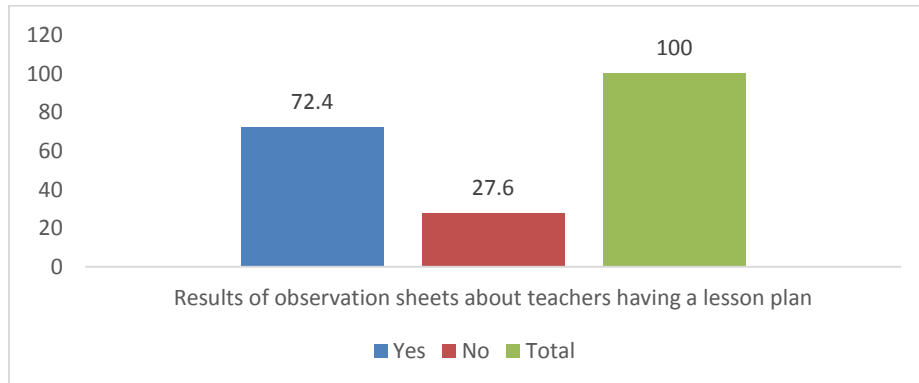

Figure 6: Results of observations about lesson plans

The table 6 and the figure 6 summarize the results of the classroom observation regarding teachers having a lesson plan. The chi-square p-value=0.016 shows that the positive and negative categories differ significantly. The z-test was used to compare the proportion of the positive responses with the half of the total population. Its normal z-value is -2.7. Its p-value 0.003 is smaller than α=0.05 which means that the positive proportion is significantly small. It proves that the research hypothesis, which states that English language teachers do not reflect on their teaching practices, is supported.

Findings and Discussion

According to the analysis of the questionnaire for students and classroom observation sheet, the results support the research hypothesis, which means that the English language teachers do not reflect on their teaching practices.

The English language teachers do not accept students' suggestions as shown by the findings from the results. It means that teachers are not concerned about students' learning. It is important to listen to students' suggestions in class. For example, if they want that to work autonomously or study with peers, this will enhance their sense of competence and will result in students' intrinsic motivation (Stephens, 2016), which is an essential component of effective pedagogy. The English language teaching is teacher centered and students are not listened to. The teachers do not willingly help students when they run into problems in their English lessons outside the classrooms. The findings also show that teachers do not have written lesson plans. All these results confirm the research hypothesis that teachers do not reflect on their teaching practices. However, the teachers ask students whether they understand the lessons or not in the classroom while teaching English to them.

Students are of the view that teachers do not show their concern about students learning. It means that the current teaching is not reflective. It may be because of the lengthy syllabus. The concerned teachers may be under pressure by the principal to cover the syllabus in the given calendar year which is, besides the summer and winter vacations, replete with other co-curricular activities such as sports, debate competitions etc. which take a considerable time period of students' academic session. As a result teachers are left with minimum time to cover the maximum of the prescribed syllabus so they possibly teach without taking notice of the fact that whether students are learning or not. This problem may be overcome by giving importance to the quality of teaching contents (syllabus) rather than the quantity (length). The co-curricular activities should be conducted in the summer or winter breaks so that students may not suffer academically and have enough time for the completion of the course.

Conclusion and Recommendations

It can be concluded from the findings the student questionnaires and observation sheets of this study that the English language teachers do not reflect on their teaching practices, which is an important part of effective pedagogy. The teachers' responses contradict the students' responses and the results of the observations. These conflicting results show that there is a gap between theory and practice.

Teachers are concerned about students' learning to some extent but they do not willingly help students if they run into problems in their lessons. They may be helping the students but perhaps not with a smiling face and in an encouraging way. At the intermediate level any English language teacher is perhaps capable of helping students. Therefore, there should be a student counselor and the government should appoint such teachers who can help students outside the classrooms. Many problems of students can be solved if there is an advisor for them at their institutes.

Teachers should accept students' suggestions. Teaching English is mostly teacher centered at the intermediate level. It is recommended that teachers should sometimes show a little leniency and adaptability and should show flexible behavior to students' choices and should accept their suggestions. Accepting students' suggestions is a part of reflective teaching and may enhance the effectiveness of ELT practices. Also students should be encouraged to offer suggestions.

Written lesson plans can provide proper direction and guidance. The researcher found during the classroom observation that the teachers could not complete their lessons in time. This may be because of no written lesson plans with the teachers. Therefore, teachers should prepare and have proper written lesson plans when they go to classrooms. They will not forget their mind map in the presence of proper written lesson plans.

References

Akbari, R. (2007).Reflections on reflection: A critical appraisal of reflective practices in L2 teacher education. *Science Direct,* 192-207. doi:10.1016/j.system.2006.12.008

Al-Hinai, M. A. (2006). The interplay between culture, teacher professionalism and teacher's professional development at times of change. In Townsend, T. & Bates, R (Eds.), *Handbook of teacher education: globalization, standards and professionalism in times of change.* Australia: Springer.

Chrisbaldwin. (2011, June 19). *Reflective practice 1*. Retrieved 2011, from British Council BBC: http://www.teachingenglish.org.uk/training-courses/reflective-practice-1

Fisher, K. (2003). Demystifying critical reflection: Defining criteria for assessment, Higher Education Research & Development, 22 (3), 313-325. Retrieved from http://www.tandfonline.com/doi/pdf/10.1080/0729436032000145167

Killen, R. (1995, January 1). *Improving Teaching through Reflective Partnerships.* pp. 125-141. Retrieved from Digital Commons @ University of Nebraska - Lincoln: http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1334&context=p odimproveacad

Killen, R. (2003). *Effective teaching strategies: Lessons from research and practice.* Australia: Social Sciences Press.

Kumaravadivelu, B. (1994). *The Postmethod Condition: (E)merging Strategies for Second/Foreign Language Teaching.* Retrieved March 4, 2010, from Teachers of English to Speakers of Other Languages, Inc. (TESOL): http://www.jstor.org/stable/3587197

Stephens, T. L. (2016). *Encouraging Positive Student Engagement and Motivation: Tips for Teachers.* Retrieved March 4, 2016, from Pearson: http://www.pearsoned.com/education-blog/encouraging-positive-student-engagement-and-motivation-tips-for-teachers/

Sultana, N. (2006).Microteaching as a tool for reflection.*NUML Research Magazine.1.* pp. 93-104.

Wiriyachitra, A. (2002). English language teaching and learning in Thailand in this decade. Retrieved from http://www.apecknowledgebank.org/resources/downloads/English%20Langu age%20Teaching%20and%20Learning%20in%20Thailand.pdf

Zeichner, K.M., Liston, D.P., (1996). Reflective teaching: an introduction. Lawrence Erlbaum Associates, Mahwah, New Jersey.Cited In Akbari, R. (2007). Reflections on reflection: A critical appraisal of reflective practices in L2 teacher education. *Science Direct.* doi:10.1016/j.system.2006.12.008

Impact Of Global Variation On English Language In Pakistan: Perceptions Of Pakistani English Language Teachers

Muhammad Fareed

Assistant Professor, Department Of Humanities, Ned University Of Engineering And Technology, Karachi-75270, Pakistan.

Muhammad Bilal

Ms Applied Linguistics Candidate, Department Of Humanities, Ned University Of Engineering And Technology, Karachi-75270, Pakistan

Nida Saeed

Ms Applied Linguistics Candidate, Department Of Humanities, Ned University Of Engineering And Technology, Karachi-75270, Pakistan

Abstract

This paper investigates perceptions of Pakistani English language teachers (ELTs) about the impact of global variation on English language in Pakistan. Perceptions of 33 English language teachers from school level and tertiary level were obtained through focused group interviews in four groups. Groups A and B included ELTs from secondary and higher secondary schools and groups C and D had Tertiary level ELTs. All of the groups had representation of both genders. The interviews explored participants' understanding of standardised English, their preferred target model for communication - mutual intelligibility or native like, dominant variety of English language in Pakistan and Pakistani variety of English. The study concludes that the persistent concept of standardised English has changed, mutual intelligibility is generally preferred to nativeness as a target model, English language teaching and learning in Pakistan follows no distinct and holistic standard and local variety is becoming more acceptable.

Key Words: English Language in Pakistan, dominant variety of English in Pakistan , Pakistani variety of English

Introduction

English is globally spoken and understood, serving purposes of communication, administration, science, literature and diplomacy (Crystal 2003). The language learners take it as a source for cultivating ground for becoming a part of global economy through fulfilling global and local needs. Its instrumentality is evident in its position in every socio-economic and politico-educational fabric across the world (Chang 2011). However, using English in such diverse domains with its lexico-grammatical, semantic, pragmatic and phonological variations raises many questions regarding standardised English (Mehboob 2014), choice of variety for language teaching and learning, native or native-like as a target model and status of local variety of English

A Challenge To Kachruvian Circles

Initially, Kachru (1992) identified the massive spread and use of English language in terms of three concentric circles; Inner Circle, Outer Circle and the Expanding Circle with varying standards and norms to follow (Kachru 2006). The Inner Circle includes United States, United Kingdom, Australia, New Zealand and Canada where English is spoken as a first language providing norms to other global speech communities. The Outer Circle comprises those countries which have been colonized territories such as India, Pakistan, Singapore and Malaysia etc. In these countries, English is used as an official language, as well as learnt and taught as a second language. These are termed as *norm developing* countries. The Expanding Circle includes China, Japan, Brazil, and Middle East etc. where English is used as a foreign language for limited and specific purposes. These are *norm depending* countries which heavily rely on Inner Circle for teaching and learning standard.

However, Kachru's model was challenged on the basis of changing role and status of English language across the globe, influenced by increased globalization (Marlina and Giri 2014). The metaphor of 'Circles' was critiqued to be a symbolic marker of the politicized construct of 'native speaker' (Brutt-Griffler and Samimy 2002). Secondly, the massive influx of language users into Inner Circle from the others blurred such a strict compartmentalization of speech communities (Sharifian 2009). Thirdly, Kachru's concept of world Englishes in Outer and Expanding Circles advocated for the standardization of a local variety of educated masses to use for international communication, neglecting the rest in the same context (Canagarajah 1999; Saraceni 2009). Fourthly, Kachruvian world Englishes did not much account for the extensive use of English language for intranational functions to serve local needs along with the global (McKay 2002). Consequently, different forms of English language including English as an international language, English as a lingua franca and Global English emerged to suffice the changing local and global communicative needs of learners. Such a variation in English language questions the established concepts of standardised English, native as a model, functional status of the local variety and an instructional variety, in every context.

Global Variation In English Language

Global variation in English language has been accounted by two bodies of research (Mehboob 2014). The first one elaborates world Englishes and the implications for its diversity, while the second talks about English as a Lingua Franca and its promotion of centralizing the standards. This debate left the global thinkers blind to the moving ground under their feet when English language gained a new status identified by sociolinguistic realities (Canagarajah 2006). It now promotes new conventions, customs and practices of teaching, learning and perceiving the language informed by new roles and needs (Widdowson 1994; Sharifian 2009; McKay 2012; Ali 2014). The local and international varieties of English language and their significant role in new functional domains have called for re-conceptualization of standardised English, native as a model and an instructional variety in any context (Canagarajah 2005; Matsuda 2012; Jindapitak 2013; Kirkpatrick 2014).

The issue of standardised English has been globally debated ever since this language gained international currency in multilingual settings. Considering Inner Circle as the most preferable standard by ignoring contextual realities is unempirical and irrational (Jenkins 2000; Kachru 1992; Jindapitak 2013). Moreover, it is globally maintained that the notion of standardised English should be put to question keeping in view multilingual contexts where the indigenous varieties have started taking strong footing (Mehboob 2014; Lubna et. al 2014). However, the ingrained nature of Inner Circle in English language education across the globe has urged contrasting opinions among the global users (Timmis 2009; Smith and Nelson 2006). Jindapitak (2013), in his study on the notion of standardised English found the participants gravitating to 'native speakers' when referring to standardised English, while unsure about the nature of standardised English. Similarly, Timmis (2002) found that 67% of his global respondents considered the native speaker as a target model except South Africa, Pakistan and India where 64% of the respondents preferred local varieties of English.

It is also argued that the global use of English language realistically works on mutual intelligibility instead of 'native speakerism' (Canagarajah 2005). As Coskun and Arsalan (2011: 1) maintains that 'English as an international language allows foreign accent and the deliberate assertion of one's national identity through a foreign accent as long as one is intelligible enough to his/her interlocutor'. Some opinions, on the other hand believe that increasing varieties would increase the chances of mutual unintelligibility which was empirically disproved by Smith and Nelson (2006) finding that native and non-native varieties were equally understood to the participants from nine different countries. Intelligibility improves with increasing exposure to diverse varieties (Smith 1992). So it is pragmatically desirable to promote and establish a variety

of English which is functionally needed in any context, and to disbelieve in unattainable exocentric practices of language learning and teaching.

Recognition of endocentric norms for English was defended by Kachru (1991) in his famous debate with Quirk over the legitimacy of local varieties of English. He termed these varieties as innovations rather than mistakes. Further, he emphasized that these innovations be taken as pedagogical models in the local contexts and must not be perceived as fossilization or interlanguage of the non-native speakers of English language in the Outer Circle. Similar contention was expressed by Achimbe (2009: 273) that instead of taking pressure from any prescriptivists, each community should use English 'from its own ecological and socio-cultural standpoint'. It emphasizes that the dominance of any variety in any context should primarily be based upon linguistic reality rather than political and ideological underpinnings. (Jindapak 2013).

English Language In Pakistan

In Pakistan, English language has always remained subject to various theoretical debates and practical experiences in achieving linguistic proficiency, which is globally intelligible and cross culturally accommodative (Ali 2014). Jabeen (2011) believes that promotion and acknowledgment of localized teaching and learning standards will help teachers and learners to come to terms with the concept of global variation in English language and its implications. Shamim (2009) argues that universities in Pakistan are faced with the challenge of achieving international academic excellence and status, mainly through the medium of English, while at the same time serving the needs of local population. English language is used to serve local and global purposes in Pakistan (Dar and Khan 2015). Its role and status is always influenced by global variation in the language (Iqbal 2011). Although numerous studies have characterized the varying nature and role of English in this context, the concepts of standardised English, native speaker as a model and an instructional variety, mutual intelligibility and position of local English variety with reference to Pakistani ELTs have not been taken into consideration. In this case, it becomes imperative to harness the current position of English language in Pakistan to global variation through institutional efforts. Thus, the current study has investigated the impact of global variation in English language on the current position of English in Pakistan with respect to the perceptions of Pakistani school level and tertiary level teachers.

Present Study

Participants

Sample of the study comprised of 33 English language teachers (ELTs) enrolled in MS Applied linguistics program in a public sector university in Karachi. The

sample had representation from 10 secondary or higher secondary schools and 11 tertiary level institutions in Karachi, Pakistan.

Data Collection

Data for the study were collected from four groups of ELTs through focused group interviews. Kleiber (2004: 88) believes 'focus groups method of inquiry has become immensely popular and influential in contemporary culture'. Interview schedule was developed and checked for self and expert validity before data collection. Fraenkel et al. (2012: 147) define validity as, 'validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes'. Group A and B included ELTs from secondary and higher secondary schools in Karachi. Four participants of group A were female and two were male while in Group B four participants were female and five were male. Group C and D had Tertiary level ELTs. Group C consisted of seven female and three male ELTs while group D had seven female teachers and one male teacher. All participants had diverse teaching experiences ranging from 2 to 25 years. Age groups of the participants ranged from 25 to 45. The duration of each interview was 45 minutes.

Table 1Sample of the Study

Group	No. of Participants	Gender	Teaching Experience	Age Group (Years)
A School Level Teachers	6	4Female 2male	3 teachers 5 years 2 teachers 2 years 1 teacher 7 years	25-40
B School Level Teachers	9	4Female 5male	1 teacher 8 years 2 teachers 20 years 1 teacher 25 years 1 teacher 4 years 3 teachers 5 years 1 teacher 7 years	25-45
C Tertiary Level Teachers	10	7Female 3male	1 teacher 2 years 4 teachers 3 years 2 teachers 5 years 1 teacher 8 years 2 teachers 15 years	25-40
D Tertiary Level Teachers	8	7Female 1male	3 teachers 4 years 1 teacher 6 years 2 teachers 7 years 1 teacher 8 years 1 teacher 4 years	25-35

For the validity purposes, the interviews were audio-recorded, transcribed, and the transcription was shared with the participants for member checking before the analysis. The participants signed the verbatim to show their agreement. Cohen, L., Manion, L. and Morrison K. (2011: 179) describe importance of validity in a research as, 'validity is an important key to effective research. If a

piece of research in invalid then it is worthless. Validity is thus requirement for both quantitative and qualitative/naturalistic research.'

Participants' written consent was taken before interviews. The participants were also provided interview schedules prior to interviews. A social researcher should take care of 'informed consent', 'access and acceptance' and 'the field ethics' (Cohen et al. 2011).

Findings

The participants were asked four questions. The first question was about the concept of standardised English language that primarily focused at the theoretical understanding of the participants, and secondarily at its significance and presence in the context of ELT in Pakistan. The second question explored whether the participants preferred mutual intelligibility to nativeness as a target model or considered Inner Circle as an ultimate goal for communicative competence. This question was posed in view of the increased cross cultural and cross linguistic communication and global variation in the language across the world. The third question attempted to investigate the perceptions of the participants about the dominant variety of English language which is in practice in Pakistan. Lastly, the participants were asked about the practice of Pakistani English variety in different socio-cultural and educational domains.

Standardised English

All the participants unanimously agreed on the need of standardised English language for functional use in any context. However, the concept of standardised English was perceived differently by secondary and tertiary level teachers. The secondary level teachers agreed on the idea that not only British or American varieties but any other variety which comes '….*from the core*….' can be called standardised English (Female Participant 3 -FP3). Its global codification and extensive use on international level was considered a theoretical justification for establishing the Inner core as a pedagogical standard. While the tertiary level teachers had diverse opinions about standardised English. (Male Participant 1- MP1) considered dictionary an indication of standardised English language.

> '*Well….uh…..in my opinion standards do exist… whenever we start writing something we…. look up for the dictionary for meanings and pronunciation….*' (MP1)

> '*Any variety through which we could communicate easily is a [standardised variety] and it must not be necessarily a language of the curriculum.*' (FP1)

> '*For standardised English, no global presence of the variety is necessary. It can be even our local variety of English.*' (FP3)

'standardised variety is a mixture of various varieties that gives us flexible approach towards language learning.' (MP2)

For FP3, the varying status of any language in any context changes the standard, which has to be redefined. Thus it is always dynamic and ideological, which changes '....*with the passage of time*....' The participants believed that any variety that is easily available, contextually desirable, adaptable and comprehensible is standardised English, regardless of its global presence in societal communication or language curriculum. FP2 held an opinion that she would want her students to be 'native speakers' of their variety instead of imitators of natives, because standardisation is a dynamic notion which the local variety might receive in future. Another opinion about standardised variety termed it a mixture of several varieties that is adapted for local convenience and ease, owing to a consistent shift in the structure and function of this language across the globe.

Dominant Variety of English in Pakistan

Most of the participants were found agreed on the absence of any single and holistic standardised variety of English language in Pakistan. The dominant varieties of English they believe are American, British, Indian, Pakistani and their combined use.

'I believe there isn't any single standardised variety available anywhere in the world'(MP1)

'but with the passage of time we know that there is no actual standardised English language' (MP4)

'as far as any particular variety is concerned.....I don't think there is any fix pattern...' (FP1)

'because today you know there is no clear difference between American or British English in Pakistan.....people are using both of the varieties...' (FP5)

'you know they (language users in Pakistan) are unaware of both the varieties (British and American) but still they claim that they follow British language and style...' (MP2)

'in schools, universities and in colleges we use Pakistani variety.....not British or American....' (FP6)

It was generally believed that different domains of English language practice different varieties of English language as models. For example, in writing, British

orthography is formally promoted and taught, however, the excessive use of MS Office at every level has altered the preferences for American spelling system, because of its ease and convenience. In speaking, FP2 opined that though classroom practices are inclined towards British variety of English, frequent exposure to American variety of English through Hollywood culture has spurted an interest among language users to use it in societal communication, preferably in informal settings. Conversely, MP1 argued that these models are influential in academic settings only and are not considered in societal communication, which broadly draws upon the local variety of English. FP3 and MP2 added that bilingual discourse in the classrooms is resulting in a lingua franca which is termed as 'Pakistani lingua franca'. It is heavily influenced by code-switching, code-mixing, neologisms and numerous semantic and syntactic variations. Language users are often unaware of the differences of these varieties and speak Pakistani lingua franca.

Mutual Intelligibility and Nativeness

The respondents unanimously agreed on the preference of mutual intelligibility to nativeness as a target. An important factor involved in their preference for mutual intelligibility was their attitude towards nativeness. According to FP2, those who follow native speakers as their models are just '*mimickers*' who are very negatively perceived by students. They lack '*originality*'. Secondly, according to FP6, local variety of English is so common, intelligible and frequently spoken that people in Pakistan opt for mutual intelligibility instead of nativeness which is unachievable.

> '*I believe (we use Pakistani variety) in pronunciation especially…*' (FP6)
> '*not even only in pronunciation but in semantics…..the variety we use is purely Pakistani…*' (FP1)
>
> '*even in case of grammar (we use Pakistani variety)*' (FP3)
>
> '*at tertiary level I have students who come from America , Canada…they sound native but the (other) students(class mates) are unable to understand them…. Their accent is so different…*' (FP2)
>
> '*If we go for a sensible decision then we would go for mutual intelligibility because after all we speak to be….understood*' (MP4)

FP4 too believed that a '*sensible decision*' is to choose mutual intelligibility, however, she pointed out on the basis of 'ground realities' that people prefer teachers with native-like pronunciation because they teach '*better*'. Besides, job opportunities on the basis of English language, like call centers etc. too prefer nativeness or native like pronunciation.

Pakistani Variety of English

The participants unanimously agreed that excessive use of local variety for societal communication has made it a spoken language which users use with confidence and convenience. However, it is still to be codified and acknowledged formally. FP6 believed its presence in pronunciation only, while FP1 considered semantics too taking distinct identity in Pakistani English variety. Additionally, FP2 expanded its domain to grammar, due to L1 transfer which is frequently reflected in various structural forms during writing and speaking.

> '*Pakistani English has become a spoken language which users use with confidence and ease and convenience, though so far in informal contexts.*' (FP2).

> '*Although it is easily available and desirable language, yet not standardised at its own.*' (FP4)

Some of the participants held an opinion that Pakistani English is greatly inclined towards Indian variety due to phonological similarity, and American variety due to increased exposure. However, it was believed that the global impact of English language cannot be generalized to the entire country, as it is mostly evident in urban areas.

> '*The increased use is leading to new a [standardised variety of English] that is Pakistani English......this is also used in abridged versions of different texts to improve the understanding of students*' (FP7)

> '*Local Pakistani variety, inclined towards American English, is used for societal communication*' (FP6)

> '*Cultural aspect is prominent in local Pakistani variety due to translation method*' (FP1)

An important factor in promoting local variety of English is the increased motivation for learning and using English language in various contexts due to bourgeoning academic, social and professional needs and opportunities.

'*We need it socially and professionally, therefore the motivation has increased*' (MP2)

It was believed that since the exposure to this language has phenomenally increased, it is now owned by its speakers like another language in their linguistic repertoire.

> '*People have started accepting it as another language of their own*' (FP3)

'We own it, and it's no more a language of our rulers' (FP7)

It is used as a *'Pakistani Lingua Franca'*. Like in other parts of the world, such an exponential motivation for learning and using this language has changed status of English language in Pakistan, and the areas where the exposure of English language was less, has increased dramatically.

'Familiarity with English language has been increased' (FP2)

Discussion

In this study, it was generally agreed that the functional use and pedagogic practice of English language in Pakistan need a standard. However, how to perceive and interpret the notion of standardisation has been a point of contention among the respondents. Teachers from school level considered Inner Circle as the only standard to be followed because of its global codification, general acceptance at academic and non-academic forums, and extensive use on international level. Similarly, it was assumed that language pedagogy at this stage is dominantly norm-based and is formally practiced in strict conformity to any prescribed standardised variety which generally comes from Inner Circle - preferably British and American varieties of English. On the other side, teachers from tertiary level detached the concept of standardised variety from ideological interpretations; colonialism, supremacy of British and American varieties of English and institutional formality etc. To them,any variety that is easily available, contextually desirable, adaptable and comprehensible is standardised English.It was concluded that no single variety of English is holistically practiced in English for academic purposes, occupational purposes or societal communication in Pakistan.

The participants believed that English in Pakistan is getting hugely influenced by American variety due to increased exposure from media, educational and professional opportunities, trade and commerce. However, its use is limited to informal interactions which might not take place in academic and scholarly settings. In formal education, we are still asked to adopt British variety due to its vital and significant status near curriculum planners and the overall language education system.

Mutual intelligibility was unanimously preferred to nativeness as a target, which is an explicit indicator of accepting a paradigm shift in English language pedagogy, unlike the past experiences of idealizing native as a model in Pakistan. The participants disapproved any model which is neither contextually available nor socio-psychological desired. Moreover, in a global context where communication in English language among 'non-native' speakers has increased to 80% of the overall (Crystal 2003), it is 'sensible' to prefer effective communication with considerable intelligibility, than to idolize natives. Another

interesting reason behind this shift was the participants' belief that those teachers or general users of the language who 'imitate' 'natives' lack 'originality', and they are perceived 'mimickers' by their listeners.

The Participants also shared the concept of Pakistani English. It contains Urdu words and is generally practiced in societal communication with considerable amount of code-mixing and code-switching. This variety can also be observed in the abridged versions of different texts which are written to improve the understanding of students. The promotion and future of Pakistani variety was discussed from various perspectives. Some of them considered it a well-established style being widely supported while some felt it idiosyncratic expressions which are dominant in different language domains in the name of Pakistani variety. However, it was inferred from the debate that the participants favour inclusion of this variety into curriculum at all levels, wherever it does not compromise global intelligibility and academic contribution at local and international forums. Rahman (2014) has discussed the possibility of incorporating syntactic, phonetic, and grammatical content of Pakistani variety into mainstream ELT. Different social classes use it with variations which are informed by their social and academic backgrounds. These variations range from lexical neologisms and structural change to pragmatics, with frequent use of code-switching and code-mixing. Its use can also be seen in the abridged versions of various textbooks, written by Pakistani authors, which are taught at various levels in language education. Further, it is maintained that this variety preserves the local culture which is highly prone to avoidance or underestimation in the curriculum of especially public sector institutions which are internationally designed. About the standardisation of the local variety, the participants maintained that though it is nurturing, and promoting local cultural aspects, it lacks institutional support for its establishment as a model for teaching and learning. Another major factor was the motivation and confidence which the speakers took from the existence of different varieties, mixture of these varieties and their global acceptance at societal and pedagogical levels. Similarly, the increased adaptability of the language due to code mixing and code-switching and a shift from strict adherence to Inner Circle also made it a favourite variety.

Conclusion

This study concludes that the global variation in the sociolinguistic status of English language has reconceptualised the concepts of standardised English, "native speakerism', dominant variety of English. It has critically discussed the status of local variety of English in Pakistan. The participants from tertiary level had unanimous agreement upon the concept that any variety that is easily available, contextually desirable, adaptable and comprehensible is standardised English, regardless of its global presence in societal communication or language curriculum. Further, it was believed that there is an absence of any single and

holistic model of English language in Pakistan. However, those from Secondary level still consider the Inner Circle as the most rightful norm developer for language pedagogy. In unanimity, all the participants preferred mutual intelligibility to native like or nativeness as a target, because of the exposure the language learners have to the multidialectal and cross lingual discourses in English. Besides, the factor of attitudinal response was also dominant, as some of the participants considered pursuit of native as 'unoriginality'. Most importantly, Pakistani variety of English was considered progressively active in societal communication, though so far unsupported by institutional efforts at pedagogical levels. The confidence in local variety of English is enhanced by motivation which the speakers took from the existence of world Englishes, mixture of these varieties and their global acceptance at societal and pedagogical levels. Similarly, the increased adaptability of the language due to code mixing and code-switching and a shift from strict adherence to Inner Circle also made it a favourite language.

References

Ali, Zehra. 2014. Teaching English as an international language in Pakistan: Implications for teaching materials in Pakistani classrooms. *Language in India 10(24)*.365-382.

Anchimbe, Eric A. 2009. Local or international standards: Indigenized varieties of English at the crossroads 'English as a lingua franca, 'non-native speakers' and cosmopolitan realities'. In Farzad Sharifian (ed.), *English as an international language: Perspectives and pedagogical issues,* 271-286. Bristol: Multilingual Matters.

Brutt-Griffer, Janina, & Keiko Samimy. 2002. Transcending the nativeness paradigm. *World Englishes,* 20(1). 99–106.

Canagarajah, Suresh. 1999. *Resisting linguistic Imperialism in English Teaching.* Oxford: Oxford University Press.

Canagarajah, Suresh. 2006. Changing communicative needs, revised assessment objectives:Testing English as an international language. *Language Assessment Quarterly,* 3(3).229-242.

Canagarajah, Suresh. (ed.). 2005. *Reclaiming the local in language policy and practise.* Mahwah. New Jersey: Lawrence Erlbown.

Chang, Bok-Myung. 2011. The roles of English language education in Asian context. *Journal of Pan-Pacific Association of Applied Linguistics* 15(1).191-206.

Coşkun, Abdullah & Abdullah Arslan. 2011. EIL and foreign accent in ELT. *English for Specific Purposes* 10(31).1-6.

Crystal, David. 2003. *English as a global language.* Cambridge: CUP.

Dar, Fareed M. & Imran Khan, 2015.Writing anxiety among public and private sectors Pakistani undergraduate university students.*Pakistan Journal of Gender Studies* 10(11), 121-136.

Jabeen, Farhat. Mohammad Asim Mehmood & Sobia Rasheed. 2011. An attitudinal study of Pakistani English. *Interdisciplinary Journal of Contemporary Research in Business* 3(5).109-119.

Jenkins, Jennifer. 2000. *The phonology of English as an international language: New models,new norms, new goals.* Oxford: Oxford University Press.

Jindapitak, Naratip & Adisa Teo. 2013. The Emergence of World Englishes: Implications for English language teaching. *Asian Journal of Social and Humanities* 2(2).190-199.

Kachru, Braj B. 2006. Models for non-native Englishes, In Kingsley Bolton & Braj B Kachru (eds.), *World Englishes: Critical concepts in linguistics,* 108-130. Routledge: London.

Kachru, Braj B. 1992. *The other tongue: English across cultures.* Urbana/Chicago:University of Illinois Press.

Kachru, Braj B. 1991. Liberation linguistics and the Quirk concern.*English Today* 7(1). 3–13.

Kirckpatrick, Andy. 2014. Teaching English in Asia in non-Anglo cultural contexts: Principles of the 'lingua franca approach'. In Roby Marlina & Ram Ashish Giri (eds.), *The pedagogy of English as an international language: Perspectives from scholars, teachers, and students*, 23-34). Cham, Switzerland: Springer.

Mahboob, Ahmer. 2014. Epilogue: Understanding language variation: Implications for EIL pedagogy. In Roby Marlina & Ram Ashish Giri (eds.), *The pedagogy of English as an international language: Perspectives from scholars, teachers, and students*, 257-265. Cham, Switzerland: Springer.

Marlina, Roby & Ram Ashish Giri (eds.). 2014. *The pedagogy of English as an international language:Perspectives from scholars, teachers and student*. Switzerland: Springers InternationalPublishing.

McKay, Sandra L. 2002. *Teaching English as an International Language.*Oxford: OUP.

Matsuda, Aya. 2012. *Principles and practices of teaching English as an international language.*Bristol/Buffalo/Bedford: Multilingual Matters.

McKay, Sandra L. 2012. Principles of teaching English as an international language. In Lubna Alsagoff, Sandra Lee McKay & Guangwei Hu (eds.), *Principles and practices for teaching English as an international language,* 28-46. New York: Routledge.

Saraceni, Mario. 2009. Relocating English: Towards a new paradigm for English in the world.

Language and Intercultural Communication 9(3).175–186.

Sharifian, Farzad. 2009. *English as an international language: Perspectives and pedagogical issues*. Bristol: Multilingual Matters.

Shamim, Fauzia.2008.Trends,issuesand challengesinEnglish languageeducationin Pakistan.*AsiaPacificJournalofEducation*28(3).235-249.

Smith, Lerry E. & Cecil Nelson. 2006. World Englishes and issues of intelligibility. In Braj B

Kachru, Yamuna Kachru & Cecil Nelson (eds.), *The handbook of World Englishes*, 428-445. Blackwell Publishing: Oxford.

Smith, Lerry E. 1992. Spread of English and issues of intelligibility. In Braj B Kachru (ed.), *The other tongue,* 75–90. Urbana: University of Illinois Press.

Talat, Mubina. 2003. Pakistani English: A sociolinguistic variety. *Journal of Research (Faculty of Languages & Islamic Studies),* 4.17-30.

Timmis, Ivor. 2002. Native-speaker norms and international English: A classroom view. *ELT Journal* 56(3).240–249.

Widdowson,Henry G.1994. The ownership of English.*TESOL Quarterly* 28(2).377-389

Teacher, Text And Thinking

Dr. Jamil Asghar Jami
Assistant Professor
Department of English
National University of Modern Languages Islamabad

Abstract

The paper aims at elucidating the essential link between teaching and thinking. It investigates the different dimensions of thinking and their relevance to teaching. The separation of mind and body and its potential for making our thinking a mere mechanical process of trial and error has been discussed in depth. The researcher has tried to explicate the complex act of knowing while drawing upon some of its essential conceptual and cerebral aspects. The researcher has also propounded a Teacher-Text-Thinking triangle which calls for rigorous reflection on the part of the teacher. Different strategies and approaches have been suggested to incorporate thinking in teaching and thereby rendering pedagogic practice more and more reflective, hence innovative. Thinking has been defined as an intentional endeavour to discover specific connections between something which we do and the consequences which result. For this purpose, the most important consideration is to conceptualize the issues and formulate appropriate cognitive parameters.

Keywords: Reflection, teaching, critical thinking, consciousness, text, technology.

Introduction

While living in an age of cyber technology, we are witnessing a waning and weakening of thinking as our mental as well as physical reliance on technology is increasing steadily. What we are experiencing as a species is a constant decline in genuine and productive thinking which in turn seems to have affected us enormously. We have plentiful evidence that our cyber culture is influencing the way we tend to use our thinking and we are now comfortable with absorbing only short snippets of information. This implies that people are likely to have an extensive coverage of knowledge but, at the same time, this knowledge is thin. Increasing number of researches and media experts are worried that a large

number of people today socialize virtually rather than doing it face to face. This is likely to result in emotional and social issues, particularly for the young generation which always happens to be impressionable (Naughton, 2000). What is at stake is our ability to reflect and ponder with ingenuity and depth. Living in an age of machines undoubtedly brings undeniable advantages but it also exacts a huge cost and that cost is an imperceptible automation of your thinking.

When Rene Descartes, the father of modern European philosophy, split the world into mind and matter, it had far-reaching consequences for the conception and operation of thinking. This separation of 'mind' from direct occupation with 'objects', places undue importance on 'objects' at the cost of their relations and connections. It also separates perceptions from judgements. It also implies that mind perceives objects apart from their relations and forms their ideas in isolation — a manifest absurdity. In fact all knowledge is based upon understanding these relations and perceiving these patterns. For example we do not actually know an automobile by enumerating its various isolated functions. Instead it is a functional combination of all the parts which makes it an automobile and not a cargo ship. This is the synthetic approach to learning which is at a great risk in our present age of analysis. Through analysis we fragment a 'whole' into 'parts'. This is a compromise on the coherence and totality of the object of our learning. Once we destroy the coherence and totality of something and analyse it into fragments and constituents, it becomes extremely difficult for us to get hold of it conceptually.

Another problem we face in learning/teaching is that of a quick causality which we draw on very flimsy basis. Humans are basically pattern-seeking animals but it does not mean that the patterns sought by them always turn out to be valid and causally connected. In our everyday mode of thinking, we see that a certain way of acting and a certain consequence are connected but we miss many details of the connection and our discernment remains very gross. It is only by pushing our observation farther that we analyze the cause-and-effect relation between an activity and consequence. This extension of our insight makes our perception more accurate and comprehensive. But in Descartes' mind/matter split, this sense of relation and linkage cannot be accounted for because if mind and body are really incontrovertible then no sense of relation can be signified in our perception and it mars the possibility of genuine thinking about the universe of matter by the operation of mind. Pakistani jurist and philosopher A. K. Brohi exposes the Cartesian fallacy in the following words:

The foundation of modern philosophy is thus sandy one, built as it is on one of the most ridiculous assertions ever made by any philosopher — *Cogito ergo sum.*

I think therefore, I am. It is precisely out of this mode of regarding the Philosopher's quest, that the following dilemma was posed by a Chinese Philosopher of the classical times — as if to expose in advance the fallacy of Cartesian dogma. Said he, "I, as a philosopher, dreamt that I was a butterfly and now that I have been awakened from my dream, I am wondering whether I am not a butterfly who dreamt that he was a philosopher" (Brohi, 1975, pp. 304-305).

This is how Rene Descartes gave rise to a serious challenge to the very question of thinking which had far-reaching implications not only for the act of thinking but also for the entire scheme of education. This challenge has grown in complexity with the advent of the machine age in which we are living. The advent of cyber-technology has further compounded this challenge. Nicholas Carr, a renowned technology writer describes the same problem with reference to our excessive reliance on Google:

> But Google, as the supplier of the Web's principal navigational tools, also shapes our relationship with the content that it serves up so efficiently and in such profusion. The intellectual technologies it has pioneered promote the speedy, superficial skimming of information and discourage any deep, prolonged engagement with a single argument, idea, or narrative. "Our goal," says Irene Au, "is to get users in and out really quickly. All our design decisions are based on that strategy" (2010, p. 56).

Therefore, today we are confronting a somewhat depressive specter marked by a superficiality of thinking which is proving to be one of the major hurdles in the schools and colleges the world over. There are growing number of studies which consistently point to this conclusion: The way we are using technology is doing more harm than good and the long-term prospects are quite gloomy. In fact, it is largely due to a non-linear and exceedingly complicated relation between human beings and technology and there is nothing new about it. Bruno Latour, a French philosopher, anthropologist and sociologist of science, makes the point:

> Technology always entails folds upon folds, implications, complications, explanations. Its canonical representation, thoroughly studied by the sociology of technologies, sketches it in the form of a series, often a very long series, of nested translations, a labyrinth (2002, p. 228).

Latour in his landmark book *Aramis, or the Love of Technology* (2002) narrates wonderful tale of a technological dream gone wrong. Latour argues that the technology failed not because any particular actor killed it, but because the actors failed to sustain it through negotiation and adaptation to a changing social situation (2002).

Defining Thinking

Next to this mind/body split lies the semantic problem as to the proper definition of thinking. It is amazing how many hues of meanings have been given to the word *thinking* ranging from *problem-solving* and *comprehension* to *logic-chopping* and *invention*. The confusion is so deep-seated that we have to formulate a definition or at least a working agreement. At its simplest *thinking* is the method of intelligent learning. Unfortunately, we experience thinking as an activity, as something that we *do,* whereas Plato rightly conceived it as something which happens to mind. To Russell thinking and consciousness is not an entity, but a flux and system of relations and to Spinoza human mind itself is an eternal mode of thinking. But here we will take thinking as defined by American educationist John Dewey. To him:

> Thinking…is the intentional endeavor to discover specific connections between something which we do and the consequences which result, so that the two become continuous. Their isolation, and consequently their purely arbitrary going together, is canceled; a unified developing situation takes its place (Dewey, 1916, p.176).

In this definition, Dewey postulates two things: *action* and its *consequences*, and discerning the connection between them has been called *thinking*. We should also note that it is by virtue of this connection that action is linked with consequences and is invested with meaning and insight. And it is this linkage of action with consequence which Alfred Whitehead calls *activity in the presence of knowledge*. Thinking is, therefore, equivalent to an explicit rendering of the intelligent element in our experience. It makes it possible to act with an end in view.

Modern diversification of knowledge has introduced many new subjects and skills with emphasis upon vocational and professional abilities not involving much thinking such as applied mathematics, musicology, typewriting, shorthand etc. Oral communication skills are also deemed crucial for addressing seminars and conference and giving presentations which can be a great help in achieving an upward professional mobility. In such situations, deeper realms of thinking are

divorced from the operation of learning and apparently a student can go considerably ahead without seriously indulging himself in thinking. In language classes, it is all too customary for teachers to urge students to read with expression. It is erroneously assumed that in this way students will be able to bring out meaning by themselves.

Mechanization of Thinking and its Negative Effects

However what is forgotten is that the students are being unconsciously encouraged to use their eyes to comprehend the form apart from the meaning. The anxiety of pace and pronunciation in language learning forces them to go though the form irrespective of the meaning. The result is a total isolation of form and meaning and a persistence of this isolation makes reading more and more mechanical. This kind of practice in educational philosophy is known as sensory-motor technique — a method which does not call for attention to meaning. In this way the students develop a mechanical habit which later on makes it difficult to read with intelligence. Dewey makes an insightful observation:

> Drawing, singing, and writing may be taught in the same mechanical way; for…any way is mechanical which narrows down the bodily activity so that a separation of body from mind — that is, from recognition of meaning — is set up. Mathematics, even in its higher branches, when undue emphasis is put upon the technique of calculation, and science, when laboratory exercises are given for their own sake, suffer from the same evil (Dewey, 1916, p.176).

Moreover considering thinking as a physical activity makes teachers order the students to think as if it is an act of volition. In asking students to think, what is ignored is the fact that thinking cannot be performed at will like kicking a football or shutting a door. Thinking necessitates the presence of a supportive environment. In such an environment, it flourishes on its own and not by virtue of any imperative or command. Moreover thinking does not exist in vacuum and it is conducted within the matrix of experience. In fact, experience delineates the context for thinking and furnishes resources for coping with the difficulty at hand. Experience both stimulates and strengthens thinking and in response gets stimulated and strengthened by thinking. Thus both move in a dialectical fashion complementing and synthesizing each other. Therefore, the experiential dimension of thinking (or the conceptual dimension of experience) should be accorded fuller recognition.

Another problem is that of too much familiarity which brings proverbial contempt. Sometimes, students are exposed to extremely familiar objects and, as a result, they can recall the facts independently. The familiarity of objects brings the facts to the minds of students without their being involved in any kind of thinking. Such an attitude not only lets occasions for thinking go unused; it also retards it. The origin of thinking is some perplexity or confusion which is an indispensable stimulus to thinking. But sometimes a formidable difficulty can also submerge thinking. So the challenge posed by difficulty should be partly familiar to be reckoned with and partly unseen in its nature. After all, all knowledge is a leap from known to unknown and an element of inventiveness and novelty is always present in all knowing. Thus the job of a teacher is to create balance between familiarity and difficulty. So in addition to the confusion attending the novel elements, there should be familiar features from which helpful suggestions may spring.

This calls for caution on the part of the teachers. It is not rare to come across the pedagogic situation in which the problem-solving activities are used and the students are given extremely difficult tasks. This, eventually, turns out to be counterproductive. The level of difficulty which students have to face happens to be too high for them. It results in more confusion and perplexity on the part of the learners and, in the long run, can cause a serious demotivation. Therefore, while immersing students in the problem-solving situations, a certain amount of familiarity and facility must be retained. This familiarity should not be looked down upon. It is always a great help for the learners and gives them a good start. Taking their initiative from this familiar they can bring about some novelty. Therefore the trajectory which begins from familiarity ends at novelty.

The link between familiarity and novelty has another dimension to it and that is to discover novelty within familiarity. When Sir Isaac Newton presented his seminal theory of gravitation, his creative genius was not found in its materials. They were quite familiar — sun, moon, planets, weight, distance, mass, etc. His creativity, however, lay in the use to which these familiar materials were put by their introduction into an unfamiliar context (Dewey, 1916). It was perhaps in this vein that the British Physicist Lawrence Bragg said that the important thing in science is not so much to obtain new facts as to discover new ways of thinking about them (see Jenkin, 2008). Another problem is caused by proclaiming finality by the teacher in answering or explaining something. The starting point of all thinking is something going on or something to be improved upon. So a good teacher always leaves some lacunae to be filled by the creative and expansive thinking of students. Thus the job of a teacher is to paint a rough sketch to be coloured by the constructive imagination of students. All these

features make our learning more reflective and set it apart from a mere process of trial-and-error.

Text: A Gateway to Comprehension

Now we will move to the *text* and its relation to thinking. A text is a collection of written words. It can be a sentence, a poem, a book, or even a grocery list, not to mention films, music scores, a painting or sculpture, even a human body. Texts have immense power and play crucial role in forming perceptions and dispositions. A good reading of the text deals with not only what is behind the text and in the text but also what is ahead of it (Ford, 1999). This engagement with it can generate fresh meanings and novel insights. Text comprehension has been seen as a cumulative and synthetic process. If William James claimed that experience is the basic stuff from which both bodies and minds are constructed (1911), we can say that the text, in an extended sense, is the basic stuff from which teaching and thinking comes forth. Traditionally the text is seen as a repository of *reality* which is somehow transparently reflected in it.

However the Structuralist Revolution dismissed this ideal and postulated that the text is not a linear communication between writers and readers. The text is seen to be structures constructed from the various elements available from their social and cultural paradigms. Meaning is the result of relationships made possible by an interplay of paradigmatic and syntagmatic structures. The following five points are suggested to deepen our understanding of the text:

- Ask about the genre of the text — was it intended as history, literature, science, or something else?
- What is your interest in the text? Why are you engaged with it?
- Ask 'suspicious' questions — both of the text and of yourself. A text can be redeeming, instructive, as well as distorting or oppressive.
- Ask about the actual and potential implications of a text.
- The reader does not just question and interpret the text, the text also questions and interprets the reader. Thus the reader should enter into a transformative relationship with the text (see Perrot, 1982).

David Ford, a Professor of Divinity at the University of Cambridge, has postulated three elements — *world, self* and *language* — which are in endless interplay. He explains the process of *knowing* by taking the example of an apple

(1999, p. 145). We first learn about an apple through linking the word *apple* to this sort of object and then building up associations with it by experience. Now what is really involved in *knowing*? The first level is experience — in relation to the apple, probably first through seeing it. So we see something in a fruit-basket. But sometimes seeing can be just gaping and we also have to imply a question — what is it? By getting the answer, we achieve what might be called *insight*. But the *insight* might be wrong as it might be an imitation of an apple. So we imply further questions to validate our insight. We can smell it and even bite it and it adds empirical dimensions to our insight and our insight becomes our *judgement*.

It is only at this level that we can claim to have knowledge. But we reach this level after a process of experiencing, questioning, understanding, and countering questioning. This is of course a simple and ordinary example and there is not likely to be much dispute about *knowing an apple*. But when we come to know and understand complex texts we encounter enormous difficulties. What Professor Ford, however, is dealing with is largely the knowledge of isolated words and their meanings. But we face further problems when the words are contextualized within the polysemic structure of the text. Words usually get their meaning from the company they keep. For example the word *Creation* can have one meaning in a religious scripture and yet another in a science fiction:

> At the level of the book, you will understand it very differently if you think it is a novel and not a work of biography or history. This is what is known as the question of its 'genre', and in theology there have been massive arguments about whether, for example, the opening chapters of Genesis are history, scientific statement, liturgy, myth, saga, or something else (Ford, 1999, p.128).

Understanding involves complex procedure, but the basic point is clear: the reader learns the skills of discovering meaning by making significant connections between words, sentences, paragraphs, chapters, books, and genres. It is customary to see monolithic readings done in the classrooms. Usually the text is given one 'standard' reading by the teacher and the students are then expected to endorse it. The multiplicity of readings based on the polysemic nature of the texts should be accorded due recognition. What has to be understood is a basic fact that there is no such thing as the 'absolute reading' of a text. All readings are interpretations of textualities (Tompkins, 2011). All we have to do is to make this act interpretation rigorous and more inclusive in its operation.

At the same time, a sizable body of research studies demonstrates a consensus among the theorists and scholars which also shows a direct relationship between reading, thinking and prior knowledge. This relationship is interconnected i.e. prior knowledge functions as a schematic foundation for thinking. Thinking and inference-making operate as active means which triggers the prior knowledge we have. The so-called schema theory furnishes effective rationale and theoretical premises of constructing an interactive model for interpreting how reading comprehension develops by utilizing the interconnections between reading comprehension and critical thinking (Tompkins, 2011). The schema theory is one of the most relevant contemporary theories which has exercised an enormous influence on our conceptualizations of reading comprehension and its relation to thinking:

> New views have forced us to rethink the act of reading. For a long time we thought reading was the reproduction of the ideas on the page; our goal was to have students produce a "photocopy" of the page. Schema theory has moved us away from a reproductive view to a constructive view. In that view, the reader, rather than the text moves to the center of the construction process (Wadsworth, 1996, p. 3).

Conclusion

To sum up we revert to Descartes once more who reduced ontology to epistemology and compartmentalized the universe into mind and matter. Ever since, we are in search of a principal of stability and a coherent interpretation not only of the text but also of the universe. In fact what Descartes did was a sudden dismissal of synthesis followed by fragmentation and dichotomy. It led to the impoverishment of philosophy. This 'most intelligent manner of being unintelligent' prepared the ground for that skepticism which in turn was dislodged by existentialism. The overall epistemological scheme of existentialism also did not prove to be much favorable to the cultivation of creative and constructive thinking as the basic temper it promoted was, in the final analysis, quite nihilistic. It termed most of our endeavors on this planet absurd and meaningless. This, to the researcher, is also likely to have played a role in pushing us deeper into the realm of pessimism and doubt. More recently, the field of cyber technology and artificial intelligence also raises interesting questions about our thinking and reading comprehension. Artificial intelligence

aims at developing computers that can mimic human behaviour. Many scientists, however, are doubtful that true and independent artificial intelligence can ever be developed. Whatever the advances of science, one thing is certain — only human thinking is competent enough to comprehend the rhythm of the cosmos, the qualitative nature of time, the inward nexus of matter, ecstatic moods of consciousness, the willing sufferings of parents and lovers and the patient bounty of the mother nature. Only through thinking deeply and passionately can we realize that our life and intelligence are not superadded realities and humans are not just animated chunks of matter or walking androids.

References

Ambrose, S (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching* San Francisco: Jossey Bass.

Ball, S. J. (2013). *Foucault, Power and Education.* Routledge: London.

Barnes, R. (1999). *Positive Teaching, Positive Learning*. London: Routledge.

Brown, P., Roediger, H, & McDaniel, M. (2014).*Make It Stick: The Science of Successful Learning*. Cambridge, MA: Belknap Press.

Brohi, A. K. (1975). *Islam in the Modern World*. Lahore: Institute of Islamic Culture.

Dewey, J. (1916). *Democracy and education*. Los Angeles, CA: IndoEuropean Publishing.

Entwistle, N (2009). *Teaching for Understanding at University: Deep Approaches and Distinctive Ways Of Thinking.* Basingstoke: Palgrave Macmillan.

Ford, D. F. (1999).*Theology: A Very Short Introduction.* New York: OUP.

Hammond, L. D. (2015). *The Flat World and Education.* Columbia University Press: New York.

Healey, M, & Pawon, E, Solem (2010). *Active Learning and Student Engagement: International Perspectives and Practices in Geography in Higher Education.* London: Routledge

Howe, M. J. A. (1990). *The Origins of Exceptional Abilities*. London: Blackwell.

James, W. (1911).*Some Problems of Philosophy: A Beginning of an Introduction to Philosophy*. Lincoln NE: University of Nebraska Press.

Jenkin, J. (2008). *William and Lawrence Bragg, Father and Son: The Most Extraordinary Collaboration in Science*. New York: Oxford University Press.

Johnson, D. (1990). *Parental Choice in Education*. London: Routledge.

Khursheed, A. (2001). *Islami Nazria-e-Hayat.*Karachi: Karachi University Press.

Latour, B, Venn, C. (2002). Morality and technology: the end of the means. *Theory, Culture & Society*. London, Volume. 19. Number. 26. Available at:

<http://www.bruno-latour.fr/sites/default/files/downloads/80-MORAL-TECHNOLOGY-GB.pdf>. Accessed on: 27 April 2016.

Little, T. (2015).*An Intelligent Person's Guide to Education*. Bloomsbury Publishing: New York.

Naughton, J. (2000). *A Brief History of the Future: from Radio Days to the Internet Years in a Lifetime*. New York, NY: Overlook.

Perrot, E. (1982). *Effective Teaching.* London: Longman.

Skinner, B. F. (1953). *Science and Human Behaviour.* New York: Macmillan.

Tennent, K, McMullen, & Kaczynski, D (2010).*Teaching. Learning, And Research in Higher Education: A Critical Approach.* New York: Routledge.

Tompkins, G.E. (2011). *Literacy in the Early Grades: A Successful Start for Prek-4 Readers and Writers* (3rd edition), Boston, Pearson.

Usmani, M. T. (2005). *Hummara Taleemi Nizam.* Karachi: Maktaba Dar-al-Uloom.

Wadsworth, B. J. (1996). *Piaget's Theory of Cognitive and Affective Development: Foundations of Constructivism*. New York: Longman.

Wilde, S. (20103). *Care in Education*. Routledge: New York.

Young, D. (1984). *Knowing How and Knowing That.* London: Collier-Macmillan.

Role of Education In Poverty Alleviation In Pakistan

Muhammad Nasir
Ph. D Scholar
Department Of Education Foundation University, Islamabad

Prof. Dr. Maqsood Alam
Ex- Principal,Foundation University College Of Liberal Arts And Science (FUCLAS),
Foundation University, Islamabad

Prof Dr. Muhammad Tayyab Alam
Head Department Of Education
Foundation University Islamabad, Rawalpindi Campus (FURC)

Abstract

The purpose of this paper was to study the role of education in poverty alleviation in Pakistan. Descriptive research method was used to collect opinions of Head-teachers of the Public sector schools, District Education officers, Managers TEVTA and Educationists who are the main stakeholders of education in Pakistan. Population of the study was all Head teachers of secondary and higher secondary schools, District Education Officers Secondary and Elementary education and Managers TEVTA of 36 districts of Punjab and educationists. The sample was consisted on 540 head-teachers, 54 district Education Officers, 50 educationists and 18 Managers TEVTA. It was found that poverty can be alleviated by educating the children of the poor families. The literate family heads send their children to schools, Pakistani education system prepares the students for white collar jobs which are not available for all school graduates. It was recommended to introduce technical education and vocational training at the secondary level of education to enable the school graduates to get paid or self employment to break the vicious cycle of poverty.

Keyword: Education, poverty, secondary education, technical education, vocational training, school, job, employment.

Introduction

Poverty and education are interrelated phenomena. The poor are those who have less than the required to live a comfortable life and earn less than $1.90 per day per person (World Bank, 2015). Poverty is multidimensional problem which hinders the path of development, supplements other problems like violence, conflict, crime and terrorism. Poverty can be alleviated by imparting productive and effective educationhence it is significant to study the poverty problem in context of education. The main aim of this paper was to investigate about the role of education in poverty alleviation in Pakistan to recommend some measures to enable education to play its role in poverty alleviation. The literature related to education and poverty was reviewed. Descriptive method was used to know the opinion of the stakeholders. The majority of the children of the poor families are enrolled in public sector schools hence the education provided through these public sector schools can play its effective role to alleviate poverty from Pakistan. The Principals and the head teachers of high and higher secondary schools, the district education officers, educationists and the Managers TEVTA are directly related with the education system in Pakistan hence it was necessary to know their opinions. To know their opinion questionnaires were administered to the sample of the study randomly selected from the population consisted on head teachers of Public sector schools, District Education Officers secondary and elementary, District Mangers TEVTA and educationists from the province of Punjab. Data collected were analysed. On the base this analysis findings were obtained and recommendations were made.

Review Of The Related Literature

Poverty is a state of living below the poverty line (Hussain, 2014). Poverty is a pain and a disease that attacks the material and morality of a person and crushes its dignity and hope (Narayan, 1999). It is a powerful antisocial reality that prevails round the globe. The poor is one who lives below the poverty line. The poverty line is a standard to differentiate the poor from non-poor. A person living with an income below than $ 1 is termed as poor (UNDP, 2006). Burtless, G. & Smeeding, T.M. (2000) were in view that the poor is one who has less income than required level of minimum adequate resources while Corbett (2002) stated that poverty was the condition of having insufficient resources. The poor is one who lacks basic needs such as adequate food, clothing, housing, clean water, education and health services. Anka (2009) found that poverty was inability of a person to afford minimum standard of living. Hutchinson Encyclopedia stated that poverty was the condition that existed when the basic needs of human beings (shelter, food, and clothing) were not being met properly. William D. Halsey (1986) & Halsey (1996) described that poverty was the state or condition of being poor, deficiency or lack of necessary or desirable qualities, smallness of amount, scarcity; or dearth. Khan (1999)says that the

poor is one who fails to attain minimum level of income or consumption (poverty line). World Bank (2014) defines poverty as living below than an income of $1.90 per day per per person. According to Khan (2003)the poverty is a multidimensional phenomenon encompassing on not only deprivation in consumption expenditure/ income but also lack of access to health and education facilities, employment and decision making opportunities. Haq & Bhatti (2001) reported in Pakistan Institute of Development Economics (PIDE) research report no. 183 that poverty was of different types such as Subjective poverty, relative poverty, chronic poverty, transitory poverty, esteem or destitution poverty and absolute poverty. Relative poverty is the condition of having fewer resources or less income than others within a society or country, or compared to worldwide averages (Corbett, 2002). Relative poverty is present everywhere as everyone is poorer than the other and there is a person that has more or less income than the other. Chronic poverty is a sub-group of the poor who experienced poverty over a lengthy time period, and at a particular depth (Hickey, 2001). Transitorily poor are those who can move above the poverty line and can escape from the poverty net on getting a proper support (Henderson & Poole, 1991). Extreme or destitution or absolute poverty threatens people's health and lives. According to Cheema (2004), it was estimated in 1999, that 2.2 billion people worldwide had consumption levels below $1 a day and 23 percent of the population of the developing world, with an additional 2.8 billion living on less than $2 a day. Poverty affects social, moral, economic and political areas of the society as Matsuura (2000) mentioned that poverty has been a cause of rift between the rich and the poor. Bakhtiari et al (2014) concluded that reason of forty two percent of violence committed by the young people of ages between 18 and 29 years was to escape from poverty and twenty four percent in want of money. It was found that poverty affected the rate and distribution of violence against women from the poor communities who were more vulnerable to violence (Jacobs, Jacobson and Marchbank, 2000). In low socio-cultural conditions the women and girls are often prepared for marriage and childbearing but not for the job market. Poverty stricken women especially those belong to the rural community were financially dependent on men; they had little access to employment and education. They worked as the caretakers of family but they had no access to health, education, social and legal services. The women are more vulnerable to risks like health, illiteracy and exploitation. Moser and Clark (2001) found that the black women of African society were ten times more likely to experience an incidence of violence as compared to the white women. The crime data obtained from police source of South Africa showed that level of rape in the provinces those were economically less developed was higher than that of the economically developed provinces. It can be said that there was a link between crime and poverty. Poverty is not only a problem of individuals rather it is a problem of the whole society. It supplements the other problems like crime, conflicts, victimization and exploitation. Poverty can be addressed on only by educating and training the poor.

Poverty line was set by the planning commission of Pakistan vide Letter No. 1 (41) Poverty/PC/2002, dated 16th of August 2002 (Zia ur Rehman, 2010, pp. 3) whereas according to Asia Report of Crises Group (2014, p. 21) poverty line as fixed by the government of Pakistan in 2014 was an income of $2 per day or $ 60 per month. Ishaq Dar Finance Minister of Pakistan declared that over half of the Pakistan population was living below the poverty line in 2014. Pakistan inherited poverty at the time of its independence. According to Padmanabhan (2011) the foreign rulers established a strong feudal system to control the land of subcontinent and snatched the right of property from the peasants and farmers. The people of Subcontinent India were gripped by the poverty but the feudal lords were enjoying the rule of the East India Company. British rulers exploited the Indian Economy by deindustrialization, by making it a land of production for raw material to feed the British industries, making the Indian economy subordinate economy of the British economy and keeping the people of India vulnerable to poverty and injustice. Dadabhai had said in 1901 that the Indian economy was drained to England because of which the poverty was at high rate in India. The areas declared as Pakistan such as Baluchistan, East Bengal and North Western Frontier Province (NWFP) now called as Khayber Pakhtun Khawa (KPK) were poorer than other areas. The landless Haris, peasants and bounded labours were poor and uneducated. In Sindh six percent large landlords occupied 44 percent of land whereas 80 percent Haris and the land labourers had no land at all. The landlords used to hire the landless poor workers at very low wages and reaped the maximum benefits of the production of their land. These landless peasants and tenants were uneducated. The colonial rulers fed the feudal system and provided best education to the children of these feudal as a reward of their faithfulness to the crown. The feudal system is still in power in Pakistan which was a major cause of poverty in Pakistan (Salim, 2008).

According to Malik (2010) poverty was one of the crucial challenges in Pakistan which influenced a large majority of population as about 36 percent of population was living below the poverty line i.e. earning less than one dollar a day in 2008-09. According to scholar ibid Pakistan had labour force of 52 million out of which 49 million were employed out of which 45 percent of labour force was employed in agriculture sector and 55 percent was in the non-agricultural sector whereas the unemployment rate was found to be 4.5 percent. Poverty in Pakistan has been rising and falling in different periods. The poverty was lower in 1970s and 1980s but it rose during 1990s. Aftab, Hamid & Pervez et al (2002) in Asian Development Bank report pointed out rising trends of poverty during 1990s in Pakistan from 26.6 percent in FY 1993 to 32.2 percent in FY 1999. According to World Bank (2014) the people living below poverty line in Pakistan were 37.1 percent in 1990, 13.3 percent in 2007 and 8.3 percent in 2010 and 12.7 percent in 2012 (Taking poverty line as an income of $1.90 per day per person).

Education was found the axis of all human activities and the foundation of all human discoveries (Qureshi, Shirazi & Wasim, 2007, p. 167,168). Education is the most powerful antidote of poverty syndrome. According to Montecel (2013) education has been found as a way to come out of poverty and a person having more education has less risk for falling in poverty. Education enables a person to know his/her potentials and provide leverage opportunity to come out of the poverty. Education enables the individuals to know how. The founder of Pakistan Quaid-e-Azam stressed on providing the right type of education to the people of Pakistan to enable them to play their role for the development and progress as well as to compete with the modern world (Khan & Khan, 2011). Being an effective tool for fighting against poverty, access to quality and equitable education was accepted as a basic right of every individual. According to Dib (1987, p. 1-12) education is of three types i.e. formal, non-formal and informal. In the formal education teacher pretends to teach and the taught pretends to study and an educational institution pretends to fulfill the learning desires and needs of taught and the society at large. In formal education system there are face to face classes in which the teacher and the taught directly interact whereas in the non-formal education there are no formal system, classes and face-to-face contact between the teacher and the taught as is pertinent from the open school system, non-formal distance education (NFDE) and learning through correspondence. Informal education is learning by watching TV, listening Radio, observing the people at work, learning skills from parents, guide or elders. The informal education is not for the sake of degree or certificate. The learning in the early childhood and during most of the part of life is done through informal education system. According to UNESCO (2013, p. 20) and Faize (2011, p. 8) education enables the learner to solve problems like poverty, mistreatment and illness. Peter (2010, p. 2) considered education an ability to perform various tasks artfully. Aftab, Hamid & Pervez (2002, p. 2) found that education was an important factor to distinguish the poor from non-poor. According to researchers ibid the poor families with literate family heads were almost half of the number of poor families with illiterate family heads. Education is an effective tool to hook the families out of poverty. People think that the poor are not intelligent and thus they are ignored and left behind. It is a myth as the children from the poor families are as intelligent as the other children are. Mercele (2013) quoted the example of 11 years old girl namely Paloma Noyola Martínez who was inhabitant of a community of Matamoros garbage dump area and scored 921 on Mexico's National academic achievement test which was the highest score in the country.

According to Bokova (2014, p. 3) the world is facing economic and social inequalities, degradation of environment and disasters caused by the human and natural factors. Education can play its role for sustainable development to address the issues and challenges of the new millennium by the development of cognitive, affective and psychomotor domains (Krathwohl, 2002). Education is

not for the sake of getting information but it is for sustainable development. It is necessary to reorient the education for learning to live and work sustainably. Malik (2010) was in view that education plays vital role in economic development of individuals and the societies. It instills awareness among the people about their rights, the rules and regulations of the society, laws of the country and helps them to live productive and successful lives. According to Ministry of Education (1998, p. 5) education provides mental, physical, ideological and moral training. It fulfills the needs of individuals and the nations. Wong (2014, p. 421) says education protects the rights, promotes racial integration and assists the children of the lower economic background to come out of the poor economic status or poverty. Bukhari (2005) pointed out that education produces benefits such as consumption benefits, consumption effects, better health effects, motivation for further learning, savings, home management skills, affective attributes and monetary benefits. According to the scholar ibid additional costs spent on education are paid back by enhancing the income over the life span. US Education Department (2013), considered education as a great equalizer necessary for every child to break the vicious cycle of poverty that shifts from one generation to the next. According to Mirza, et al (2005) education enables people to live better and successful lives. It helps them to earn their living and to spend wisely. Afzal (2005) found that education helps for a long term and durable development. National Education Policy 2009 accepted education as a powerful, efficient and effective instrument to equip its people to lead better lives. It further declared that investment in education produces economic development. Hafeez (2012) was in view that the quality education is master key to unlock the door of development and poverty alleviation. Education is a wise investment that a government can produce long-term sustainable results and its outcomes are everlasting (Lindquist, Vincent & Wanna, 2011, p. 22). HDI Report (2014, p. 180) shows that the nations, those allocated more on education were on the upper side of the HDI index while the nations allocated less amount for education were at the lower side of the index e.g. Norway was at the first position as it has been spending 6.9 percent of its GDP between 2005 and 2012 on education whereas Pakistan was at 146th position out of 187 as it spent less than 2 percent of its GDP on education. Right of getting education was articulated in Article 26 of the Universal Declaration of Human Rights (UNO, 1948). Education opens the doors to other human rights. The basic Education which consists on basic skill such as 3Rs (Reading, writing and arithmetic) is very important as it develops the lives of individuals and the nations. Education also helps to minimize the negative aspects of life e.g. primary education reduces child labour, begging, child abuse and theft. It was found that the literate women survive longer than illiterate. The schooling improves productivity of the individuals which helps them to get paid or self-employment both in urban and rural areas. EFA monitoring Report (2002) witnessed a strong link between literacy and life expectancy. According to the report ibid the literate people have higher survival rate than illiterate. UNESCO (2002, p. 30) reported that learning continues throughout the life and

literates benefit from it throughout the life time. Educated persons adjust themselves in new situation in a better way inspite of the differences of cultures, knowledge and languages. According to Psacharopoulos (2000) education produces human resource by imparting learning and training. Education enables the people to earn in a better way. It was found that the earning level of the workers differs on the basis of the learning level. Psacharopoulos (2009, p. 19), Psacharopoulos and Patrinos (2002, p. 4) reported that amount allocated for education produced high rate of private and social returns while Bečić (2013, p. 264) described that the better education produced better wages and chance of employability. The researchers found that the rates of return were from 2 percent to 20 percent for every additional year of schooling. Psacharopoulos (1994, p. 1335) concluded that the primary education produces higher rate of return than other levels of education. In developing or underdeveloped countries the poverty is at high rate because of high rate of illiteracy. The researches show that the high rate of poverty was due to learning through informal system of education in which the training and learning are based on the traditional knowledge and methodology. Singh (1999) found that millions of workers in the less developed countries did not have opportunities for attaining formal education and training to cope with the requirements of modern age and hence remain poor and underdeveloped. It was found that a package of education consisting on the pedagogy and skills with flexible schedule was a successful approach to help to increase the income of low paid workers and laborers. Iqbal (2012) accepted that the lack of technical education and skills was the main reason of poverty in Pakistan. Uddin (2013) found that technical and vocational education can play significant role in poverty alleviation. The researcher ibid recommended that the government should provide technical education and vocational training to mitigate poverty. Chambel & Hartl (2011) found that technical education, trianing and skill development helped the poor to comeout of the poverty. According to Nagi (2012) it was necessary to give priority to the technical education and vocational training to eliminate poverty. Researchers found that vocational and technical education was the only solution of problems like poverty and unemployment. Malik (2010) found that Pakistani education was conventional, irrelevant and incompatible with the societal needs for not being skilled based. The irrelevant and conventional education produced graduates who could not find jobs and the job market could not find suitable workforce to meet its demands. Pakistan attained literacy rate of 59 percent in the first decade of second millennium with very slow pace and it could not achieve the required literacy rates and is still among the most illiterate countries of the world. Even in the SAARC regions Pakistan is among the lowest performing countries. Literacy rates according to Pakistan Bureau of Statistics, 2013-14were as under:

Table 1: Rates of Education (Percentage)

Area	Illiterate	Literate	No formal education	Formal education	Below Primary Education	Primary Education	Middle	Matric	Inter	Degree and above
Pakistan	53.30	46.70	0.30	46.40	7.68	14.09	8.39	7.89	3.85	3.56
Punjab	51.54	48.46	0.29	48.47	7.45	14.49	9.80	8.55	3.68	3.47

Source: Pakistan Bureau of Statistics 2013-14

Education was made compulsory for the boys and girls from age five to sixteen years through introducing the 18th amendment in the constitution of Pakistan. The Article No 25th A was introduced in the constitution, which bounded the government to provide free and compulsory education to all citizen of age five to sixteen years (Pakistan, 2010, p. 15).

Technical education and vocational training was the best way of addressing the issue of poverty as it makes the learner an earner but in Pakistan more stress is on general type of theoretical education. The data show that the number of public sector high and higher secondary schools for general type of education were nearly 75,821 but institutions for vocational education and technical training were only 1,522 in Pakistan including both public and private institutions from which only a small portion of trained graduates come out (Malik, 2010).

Pakistan has a large school system consisting on both public and private sectors to impart education. The level of schools functioning in Pakistan are Primary school (class i to class v), Elementary schools (class i to class viii), High schools or secondary schools (class vi to class x) and Higher secondary schools (class vi to class xii).

Table 2 :   Grades, Types of schools and level of schools in Pakistan

Age (Years)	3	4	5	6	7	8	9	10	11	12	13	14	15	17	18
Grade	ECE		1		2	3	4	5	6	7	8	9	10	11	12
Schools	Primary School								Middle School			Secondary or Higher Secondary School			
Level of Education	Elementary Education											Secondary Education			

Source: Author/ School Education Department Govt. of Punjab, Lahore

The school system in Punjab works under secretary education (schools), the District Government administers the school system in each district. Executive District Officer (Education) is the head of education at the district level. The secondary and higher secondary schools are managed by the District Education Officer (Secondary Education), the elementary schools are working under the

administration of the District Education Officer (Elementary Education) and the primary schools are under the control of Deputy District Education officer.

School Education Department

```
                    ┌─────────────────────────┐
                    │  MINISTER OF EDUCATION  │
                    └────────────┬────────────┘
                    ┌────────────┴────────────┐
                    │ Secretary School Education │
                    └────────────┬────────────┘
        ┌────────────────────────┴────────────────────────┐
┌───────────────────────────────┐  ┌───────────────────────────────┐
│ Director Public Instruction   │  │ Director Public Instruction   │
│ (Elementary Education)        │  │ (Secondary Education)         │
└───────────────┬───────────────┘  └───────────────┬───────────────┘
        ┌───────┴──────────────────────────────────┴───────┐
        │        EXECUTIVE DISTRICT OFFICER (EDUCATION)     │
        └──────────┬──────────────┬───────────────┬─────────┘
┌────────────────────┐ ┌────────────────────┐ ┌────────────────────┐
│ District Education  │ │ District Education  │ │ District Education  │
│ Officer Elementary  │ │ Officer Secondary   │ │ Officer Elementary  │
│ Education (Male)    │ │ Education           │ │ Education (Female)  │
└──────────┬─────────┘ └──────────┬─────────┘ └──────────┬─────────┘
┌────────────────────┐            │            ┌────────────────────┐
│ Deputy District    │            │            │ Deputy District     │
│ Education Officer   │            │            │ Education Officer    │
│ (MEE)              │            │            │ (WEE)               │
└──────────┬─────────┘            │            └──────────┬─────────┘
┌────────────────────┐            │            ┌────────────────────┐
│ Assistant Education │  ┌────────────────────┐ │ Assistant Education │
│ Officer (MEE)      │  │ Heads of secondary │ │ Officer (WEE)       │
└──────────┬─────────┘  │ & Higher Secondary │ └──────────┬─────────┘
┌────────────────────┐  │ schools            │ ┌────────────────────┐
│ Heads of Boys      │  └────────────────────┘ │ Heads of Girls      │
│ Primary &          │                         │ Primary &           │
│ Elementary schools │                         │ Elementary schools  │
└────────────────────┘                         └────────────────────┘
```

Source: Author/ School Education Department of Punjab
Figure: 1 Education system in Pakistan

ANALYSIS AND INTERPRET

ANALYSIS AND INTERPRETATION OF DATA

1. **Interpretation Of Analysis Of Data Related To 'The Families With Educated Family Heads Are Non-Poor**

Table 3: Families with educated family heads are non-poor

Respondents	N	Mean	Std. Deviation
DEOs	54	3.19	1.150
TEVTA Managers	18	3.50	1.295
Head Teachers	500	3.93	1.101
Educationists	49	3.51	1.293
Total	621	3.82	1.149

Table 3 indicates that the mean of the scores of all respondents was 3.82, which was more than mean score of 3.0 of standard value with SD 1.149; therefore it is accepted that families with educated family heads are non-poor.

2. **Interpretation Of Analysis Of Data Related To 'The Best Way Of Poverty Alleviation Is To Educate The Children Of The Poor Families**

Table 4: The best way of poverty alleviation is to provide education to the children of the poor families

Respondents	N	Mean	Std. Deviation
DEOs	54	3.26	1.403
TEVTA Managers	18	3.17	1.465
Head Teachers	500	3.69	1.464
Educationists	50	3.38	1.469
Total	622	3.62	1.465

Table 4 indicates that the mean of the scores of all respondents was 3.62, which is greater than mean score of 3.0 of standard value with SD equal to 1.465. Therefore, the statement 'The best way of poverty alleviation is to provide education to the children of the poor families' was accepted.

3. **Interpretation Of Analysis Of Data Related To 'Literate Family Heads Prefer To Send Their Children To School**

Table 5: Literate family heads prefer to send their children to school

Respondents	N	Mean	SD
DEOs	54	3.20	1.379
TEVTA Managers	18	3.39	1.243
Head Teachers	500	3.43	1.214
Educationists	50	3.24	1.393
Total	622	3.40	1.244

Table 5 indicates that the mean of the scores of all respondents was 3.40, which was greater than mean score of 3.0 of standard value with SD 1.244. Therefore, the statement 'Literate family heads prefer to send their children to school' was accepted.

4. **Interpretation Of Analysis Of Data Related To 'Widespread Literacy Is Necessary For Poverty Alleviation**

Table 6: Widespread literacy is necessary for poverty alleviation

Respondents	N	Mean	SD
DEOs	54	4.11	.816
TEVTA Managers	18	3.56	1.381
Head Teachers	500	4.21	.909
Educationists	50	3.70	1.199
Total	622	4.14	.957

Table 6 indicates that the mean of the scores of all respondents was 4.14, which was more than mean score of 3.0 of standard value and SD was 0.957. Therefore, the statement 'Wide spread literacy is necessary for poverty alleviation' was accepted.

5. Interpretation Of Analysis Of Data Related To 'General Education Is Effective For Poverty Alleviation

Table 7:General Education is effective for poverty alleviation

Respondents	N	Mean	SD
DEOs	54	2.57	1.312
TEVTA Managers	18	2.56	1.381
Head Teachers	500	2.86	1.333
Educationists	49	2.55	1.415
Total	621	2.81	1.341

Table 7indicates that the mean of the scores of all respondents was 2.81, which was less than mean score of 3.0 of standard value with SD equal to 1.341. Therefore, the statement 'General Education is effective for poverty alleviation' was rejected.

6. Interpretation of analysis of data about 'pakistani education system prepares the students for white collar jobs

Table 8: Pakistani Education system prepares the students for white collar jobs

Respondents	N	Mean	SD
DEOs	54	3.44	1.254
TEVTA Managers	18	3.56	1.423
Head Teachers	500	3.07	1.235
Educationists	50	3.28	1.262
Total	622	3.13	1.249

Table 8 indicates that the mean of the scores of all respondents was 3.13, which was more than mean score of 3.0 of standard value and SD was 1.249. Therefore, it was accepted that 'Pakistani Education system prepares the students for white collar jobs'.

7. Interpretation of analysis of data related to 'a person having technical education and vocational training gets job more easily than a person having general type of education'

Table 9: A person having technical education and vocational training gets job more easily than a person having general type of education

Respondents	N	Mean	SD
DEOs	54	3.67	.549
TEVTA Managers	18	3.78	1.060
Head Teachers	500	3.71	1.133
Educationists	50	3.30	1.359
Total	622	3.68	1.117

Table 9 indicates that the mean of the scores of all respondents was 3.68, which was more than mean score of 3.0 of standard value with SD 1.117. Therefore, the statement 'A person having technical education and vocational training gets job more easily than a person having general type of education' was accepted.

8. Interpretation Of Analysis Of Data Related To 'Induction Of Technical Education And Vocational Training At Secondary Level Is Necessary For Poverty Alleviation

Table 10: Induction of technical education and vocational training at the secondary level of education is necessary for poverty alleviation

Respondents	N	Mean	SD
DEOs	54	3.91	1.170
TEVTA Managers	18	3.61	1.290
Head Teachers	500	3.73	1.415
Educationists	50	3.26	1.382
Total	622	3.70	1.393

Table 10 indicates that the mean of the scores of all respondents was 3.70, which was more than mean score of 3.0 of standard value with SD 1.393. Therefore, it is accepted that 'Induction of technical education and vocational training at the secondary level of education is necessary for poverty alleviation'

Findings

On the basis of analysis of data it was found that the families with the educated family heads are non-poor. The best way of poverty alleviation is to provide education to the children of the poor families as poverty can be alleviated by educating the poor. It was found that widespread literacy is necessary for poverty alleviation as the literate family heads prefer to send their children to schools which is a step to break the vicious cycle. The general type of education provided in Pakistan was found ineffective for poverty alleviation as it prepares the students for white collar jobs which are not available for all school graduates. It was also found that a person having technical education and vocational training gets job more easily than a person having general type of education. The respondents were in opinion to induce technical education and vocational training at the secondary level to enable the school graduates to get paid or self employment.

Recommendations

In the light of the findings it is recommended to provide education to the children of the poor families to break the vicious cycle of poverty. It is also recommended to arrange for widespread literacy as it was found necessary for poverty alleviation. The literate family heads prefer to send their children to school but the general type of education is not very effective for poverty alleviation. Pakistani education system prepares the school graduates for white collar jobs hence it is recommended to revamp the secondary education by introducing the technical subjects and vocational training at the secondary level to enable the school graduates to get self or paid employment to alleviate poverty.

References

Aftab, S., Hamid, N. & Prevez, S. (2002, July). *Poverty in Pakistan-Issues, causes and Institutional Responses.* Islamabad: Asian Development Bank-Pakistan Resident Mission

Afzal, M. (2005). *Analytic study of commerce education at intermediate level in Pakistan. Ph. D thesis.* Lahore: Institute of Education and Research University of Punjab.

Anka, L. (2009). *Empirical Analysis of The Determinants of Rural Poverty in Sindh Province Of Pakistan.* Jamshoro,: Sindh Development Studies Centre University of Sindh.

Bakhtiari, Q., Dean, B.L., Lodhi, M. et al. (2014). *Next Generation: Insecure lives, Untold Stories.* Islamabad: The British Council Pakistan.

Bank, A. D. (2002, July). *Poverty in Pakistan-Issues, Causes and institutional Responses.* Islamabad: Asian Development Bank, Pakistan Resident Mission.

Bank, W. (2015, October 26). *Poverty and Equity.* Retrieved from The World Bank : http://povertydata.worldbank.org/poverty/country/pak

Bečić, M. (2013). The Effects of Education on Wages in the Croatian Labour Market. *Recent Advances in Business Management and Marketing*,pp. 260-164.

Bokova, I. (2014). Forward. In UNESCO, *Shaping the Future We Want-UN Decade of Education for Sustainable Development 2005-14* (p. 3). Paris: United Nations Educational, Scientific and Cultural Organization.

Bukhari, M. A. (2005). *Economics of Education.* Islamabad: Allama Iqbal Open University.

Burtless, G., Smeeding, T. M.,& Rainwatr, L. (2000). *United States Poverty in a cross National context.* Luxembourg: Luxembourg Income study, working Paper.

Chambel, J., & Hartl, M. (2011). *Technical and Vocational Skilsl development forPpoverty alleviation.* International Fund for Agricultural Development (IFAD) Policy and Technical Advisory Division

Cheema, F. (2004). *Macroeconomic Stability of Pakistan: The Role of IMF and World Bank (1997 – 2003).* University of Illinois.

Corbett, T. J. (2002). Poverty. In T. J. Corbett, *Encarta Encyclopedia.* Microsoft.

Dib, C. Z. (1987). Formal, Non-Formal And Informal Education: Cooperative Networks in Physics Education - Conference Proceedings *173* (pp. 1-13). Oaxtepec, Mexico: American Institute of Physics.

Edelman, P. (2006, May-June). The War on Poverty and subsequent Federal Programme What worked, What Didn't Work, and why Lesson for Future Programme. *Journal of Poverty Law and Policy*, pp. 7-18.

Faize, F. A. (2011). *Problems And Prospects Of Science Education At Secondary Level In Pakistan (Unpublished Ph.D Thesis).* Islamabad: Department of Education Faculty of Social Sciences International Islamic University.

giveabillion. *Giveabillion.net.* Retrieved from http://giveabillion.net

Hafeez, M. (2012, December 11). In effective policies, lack of technical education behind poverty: experts. *The News*, p. 1

Haq, R., & Bhatti, M. A. (2001). *Estimating Poverty in Pakistan:The non-food Consumption Share Approach.* Islamabad: Pakistan Institute of Development Economics.

Hickey, S. (2001, March). Chronic Poverty in Sub-Saharan Africa, Background Paper 1. *Chronic Poverty Research Centre*, retrieved from http://www.mauritiustimes.com/ 010208rohit.htm.

Hussain, D. (2014, June 9). Half of the country's population living below poverty line.*Dawn*, p.1

Iqbal, A. (2012, December 11). In effective policies, lack of technical education behind poverty: experts. *The News*, p. 1

Jacob, S., Jacobson, R., & Marchbank, J. (2000). *State of Conflict: Gender, violance and Resistance.* New York: Zed Books.

Khan, J. Z., & Khan, A. R. (2011). Quaid's Vision of Progressive Pakistan. *Pakistan Journal of History and Culture*, Vol.XXXII, No.1.

Krathwohl, D. R. (2002, Autumn). A Revision of Bloom's Taxonomy:An Overview. *Theory into Practice*, 41(4). pp.212-218

Lindquist, E. A., Vincent, S., & Wanna, J. (2011). *Delivering Policy Reform-Anchoring Significant Reforms in Turbulent Times.* Canberra: ANU E Press.

Malik, A. B., Amin, N., YasirIrfan, BilalKakli, M., Piracha, Z. F., & Zia, M. A. (2015, March).*Pakistan Education Statistics 2013-14.* Islamabad: National Education management Information System AEPAM.

Malik, M.,A. (2010, April 18). Combating poverty through skilled based Education. *Dawn.*

Matsuura, K. (2000). Forward. In UNESCO, *World Education Report 2000 Towards Education for All through life* (pp. 3-4). Paris: Unesco Publishing.

Mirza, M., Chaudhary, A. S., & Rasheed, K. (2005). *Mubadiat – e – Taleem.* Lahore: Punjab Text Book Board.

MOE, (1998). *National Education Poliicy 1998-2010.* Islamabad: PUBLIC SECTOR of Pakistan.

MOE. (2009). *National Eduction Policy 2009.* Islamabad: Ministry of Eduction, Public sector of Pakistan.

Montecel, M. (2013, January) Education as pathway out of Poverty. *INDRA Intellectual Development Research Association*

Nagi, W. (2012, December 11). In effective policies, lack of technical education behind poverty: experts. *The News*, p. 1

Narayan, D. (1999, December). *Can Anyone Hear Us? Voices of 47 countries.* Washinton: World Bank

Padmanabhan, N. (2011). *Modern Indian History-Colonial State and emergence of Nationalism.* Kerala : University of Calicut School Of Distance Education.

Pakistan Burueau of Statistics. *District Rawalpindi at a Glance:* http://www.pbs.gov.pk/content/district-glance-rawalpindi Retrieved on 15.7.2015.

Pakistan Burueau of Statistics. *District Rawalpindi at a Glance:* http://www.pbs.gov.pk/content/district-glance-rawalpindi Retrieved on 15.7.2015

Pakistan, N. A. (2010, April 20). *The constitution of the Islamic Republic of Pakistan.* Islamabad: National Assembly of Pakistan.

Pan, P. (2010). *Resolving the Problem of Poverty: A Comparison between the Ideas of Milton Friedman and Alfred Marshall .* Durham: Duke University Durham, North Carolina.

Peter, R.S. (2010). *The Concept of Eduction.* New York: Routledge.

Psacharopoulos, G. (1994). Return to Investment in Eduction: A Global Update. *World Development*, 22(9). pp. 1325-1343.

Psacharopoulos, G. (2009, March 5). *Returns To Investment In Higher Education.* CHEPS-led consortium for the European Commission .

Psacharopoulos, G., & Patrinos, H. A. (2002). Returns to Investment in Education. *Policy Research Working Paper 2881*, pp. 1-28

Qureshi, M.A., Shirazi, R. A., & Wasim, M. P. (2007, Fall). Perspective and Prospects of Commencing New Education Policy (NEP) of Pakistan: A Review of Conference. *Indus Jornal of Management & Social Studies*, 1(2). pp. 167-176.

Sadiq, S. (2012, December 11). In effective policies, lack of technical education behind poverty: experts. *The News*, p. 1

Salim, A. (2008). *Peasant Land rights Movements in Pakistan.* Islamabad: Sustainable Development Policy Institute.

School Education Department Public sector of Punjab (2014): http:// schoolportal.punjab.gov. pk/school.

Uddin, R. (2013). The Role of Technical and Vocational Education in Poverty Reduction among Youth in Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies*, p. 613-617

UNDP. (2006). *Human Development Report 2006-Beyond scarcity:Power, poverty and the global water crisis .* New York: The United Nations Development Programme.

UNDP. (2014). *Sustaining Human Progress:Reducing Vulnerabilities and Building Resilience.* New York: UNDP.

UNESCO. (2002). *Cultural Diversity: A Vision, a conceptual platform, a pool of ideas for implementation, a new paradigm.* Johannesburg: United Nations Educational, Scietific and cultural Organization.

UNESCO. (2013-14). *Teaching and Learning : Achieving quality for all.* Paris: Unesco Publishing.

US Education Department. (2013). *A Great Education Helps to Create Ladders of Opportunity for All Students.* Retrieved from http://www.ed.gov/ladders.

Wong, K. K. (2014, February). *Federal Educational P olicy as an Anti-P overty*. Notre Dame Journal of Law, Ethics & Public P olicy. 16(9). pp. 421-445.

Zia-ur-Rehman, M. (2010, September). *Civil Siciety Perspective on Pakistan Millenium Development Goals Report 2010*. Multan: Awaz Foundation Pakistan: Centre for Development Services.

Linguistic Competence And Self-Actualization Of Pakistani Postgraduate Research Scholars

Mir Alam Said
District Education Officer,
Elementary & Secondary Education, Khyber Pakhtunkhwa

Abstract

The present study was conducted to explore the linguistic competence and self-actualization. It investigated about the performance of the postgraduate research scholars in English and their communicative ability they could exploit for their self-actualization. The study aimed at identifying the factors deteriorating the quality research; analyzing the linguistic competence problem the postgraduate research scholars; investigatingthe relationship of the linguistic competence in English with the researchers' creativity and self-actualization; finding the psychosocial maturity gaps in the way of self-actualization and intellectual development of the scholars; and, suggesting a specific English curriculum design for enhancing linguistic competence of the research scholars at university level. Responses were collected through three different questionnaires from 459 subjects i.e. 310 postgraduate research scholars, and their 111 teachers and 38 heads of university departments from 10 leading universities located in Islamabad Capital Territory (ICT) and Khyber Pakhtunkhwa (KPK). For finding out the problem areas, the recently conducted M Phil and PhD theses were also critically analyzed. Data were properly interpreted and statistically analyzed using appropriate statistical techniques like Chi- square etc. The study found the problem of linguistic competence in English affecting research scholars' performance, and recommended for an environment conducive for the self and language learning. It also proposed a curriculum design for addressing the problem of Pakistani postgraduate research scholars.

Keywords: *Linguistic Competence, Self-Actualization, Postgraduate Research*

Introduction

All researches employ language as a medium of communication. Language is one of the most fundamental components that determine the quality of a research. A research language is based on communicative and linguistic competence and performance. A quality research makes proficient use of both the linguistic performance and competence that lead to the self-actualization of a researcher. Linguistic competence differs in approach and method as the psycholinguists and

sociolinguists view differently in terms of behavioural, cognitive and social/situational orientations.

Linguistic and communicative competence is directly linked with the self-actualization of a researcher. The quality of research is greatly concerned with the work of a self-actualized researcher. A self-actualizing researcher needs psychosocial maturity. And language cannot be detached from the psychosocial environment of a researcher. Language ability entails communicative and linguistic competence. The linguistic objects only like *phonology, lexis* and *syntax* are not sufficient to constitute a language and communication. It is the *meaning* of an expression along with its *form* that matters and determines who says **what, to whom, where, why, in what manner** and **in what effect.** It means the context of situation in which a communication occurs is very much important. Linguistic competence, performance and a social situation appropriate for self-realization are the necessary constituents of a psychosocial setting for the self-actualization of a researcher.

Theoretical Background

University research scholars oftenconfuse word classes and make mistakes in their meanings like using *Affect and Effect.* They do not observe *Alphabetical Order of Citations within Parentheses and also using Ampersands with error.* They oftencombine words *ANOVA Independent Variables with "Factors).* They do not set headings in *Bold Font* andmake errors inusing *Case* and *Headings style.* They are found unaware of *Citations, Repeated Within Same Paragraph.* They do not appropriatelyuse *Conjunctions in a Sentence;Commas and Quotation Marks*; *Gender and Number*; and,*Equality and Inequality Signs*; *using Et Al;* They often do not properly makelinguistic use of *Italics;Its vs. It's; Passive/Active Voice and the First Person; Pronouns for Nonhuman Animals; and, Prepositions at the End of a Sentence.* Linguisticmistakes are found in the university research theses in *Reference List*; *Sexist or Dehumanizing Language*; *Shifts of Tense*; *Singular They; Split Infinitives; Statistical Symbols*; and, *Tense aspect.* Besides, most of the research scholars face problems of *Spelling, Punctuation, Phrases, and Structure* while writing their research theses.

It is clear that only knowledge of grammatical (syntactic) rules or knowledge of language does not constitute the linguistic (communicative) competence and performance but the ability of using the linguistic forms for appropriate communication matters a lot.

Linguistic Competence

John Phillips and Chrissie Tan (2011) affirm that Linguistic Competence defines the system of rules that governs an individual's tacit understanding of what is acceptable and what is not in the language. The concept, introduced by the

linguist Noam Chomsky in 1965, was intended to address certain assumptions about language, especially in structuralist linguistics, where the idea of an unconscious system had been extensively elaborated and schematized. Competence can be regarded as a revision of the idea of the language system. The empirical and formal realization of *competence* would be *performance*, which thus corresponds to diverse structuralist notions of *parole*, *utterance*, *event*, *process*, etc. (Literary Encyclopedia, 2011)

Chomsky (1965) argues that the unconscious system of linguistic relations is often mistakenly associated with *knowledge* or *ability* (or know-how). Chomsky is concerned to establish a science that would study what he calls "the language faculty", in analogy with other mental faculties like logic, which as a kind of intuitive reasoning power requires no accumulation of facts or skills in order to develop. Grammatical knowledge too seems to be present and fully functional in speakers fluent in any language. So competence in Chomsky's sense implies neither an accumulated store of knowledge nor an ability or skill. He rejects that linguistic competence is merely a systematic inventory of items, and he establishes a rationalist model of underlying competence regarded as a system of generative processes. This has the advantage of explaining plausibly events of linguistic innovation in unpredictable situations, as well as pertinence of expression and understanding in particular contexts. (Literary Encyclopedia, 2011)

Dell Hymes claims that competence is dependent upon the following features:
- Whether (and to what degree) something is possible.
- Whether (and to what degree) something is visible (in relation to the means available)
- Whether (and to what degree) something is appropriate (adequate, happy, in relation to the context in which it is used).
- Whether (and to what degree) something is performed (actually done and what the doing entails).

It means the linguistic competence is basically a part of Communicative Competence. According to Dell Hymes the linguistic competence is an abstract idea without its actual use. Thus, Widdowson agrees that "if linguistic competence is an abstraction of grammatical knowledge, communicative competence is an abstraction of social behaviour. The notion of communicative competence does not include in its purview (the scope somebody's activities or influence) the actual procedure, which language users adopt in order to participate in language based on activity. So, along with linguistic competence and communicative competence, pragmatic competence should also be brought into focus." (Linguistic and Communicative Competence 2007)

Thus, the linguistic, pragmatic and communicative competences constitute the psychosocial ability that employs the conceptual system of a language in an actual situation. This actual performance of the participant establishes how the language can significantly be utilized for self-actualization and psychosocial maturity as well. This interlinked system of word, form and context is based on the following elements:

- **Linguistic Knowledge and the Para-linguistic Cues**:
  - (i)   Verbal elements (sentences, clauses, phrases, etc.)
  - (ii)   Non-verbal elements (aspects of communicative behaviour, such as: facial expression, body movement, eye gaze, gesture, proximity, etc.)
  - (iii)   Elements of discourse and their organization in connective speech andwriting.
  - (iv)   Range of possible variants (possible variations and their organizations).
  - (v)   Meaning of variants to a particular situation.

- **Interaction Skills:**
  - (i)   Norms of interaction and interpretation.
  - (ii)   Strategies for achieving desire goals.
  - (iii)   Perception or features (verbal as well as non-verbal) in communication situation (situation of communication).
  - (iv)   Understanding appropriateness in any given situation.

- **Cultural Knowledge:**
  - (i)   Socials structure.
  - (ii)   Values and attitudes.
  - (iii)   Cognitive scheme (verbal as well as noun verbal) and the cultural transmission processes.(Linguistic and Communicative Competence 2007)

Self-actualization

Self-actualization plays very significant role in shaping an individual's knowledge, skill, creativity, attitude and the whole personality development. A researcher with actualized self thinks accurately, responds intelligently and performs reasonably in a social setting. The quality, acceptability and impact of a research are interconnected and interdependent with the self-actualization of a researcher. Self-actualization is a very high state of satisfaction and realization running through the whole personality development of an individual. It comprises so many other constituents, objects, mediums, modes and ways of thinking, expressing, behaving and creating. It is also meant for assimilating and accommodating knowledge and skills and attitudes; for receiving and perceiving

new things and ideas according to their context; and, for making concepts of others and self. Competence and performance both absorb in the realm of self-actualization that forms psychosocial ability.

Carl Rogers(1959) believed that humans have one basic motive that is the tendency to **self-actualize** - i.e. to fulfill one's potential and achieve the highest level of "human-beingness." Like a flower that will grow to its full potential if the conditions are right, but which is constrained by its environment, so people will flourish and reach their potential if their environment is good enough. (Simply Psychology, 2007)

This means that self-actualization occurs when a person's "ideal self" (i.e. who they would like to be) is congruent with their actual behaviour (self-image). Rogers describes an individual who is actualizing as a fully **functioning person**.The main determinant of whether we will become **self-actualized** is childhood experience. (Simply Psychology, 2007)

The individuality of a person is made up of his self that is the humanistic term for the real existence of a person. The self is an interplaying system in a personality, and is deeply connected with the soul that founds the Freud's psyche of Id, Ego and Superego. The assimilation, accommodation and interpretation of life experiences influence the self of a person.

According to Rogers (1959), a person wants to feel experience and behave in ways which are consistent with his self-image and which reflect what he would like to be like, his ideal-self. The closer his self-image and ideal-self are to each other, the more consistent or congruent he is and the higher his sense of self-worth. A person is said to be in a state of incongruence if some of the totality of their experience is unacceptable and is denied or distorted in the self-image. (Simply Psychology, 2007)

The humanistic approach states that the self is composed of unique self concept. Rogers (1959) asserts that the self-concept includes three components:

- **Self worth** (or self-esteem) - what we think about ourselves. Rogers believed feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father.

- **Self-image** - How we see ourselves, which is important to good psychological health. Self-image includes the influence of our body image on inner personality. At a simple level, we might perceive ourselves as a good or bad person, beautiful or ugly. Self-image has an affect on how a person thinks, feels and behaves in the world.

- **Ideal self** -This is the person who we would like to be. It consists of our goals and ambitions in life, and is dynamic - i.e. forever changing. The ideal self in childhood is not the ideal self in our teens or late twenties etc. (Simply Psychology, 2007)

To achieve goals and ambitions in life that lead toward self-actualization depends on how a person thinks about himself. The feelings of self-worth are very important both for psychological health and for the real life actual performance and needs.

Accordingly, self-actualization refers to psychosocial maturity with the quality of being realistic, self acceptance, spontaneity and naturalness. A self-actualizing person possesses good interpersonal skills and can play very effective social roles. He maintains privacyand autonomy, and accepts challenges. He respects democratic values and manifests very positive attitudes.He possesses a veryphilosophical and unhostile sense of humour, creativitywith transcendence of heart and mind.

Quality Research in Pakistan

Since1947 to 2011, as given in Pakistan Higher Education Commission's Annual Report 2012, Pakistani universities had produced PhDs in different disciplines. They are: in Social Sciences, 1778; in Agricultural and Veterinary Sciences, 975; in Arts and Humanities, 1099; in Biological and Medical Sciences 1438; in Business Education, 117; in Engineering Technology, 229; in Physical Sciences, 1537; and Honorary, 58. In the last years the ratio of PhDs produced is higher as it reached to 616 in 2008; 779 in 2009; and 617 in 2010 as well.

In spite of the high PhD bulk, HEC itself criticizes Pakistan higher education for the lack of quality. There are multifarious factors of this problem, but language, curriculum and self-esteem are the most striking factors that can determine the parameters of quality education. Quality research, a researcher's linguistic competence and self-actualization are interconnected with each other. Thus, high quality research requires an environment that satisfies the psychosocial and biological needs of the researcher.

The Ph.D. degrees offered by the universities in Pakistan (either public or private) should equip the trainee researchers with the skills such as observation, critical analysis and finding solution and designing tools to solve their problems. In Pakistan, like in many other countries of the world, most of the research is carried out in the fields of natural sciences and technical education. There is little emphasis on research in languages or humanities. (Language in India, 2010)

In this regard, performance indicators work to determine quality research. Such quality determiners are regarded to be the quality of teaching, quality of student evaluation, quality of teaching-learning environment and student satisfaction. Some other indicators of quality measurement are the quality of the library and laboratories, the effectiveness of management, governance and leadership. Thus, the quality research demands conformity with the desirable human needs and existing valuable standards of education, scholarship, and communication.

Methodology

Research design and Procedure

This study aimed at the factors deteriorating the quality research affecting the achievement of educational aims at postgraduate level and exploring the relationship of the linguistic competence with the researchers' creativity and self-actualization. It assumes that there is a significant correlation of the English language competence with the creativity and self-actualization level of the postgraduate research scholars.

This study is very important as its educational implications and its relevance with the achievement level are very high. It is helpful in the standard configuration of English language curriculum for the university research scholars. It involves both the curriculum development and implementation of the structure that can be utilized at doctorate-granting institutions.

A descriptive and survey research methodology was adopted in carrying out this study. The procedures focused on the linguistic competence or language performance and self-actualization as an integrated need for psychosocial maturity. The survey method was appropriate to explore the curriculum problems, linguistic competencies in English language and to find out their psychosocial impact on the actualization of the postgraduate research scholars. The study was conducted as correlational. Questionnaires as descriptive research tools were designed for collecting data from the respondents. Besides, some of the recently conducted MPhil and PhD theses were critically analyzed for finding out the problem areas of the linguistic competence like mistakes and errors in syntactic, grammatical, morphological, etymological, semantic and contextual choices that might have been hurdles in the way of creativity and full self-actualization of the researchers. Data were analyzed by descriptive and co-relational statistics like: Chi Square, Mean Differences, Percentages, etc.

Choice of Setting

In the present study, a university setting was chosen to examine postgraduate research scholars' opinions in psychosocial context regarding linguistic competence and self-actualization. In this study, the main subjects were research

scholars, their teachers and Heads of Departments. The respondents were from those Pakistani universities that offered the programmes of M Phil and PhD, such as:

i)   Postgraduate research scholars reading in MPhil or PhD programmes, Semester Fall 2010.
ii)   Teachers of the university departments offering MPhil and PhD programmes in various disciplines.
iii)   Heads of the university departments offering MPhil and PhD programmes in various disciplines.

Sample

The sample of the study consists of the following:

i)   Randomly selected non-English postgraduate research scholars reading in MPhil and PhD at NUML, IIUI, AIOU, University of Peshawar, Hazara University, AWKUM, University of Malakand, CUSIT, Abasyn University and Northern University.
ii)   Randomly selected teachers of the university departments offering MPhil and PhD programmes at the above selected universities.
iii)   All heads of the university departments offering MPhil and PhD programmes at the above selected universities.

Instruments

The data collection approach was a structured questionnaire. Three different pre-structured questionnaires were designed for different groups, but the basic contents focussed on the main problem of linguistic competence and self-actualization of the Pakistani postgraduate research scholars. In addition, personal observations and experiences of the research scholars, their teachers and Department Heads were assessed to discover their specific needs and their impact on them.

Questionnaires for M Phil and Ph D research scholar, and their teachers were administered to the randomly selected respondents at NUML, IIUI, AIOU, University of Peshawar, Hazara University, AWKUM, University of Malakand, CUSIT, Abasyn University and Northern University by the researcher personally by hand and also through email. Survey-correspondence techniques at the concerned university departments of the selected universities were employed for collecting valid and accurate data from both the scholars and their teachers.

Analysis of Data

The procedure for the data collection and analysis was carried out as that the Data collected by means of questionnaires form the randomly selected

postgraduate research scholars, teachers and heads of the given disciplines at the selected universities were analyzed by applying statistical formulae. Comparison of the response frequency was made by percentages for demographic profile. For measuring the psychosocial perspectives and self actualization factors ***Chisquare*** was applied. Sampling error was calculated to judge the adequacy of the sample.

Moreover, for further analysis descriptive and correlational statistics like Mean Differences, Percentages etc. were applied. Findings, conclusions and recommendations were made. The following basic areas were critically analyzed.

- Learning and Competence

- Language Learning And Communication (Psycholinguistic and Sociolinguistic Approach)

- Psychosocial Factors and Language Development

- Linguistic Competence and Communicative Ability

- Linguistic Competence and Performance

- Basis of Communicative Ability

- Language Aptitude and Intelligence

- Psychosocial Factors and Linguistic and Communicative Ability

- Linguistic Competence and Self-Actualization

- Self-Identity and Scholastic Achievement

- The Self and Intelligence

- The English Language Competence

- Intelligence and English Language Learning: A Psychosocial Approach

- Language as Self-expression

- University Research Environment: Language and Self

- Psychosocial Perspectives: Language and Self

- Sociological Perspectives

- Psychosocial Factors and Communicative Competence

- Language Competence and University Research

Results

Analysis of M Phil/PhD Theses

The researcher critically examined some of the recently conducted MPhil/PhD theses for finding out problems regarding linguistic competence. Main objectives of the investigation were to determine the problem areas of the university research scholars faced during their courses and research report writing. Some important things like standards, emerging trends and status of research at university level were also sorted out and used as a background for this study. This analysis found theses having mistakes and errors in syntactic, grammatical, morphological, etymological, semantic and contextual choices. Besides, some of the difficulties in the way of creativity and self-actualization of the researchers were also pointed out and utilized in preparation of tools for this study.

Linguistic Proficiency and Self-actualization

Table 4.2.1.1 shows statements regarding written and spoken competencies (productive skills).

Statement No	SA	A	SWA	N	SWD	DA	SDA	χ^2	P
B.I(a) 01	50	52	52	39	37	29	31	34.90	S(<.05)
B.I(a) 02	42	60	42	40	46	40	20	20.01	S(<.05)
B.I(a) 03	40	64	50	41	35	30	30	21.30	S(<.05)
B.I(a) 04	50	61	43	46	30	39	21	24.90	S(<.05)
B.I(a) 05	30	72	60	31	32	36	29	43.15	S(<.05)
B.I(a) 06	35	67	57	34	37	29	31	30.76	S(<.05)
B.I(a) 07	30	66	58	41	31	27	37	34.17	S(<.05)
B.I(a) 08	25	57	72	39	31	29	37	41.77	S(<.05)
B.I(a) 09	29	64	61	51	25	25	35	41.44	S(<.05)
B.I(a) 10	40	71	53	36	30	40	20	39.32	S(<.05)
B.I(a) 11	25	62	65	41	32	36	29	34.15	S(<.05)
B.I(a) 12	25	67	67	50	27	29	25	55.04	S(<.05)
B.I(a) 13	22	65	59	62	21	27	34	47.53	S(<.05)
Total of $\chi2$								**468.44**	
Total of $\chi2$ / No of Items = Average $\chi2$								**36.03**	

df = 6   P =   0.05 χ^2 **=** at 0.05 level= 12.59

Table 4.2.1.1 shows that the chi square values (average $\chi2$=36.03) are significant at 0.05 level for all the subjects' responses regarding written and spoken competencies (productive skills). It reveals the difference of opinion among the respondents. Thus, generalizing the results, it is concluded that the university research scholars faced problem while giving a brief oral presentation; using correct stress and rhythm; making timely words selection and expression; pronouncing words accurately; retelling the texts just read; making coordination

and subordination; using language in specific situations; making anew start in a lecture/discussion; changing the subject and theme; listing, adding and summarizing points; reinforcing an argument in a situation; and, using explanation signals. So, the research hypothesis is accepted.

Table 4.2.1.2 shows statements about written and spoken interaction (productive skills)

Statement No	SA	A	SWA	N	SWD	DA	SDA	χ^2	P
B.l(b) 01	10	77	79	52	37	35	0	133.90	S(<.05)
B.l(b) 02	0	70	72	45	56	47	0	131.09	S(<.05)
B.l(b) 03	0	74	75	59	47	35	0	144.69	S(<.05)
B.l(b) 04	0	71	83	55	43	38	0	150.17	S(<.05)
B.l(b) 05	10	77	75	63	28	37	0	137.75	S(<.05)
B.l(b) 06	0	82	77	65	37	29	0	170.46	S(<.05)
B.l(b) 07	0	76	78	58	41	37	0	150.84	S(<.05)
B.l(b) 08	0	88	77	59	47	29	0	177.35	S(<.05)
B.l(b) 09	0	85	79	56	35	35	0	215.33	S(<.05)
B.l(b) 10	0	89	71	40	50	40	0	160.18	S(<.05)
B.l(b) 11	0	85	76	51	32	46	0	162.13	S(<.05)
Total of $\chi2$								**1733.89**	
Total of $\chi2$ / No of Items = Average $\chi2$								**157.63**	

df = 6   P =   0.05 $\chi^2 =$ at 0.05 level= 12.59

Table 4.2.1.2 indicates that the chi square values (average $\chi2=157.63$) are significant at 0.05 level for all the subjects' responses about written and spoken interaction (productive skills). It shows the difference of opinion among the respondents. On generalizing the results, it is concluded that the university research scholars faced problem in understanding substitution and omission; meaning of presented and focused information; knowing the right order and right emphasis; understanding general purpose links; differentiating linked from unlinked clauses; understanding linking constructions; communicating in social situations; exploiting and locating sources of knowledge; knowing research terminologies; reorganizing a discourse or presentation; and, elaborating and interpreting data. It implies that the research hypothesis is accepted.

Table 4.2.1.3 shows statements about the academic writing

Statement No	SA	A	SWA	N	SWD	DA	SDA	χ^2	P
B.I(c) 01	0	89	87	62	25	27	0	209.02	S(<.05)
B.I(c) 02	0	80	77	57	36	40	0	155.66	S(<.05)
B.I(c) 03	0	75	76	69	25	45	0	163.80	S(<.05)
B.I(c) 04	0	83	71	55	38	43	0	150.51	S(<.05)
B.I(c) 05	0	75	87	63	37	28	0	175.95	S(<.05)
B.I(c) 06	0	79	85	56	35	35	0	169.60	S(<.05)
B.I(c) 07	0	78	76	58	37	41	0	150.84	S(<.05)
B.I(c) 08	0	79	85	56	25	45	0	174.42	S(<.05)
B.I(c) 09	0	78	80	54	46	32	0	157.25	S(<.05)
B.I(c) 10	0	77	89	34	40	50	0	170.89	S(<.05)
B.I(c) 11	0	76	85	51	46	32	0	162.11	S(<.05)
B.I(c) 12	0	70	77	40	47	56	0	138.79	S(<.05)
B.I(c) 13	0	65	78	44	55	48	0	133.96	S(<.05)
B.I(c) 14	0	75	74	59	35	47	0	144.62	S(<.05)
B.I(c) 15	0	83	71	55	48	33	0	152.62	S(<.05)
B.I(c) 16	0	89	90	46	40	25	0	201.15	S(<.05)
B.I(c) 17	0	77	82	65	29	37	0	170.45	S(<.05)
B.I(c) 18	0	79	81	52	42	36	0	157.83	S(<.05)
B.I(c) 19	0	77	82	65	29	37	0	170.45	S(<.05)
B.I(c) 20	0	79	87	54	37	33	0	172.71	S(<.05)
B.I(c) 21	0	74	89	32	48	47	0	166.74	S(<.05)
B.I(c) 22	0	78	81	65	36	30	0	169.92	S(<.05)
B.I(c) 23	0	90	76	48	39	37	0	170.02	S(<.05)
B.I(c) 24	0	77	65	47	45	56	0	132.77	S(<.05)
B.I(c) 25	0	80	79	53	43	35	0	156.87	S(<.05)
Total of χ2								**4078.95**	
Total of χ2 / No of Items = Average χ2								**163.16**	

df = 6   P =   0.05 χ^2 **=** at 0.05 level= 12.59

Table4.2.1.3   reflects that the chi square values (average $\chi2$=163.16) are significant at 0.05 level for all the subjects' responses regarding academic writing competence. It implies that the opinions among the respondents are different. On generalizing the results, it is concluded that the university research scholars faced problem/difficulty/trouble in using   correct punctuation marks; reorganizing long sentences and paragraphs; writing texts with coherence and

cohesion; remembering the words while writing ; organizing better ideas logically; expressing ideas appropriately and clearly; defining and clarifying ideas definitely; understanding diverged points; summarizing and restating the ideas; analyzing cause and effect relationship; distinguishing formal from informal language; differentiating polite form familiar language; knowing the literary and rhetorical language; making comparisons appropriately; knowing time, tense and aspect relationship; knowing the definite and indefinite meanings; using prepositions accurately; using adverbs of frequency appropriately; comprehending condition and contrast; knowing the degree expressions; making statements, questions and responses; making agreement and disagreement; describing or reporting emotions correctly; using correct adjective patterns; and, differentiating clause from sentence. It interprets that the research hypothesis is accepted.

Discursive Competence (Dissertation Competence) and Self-actualization

Table 4.2.1.4 shows statements about the awareness level regarding discursive competence

Statement No	EA	MA	SWA	SA	NA	χ^2	P
B.III(a) 01	30	25	75	95	65	61.72	S(<.05)
B.III(a) 02	44	15	76	80	75	54.17	S(<.05)
B.III(a) 03	26	34	76	96	58	58.08	S(<.05)
B.III(a) 04	36	24	86	86	58	55.35	S(<.05)
B.III(a) 05	46	20	88	90	46	62.98	S(<.05)
B.III(a) 06	34	24	90	86	56	61.11	S(<.05)
B.III(a) 07	36	38	96	86	34	63.59	S(<.05)
B.III(a) 08	34	50	80	90	36	45.37	S(<.05)
B.III(a) 09	16	38	100	90	46	87.86	S(<.05)
B.III(a) 10	36	32	70	100	52	53.51	S(<.05)
B.III(a) 11	46	80	100	50	14	75.71	S(<.05)
B.III(a) 12	36	100	80	50	24	51.44	S(<.05)
B.III(a) 13	44	90	100	40	16	87.39	S(<.05)
B.III(a) 14	35	95	100	60	0	131.20	S(<.05)
B.III(a) 15	40	100	90	48	12	91.86	S(<.05)
B.III(a) 16	40	95	90	55	10	96.73	S(<.05)
B.III(a) 17	36	100	74	60	20	68.13	S(<.05)
Total of χ^2						**1206.20**	
Total of χ^2 / No of Items = Average χ^2						**70.95**	
df = 6		P = 0.05				χ^2 = at 0.05 level= 9.49	

Table 4.2.1.4 shows the significant chi square values (average $\chi2=70.95$) at 0.05 level for all responses about scholars' awareness regarding discursive competence. It reflects the difference of opinions among the respondents. On generalizing the results, it is concluded that the university research scholars needed to be aware of the discourse principle that texts follow; the use of the encyclopedic discourses (as articles, dictionaries, treatises); the motivation that the discursive competence creates; the uniqueness of the discourses; that abstract texts are more than discourses; that discursive competence increases the level of involvement and proficiency; that language competence broadens discursive competence and performance; that discourse types affect the standard, style and design of research; that discursive ability affects researchers' repertoires; that discursive ability affects researchers' contextual understanding; that competence of academic discourse is important for research; that discursive competence helps learn socio-cultural and ethical contexts; that lexical and contextual comprehension is necessary for research; that terminological comprehension affects the standard of research; that proficiency in spelling and vocabulary satisfies researcher; that understanding morphological aspects affects research standard; and, that communicative and grammatical ability affects self-actualization. It reveals that the research hypothesis is accepted.

Table 4.2.1.5 shows statements about the acquired discursive competence

Statement No	PA	A	SA	N	SUA	UA	TUA	χ^2	P
B.III(b) 01	75	75	85	23	17	5	10	178.40	S(<.05)
B.III(b) 02	95	98	47	34	0	16	0	246.65	S(<.05)
B.III(b) 03	0	32	3	40	47	80	88	167.99	S(<.05)
B.III(b) 04	88	100	25	59	10	0	8	241.31	S(<.05)
B.III(b) 05	100	98	25	42	4	6	15	247.13	S(<.05)
B.III(b) 06	11	9	19	46	18	100	87	206.11	S(<.05)
B.III(b) 07	9	8	15	43	31	94	90	195.22	S(<.05)
B.III(b) 08	12	14	30	31	18	100	85	186.40	S(<.05)
B.III(b) 09	18	13	23	61	7	80	88	168.47	S(<.05)
B.III(b) 10	0	0	36	34	23	97	100	250.02	S(<.05)
B.III(b) 11	8	19	25	55	28	75	80	117.24	S(<.05)
Total of $\chi2$								**2204.94**	
Total of $\chi2$ / No of Items = Average $\chi2$								**200.45**	
df = 6			P =	0.05				$\chi^2 =$ at 0.05 level= 12.59	

Table 4.2.1.5 indicates the significant chi square values (average $\chi2=200.45$) at 0.05 level for all responses about capability of acquired discursive competence level with reference to the problem of university-based research and self-actualization. It shows the difference of opinions among the respondents. On generalizing the results, it is concluded that the university research scholars had problem while doing repertoires like textbook, documentary or research; writing reports of enquiries on social and educational problems, or academic texts like articles, editorials, monographs or theses; utilizing reference books for self-actualization and linguistic ability; understanding the testimonies like diaries, autobiographies or recollections; learning values, social situations and knowledge needed for self and research; exploiting discursive competence for personal goals and learning objectives; sustaining own interest (intrinsic motivation) in conducting research tasks; using graphics, illustrations, maps and diagrams in research reports; understanding layout, form, paragraphs and phraseology of the texts in thesis; and, giving explicit headings and subheadings and precise summaries. It reflects that the research hypothesis is accepted.

Self-assessment regarding Linguistic Competence

Table: Table 4.2.1.5. Research scholars' self-assessment regarding Linguistic (N=290)

No	Self-assessment Statement (Ability)	Level	Points	Frequency f	Percentage %
01	Having conversation on most topics fluently and naturally, using proper vocabulary, idioms grammar and pronunciation	Advanced	Above 90	8	2.76%
02	Having conversation comfortably familiar topics, in familiar situatio with some difficulty with vocabulary, idioms, grammara pronunciation	Intermediate+	80 – 90	130	44.83%
03	Having reasonable fluency on a restricted topics with limited range, facing many problems with words, idioms, grammar, and pronunciation	Intermediate-	70 – 80	135	46.55%
04	Having knowledge of limited comm words and expressions; managi short conversations on a fe predictable topics; having survival lev knowledge of vocabulary, gramm and idioms; and, pronunciation heavily influenc by mother tongue	Basic+	60– 70	17	5.86%
05	Having knowledge of a few words and fixed expressions;	Basic-	Under 60	0	0.00%

able to respond to question a answer exchanges on a few topic unable to manage conversatior exchanges; having very limite vocabulary, grammar, and knowled of idioms; and, pronunciation heav influenced by mother tongue		
Total	**190**	**100%**

Table 4.2.1.5 explains the university research scholars' self-assessment regarding their linguistic competence on five levels i.e.*Advanced, Intermediate+, Intermediate-, Basic, and Basic-.* The analysis of the respondents' opinion shows that in the given five levels the competence, majority affirmed their linguistic competence level as falling in the *Intermediate+* and *Intermediate-* levels which implies that majority of the postgraduate research scholars (46.55%) had reasonable fluency on restricted topics with limited range, facing many problems with words, idioms, grammar, and pronunciation. Besides, most of them (44.83%) were able to converse comfortably on familiar topics, in familiar situations with some difficulty with vocabulary, idioms, grammarand pronunciation. The opinion response to the given *Advanced* level shows that very few of them (2.76%) had the ability to converse on most topics fluently and naturally, using proper vocabulary, idioms, grammar and pronunciation. In contrary, the *Basic+* (5.86%) reveals their knowledge of limited common words and expressions; managing short conversations on a few predictable topics; having survival level knowledge of vocabulary, grammar and idioms; and, pronunciation heavily influenced by mother tongue. It verifies that most of the postgraduate research scholars did not fall in the advanced level of linguistic ccompetence so far as needed for valid and reliable research. It justifies the need for a course designed for developing the scholars' linguistic proficiency and sufficiency.

Implications

The current study described the context of linguistic competence and its impact on the self-actualization of the postgraduate research scholars. These contextual data helped to identify and analyze the opinions of research scholars, their teachers and department heads by eliciting their requirements for using English in classroom situation. As reviewed, this study is the first step to reveal the relationship of linguistic competence with psychosocial context of the real life situation. In addition, it also provides background data to implement the good English curriculum from an innovative perspective which will promote communicative competence of the research scholars.

To address the embarrassing situation regarding quality research, linguistic competence and self-actualization of Pakistani MPhil and PhD research scholars, a few applicable recommendations are very much obligatory to give here. The researcher assures if the problem is intelligently managed, optimal successful

results can be achieved so far. In this regard the following points may be valued for the best solution of the problem:

- To resolve the problem of linguistic competence (in English language) and develop communicative ability, necessary basic linguistic knowledge and facilitation may be given to the MPhil and PhD scholars. The research teachers and supervisors may facilitate the knowledge and relevant linguistic materials in a real context and provide optimum opportunity to their research students for exploiting their English to communicate.

- The research teachers and supervisors may guide the research students about the distinctive features of foreign language competence as they are different from those of their own language. They may be informed that communicative ability can be achieved if they may give proper attention to the use of language and not its usage only; to its fluency and not its accuracy only; and, to its real contexts and not to its ideal structure only. Moreover, importance may be given to the scholars' needs where they can exploit classroom learning for the real world goals.

- The university departments offering research programmes may develop activities on translation and interpretation for developing translingual and transcultural abilities in their research scholars and it may be an integral component of research curriculum. Such competencies can be achieved through specific additional courses offered during their studies.

- The university departments may provide opportunity to motivate their scholars to converse in English; arrange meaningful activities with a focus on communicative ability in English; learn the contextual and situational use of language;enjoy a friendly environment with positive feedback.

- Pakistani university departments may organize professional conferences at national and international levels so that the research students and their teachers could keep pace with the current trends issues in education, especially in language teaching and applied linguistics.

- The university departments may guide and facilitate the writers to prepare learning materials according to the psychosocial and linguistic needs of their scholars. The materials may be organized on the morphological, phonological, syntactic and semantic aspects of the English language. Research curriculum may be integrated with linguistic materials focusing on the research scholars' proficiency level and its specific curricular objectives. Moreover, the research may teachers recommend the available different additional books on

technical and syntactic structures of the English language with precise details to the scholars for promoting their academic writing and research reports.

- Research writing students may attain expertise in specifically organized materials of technical language that can greatly contribute to both discourse writing and communication, debate continues about some terminology. This is particularly the case in the use of the words "qualitative" and "quantitative" to mean research informed by interpretive (as well as critical theoretical) or traditional positivist paradigms, respectively. Experienced researchers too often use these terms as a shorthand proxy for more complex notions of methodology, or possibly to depict an entire way of thinking about truth (philosophical lens or paradigm). Even if these old hands know what they mean, it remains problematic whether or not others comprehend the complex nature of research communicated using these words.

- The university research curriculum may be integrated with interactive and technical language materials that can develop research writing competence and communicative ability. Besides, the provided language material to the scholars may specifically contribute to research terminologies, definitions, analytic interpretations, and generative linguistic structures.

- The research teachers may guide their scholars about research methods and procedures, and the use of established standards and acknowledged guidelines that determine the quality of research. They may help them to conduct an inquiry, use its tools and draw conclusions reflecting validity, reliability, trustworthiness and credibility. They may guide the research scholars toward the use of established research ethics and rules. In this regard, proper guidance about MLA and APA style of research documentation may be given to university researchers.

- The university administration may ensure the availability of language laboratories, digital libraries and orientation programmes for academicians and their research scholars. It can enhance the competence and satisfaction level of the researchers if their participation may be ensured as compulsory along with the provision of some recreational and financial incentives.

The conclusion of this study reflects that an innovative curriculum design of English may enhance the linguistic competence of the university researchers. Therefore, the following curriculum design is recommended for developing the English language competence of Pakistani postgraduate scholars.

Bibliography

A.H. Maslow, A Theory of Human Motivation, Psychological Review 50(4) (1943):370-96.www.psychclassics.yorku.ca/Mslow/motivation.htm. Accessed on 13-01-2012

American Sign Language as a Pathway to Linguistic Competence. Retrieved 0n 11-03-2012 from http://www.highbeam.com/doc/1G1-21053234.html

Anderson, J.M. (1973). Structural Aspects of Language Change (1st ed).Longman GroupLtd. London

Applied Language Learning, 1996.Vol. 7, Nos. 1 & 2, pp. 1-4 Retrieved from Appraisal www.wilsoncenter.org. Accessed on 07-02-2012

Candlin, C.N, (1976) Communication Language Teaching and the Debt to Pragmatics, Washington D.C: Georgetow

Chomsky, N. (1965). Aspects of the Theory of Syntax.Cambridge University Press.

Communication Competence Factors as Moderators to the Relationship between Users

Communicative Competence: Retrieved from http://www.ask.com/wiki/Communicative_competence. Accessed 6/1/2011

Dawn, July 7, 2005.www.wilsoncenter.org Accessed on 07-02-2012
Dell (1971).Competence and Performance in Linguistic Theory. Language acquisition: Models and Methods. (1971), pp. 3-28. Retrieved from http://en.wikipedia.org/wiki/Linguistic_competence_p-search. Accessed on 02-

Erickson's Psychosocial Development Theory, 1950. Retrieved from http://www.businessballs.com/erik_erikson_psychosocial_theory.htm Accessed on 3-11-2011

Education Reform in Pakistan: Building for the Future, 2005. Retrieved from www.wilsoncenter.org. Accessed on 07-02-2012

Education Sector Reforms: Action Plan 2001–2005. Ministry of Education, Islamabad Government of Pakistan, Revised June 2003. Retrieved fromwww.wilsoncenter.org Accessed on 07-02-2012

Erikson, E. (1968). Identity: Youth and Crisis. New York: Norton.

Field, John. (2004) Psycholinguistics: the key concepts. Retrieved from (http://en.wikipedia.org/wiki/Linguistic_competence_p-search. Accessed on 02-06-2011)

Gardner, H. (1999). Intelligence Reframed. Multiple Intelligences for the 21st Century. New York: Basic Books.

Garnica, O.K. and King, M.L. (1979).Language, Children and Society (1st ed). Programme Press ltd. Oxford, UK.

Halliday, M.A.K. (2007). Language and Society. Edited by Jonathan J. Webster, Continuum, London, Vol.10

Hoodbhoy, P.A. and Nayyar, A.K. (1985).Rewriting the History of Pakistan. In A. Khan (ed.) Islam, Politics and the State: The Pakistan Experience. Zed Books. London. pp. 164-177.

Howatt, A.P.R (1984) A History of English language Teaching. Oxford, Oxford University Press.

Huitt, W. (2007).Maslow's Hierarchy of needs.Educational Psychology Interactive.

Valdosta, GA: Valdosta State University. Retrieved from, http://www.edpsycinteractive.org/topics/regsys/maslow.html Accessed on 6-11-20111.

Hymes, D. 1965. (2000) On communicative Competence. In Alessandro Duranti (ed) Linguistic Anthropology: A Reader (pp 53-73). Malden, MA: Blackwell. (http://en.wikipedia.org/wiki/Linguistic_competence_#p-search. Accessed on 02-06-2011

Hymes, D. (1971). On Communicative Competence. Philadelphia: University of Pennsylvania Press.

Hymes, D. (1966). Two Types of Linguistic Relativity. In W. Bright (ed) Sociolinguistics pp. 114-158. The Hague: Mouton.

John Phillips and Chrissie Tan (© the Literary Encyclopedia).Retrieved fromhttp://courses.nus.edu.sg/course/elljwp/competence.htm. Accessed on 3-11-2011

Language Classroom: An exploratory comparative study between U.S. and Spanish first-semester university students. Accessed on 31-03-2011

Language as Self-expression.Retrieved
fromhttp://www.englishbox.co.cc/2011/02/language-as-self-expression.html. Accessed on 14-07-2012.

Linguistic and Communicative Competence Posted on January 9, 2007 Retrieved
from http://ppiindia.wordpress.com/2007/01/09/linguistic-and-communicative-competence/ 3-11-2011By.Rini Ekayati. Creative Education 2010. Vol.1, No.3,

Maslow Hierarchy of Needs.Retrieved
fromhttp://www.businessball.com/images/maslow_hierarchy.htm. Accessed on 11-06-2011

MLA Ad Hoc Committee on Foreign Languages, (2005). Foreign Languages and Higher

Education: New Structures for a Changed World. Retrieved on 31-03-2011
from http://www.mla.org/flreport.Multilingual Matters.

Noam Chomsky. Aspects of the Theory of Syntax. Cambridge: MIT Press, 1965.Organizing the Middle School Curriculum

Self-Esteem and Confidence.Retrieved
fromwww.getbestfitness.com/mental/confidence-esteem.html. Accessed on 9-7-2011

The Effects Of Teachers' Lexical Competency On Students Learning Outcomes

Dr. Saqib Shahzad
Assistant Professor AWKUM

Dr. Hukamdad
Associate Professor NUML

Dr. Riasat Ali
Associate Professor AWKUM

Syed Saeed
Abdul Wali Khan University Mardan Pakistan

Abstract

The study concentrated on estimating the effects of teachers' lexical competency on students' learning outcomes in the subject of English. The objectives of the study were to determine the effects of teacher's lexical competency, vocabulary competency, grammar competency, syntax competency, pronunciation competency, and spelling competency on students learning outcomes. Directional hypotheses were formulated for the study. The study was carried through pre-test post test control group design. Data were collected through standardized tests, which were analyzed through Mean, STD, t-test and Cohen's D. major findings were that teachers' lexical and reading competencies were significantly related to students' learning outcomes. It was recommended that English Language teachers must provide periodic seminars, workshops and in-service trainings to equip them with these competencies and its utilization in classroom revolution while teacher education programs in tertiary institutions must be reviewed to incorporate skills-assisted instruction.

Keywords: Teacher, Lexical Competency, English Subject, Students' learning outcomes.

Introduction

Language is the means of expression- the expression of our feelings, imaginations, ideas and desires by means of words. Words can be learnt by

lexical and reading, listening and understanding, speaking and writing. All of them are important and are closely related. Knowing how to read well is one of the most important skills one can possess. Through reading, one can experience again events in the past, visit the minds of others and fly into the future. On the more practical side, reading is essential in educational institutions and important in most jobs. The better we make the reading competency, the better we achieve the career.

Lexical and Reading competencies and skills require greater attention and provide base for other skills. In speaking, what we have to say can be made effective and efficient by the tone of our voice, by the expression on our faces and by the movement of our hands and body language but in writing we have to depend entirely on the sense conveyed by the words we use. So a great deal of accuracy is needed in reading to remove shyness, lifeless reading, stuttering and stammering, reading with jerks and too fast or too slow reading while great care is needed in lexical aspect of language to build sound vocabulary, to acquire correct grammatical structure and to focus on all skills of English language as they are inseparable. Francis Bacon (1561-1626) has rightly said "Reading maketh a full man; conference a ready man; and writing an exact man". Reading increases the knowledge of man but it is only writing which makes it exact. Intelligence is sharpened and ethics are developed only by reading good books. Have something to say is, therefore, the first requirement of all skills, only by being clear and definite in your mind about what you are going to speak, read, listen and write, you can make your speaking and writing clear and interesting to the reader. All the skills require strong formal and lexical competency and strong vocabulary (Kieffer & Lesaux, 2007).

Language distinguishes man from the rest of the animals. It defines man as a thinking animal. Good thinking comes through good and skilled reading. More recently man has been described as a tool-making animal but language itself is the most remarkable tool that man has invented and is the one that makes all the others possible. Human co-operation and division of labor have been made possible by language. It, in fact, is the greatest machine tool which makes human culture possible. It is a means of communication with others. It is articulate-means it has structure- the structure of vowel and consonants for human utterance. The vocal sounds which provide the materials for a language are produced by the various speech organs. In English we rely on the outflow of air from the lungs which is modified in various ways by the 'set' of that it passes through before finally emerging at the mouth or nose (Barber, 1982).

English language is passing through the process of evolution and changes occur in vocabulary, in meaning, grammar, in all competencies-reading and thinking skills, writing skills, oral communication skills and appropriate ethical and social development, pronunciation and even in pedagogy. It is natural to wish for stability in a universe of change, to try to pin things down and fix them. But It

cannot be done, the whole of nature is in flux, so is the whole of the life of man, and we might as well accept the fact. It is not really much good clinging to the bank: we have to push out into the flux and swim (Barber, 1982).

Competency means having enough skill or knowledge to do something well or to the necessary standard (oxford English dictionary).Competency isdefined as the sum of skills (basic and new basic skills) needed to live in a contemporary knowledge society. Key competences for lifelong learning are recommended by European Union (2006), eight key competences are set out by the European Parliament and the Council: communication in the mother tongue; communication in foreign languages; competences in mathematics, science and technology; digital competence; learning to learn; interpersonal, intercultural and social competences, and civic competence; entrepreneurship; and cultural Draft (Consultation version) – 31 May 2013.

Lexical competence is the skill of identifying, recognizing, and proper using of words in a language in the manner like that of the native speakers. It also includes understanding and comprehending the close and meaningful combination among the families of words. It also means the skill and capability to comprehend and construct the terminology of a language. Lexical competency is a characteristic of both linguistic and communicative skill. It is a key learning area. It is a source of power for teacher and the requirement of it makes him powerful and architect of his and others' destiny. Competency enables him to have definite goal in life and teaches him how that goal is to be attained. By the virtue of his competency (skill and knowledge), he becomes aware of the pitfalls and obstacles which come in his way. Armed with Competency, he can face all the situations of teaching with confidence and can cope with unexpected and unforeseen difficulties in the classroom. Competency is the collection of skill and knowledge and in the current scenario it is the deciding factor in judging the best teaching of English teacher (Guswani et al, 2006).

The Pakistani students are in a particularly difficult position in acquiring the competencies of English language, for it is a foreign language- foreign to them in spirit, in origin, in tradition, and in genius (unusually great intelligence, skill or artistic ability). The Pakistani teachers are also facing the same problem as they take English as a subject not as a language. Our teachers and students cannot be blamed if they find it difficult to master intricacies of English language. It should, therefore, reach the masses so that there is no discrimination amongst the rich and poor in our country in terms of opportunities for personal, professional and financial development (Saeed, 2010).

English language is an important subject in our secondary schools curriculum. The role of   English teacher has a paramount importance in this respect and hence the strong competencies of English teacher are very essential. He must be

properly trained. He should have a thorough mastery of English language. He should possess a high standard of English pronunciation, a rich vocabulary and the knowledge of idioms. He must have the fundamental knowledge of Educational Psychology and teaching methodology. He must keep himself in constant contact with latest developments in the teaching of English. He should regularly listen to radio, watch Television and other sources to increase his competencies (Najafi, 2011).

Lexical aspects of a language i.e. the sound system and grammar are the tool for oral and written communication. This tool would be ineffective if it is not supported by sufficient vocabulary to aid expression. Grammatical and phonetic exercises combined with vocabulary development are of immense importance as natural preparations for oral and written production of language. Correct grammar, appropriate vocabulary, speech, and cohesive and coherent written composition are integral parts of a whole; hence, equally important (Stahl, 2004).

Vocabulary means the knowledge of words and words are the raw materials of a language. Words make sentences which are the most important units of thought and expression. The knowledge of words is the gateway to scholarship. Words are the tools by which teacher can fashion and embody his ideas, depict his feelings and enhance the knowledge of the students. Careful and constant reading of Synonyms, Homonyms, Homophones, and Antonyms is very necessary to build and enlarge his vocabulary. The Concise Oxford Dictionary Sixth Edition is a reliable source in the meaning, spelling and pronunciation of the English vocabulary (Baumann, et al. 2003).

The knowledge of idioms is a part of vocabulary which is used to describe the forms of expression peculiar to a language. It is the manifestation of the peculiar. These expressions cannot be literally translated. The meaning of idiomatic phrase is sometimes veiled in a metaphor. It is expressive of the living speech of a people. It is the life-blood of the language, vigorous and vital as compared to the dry bones of grammar which, after all, are mere codification from established usage. English is a language particularly rich in idioms and the beginner is sure to be puzzled by the peculiar nature of some of them. One may be cool as cucumber not as a pumpkin. The country may go to dogs but not to the cats. One may see eye to eye (agree entirely) with a person but not nose to nose. The knowledge of idioms is not to be acquired without some trouble. The more one takes trouble, the better he gets reward (Saeed, 2010).

Grammar is the science of language. It means parts of speech, sentences, tenses, voices, narrations and composition. Formal grammar (for teachers) and functional grammar (for students) should be learnt and taught by Inductive (particular to general) and Deductive (general to particular) methods. But it is not right to think that one can write English by mastering a few rules of

grammar. Rules of grammar do count but they are not the whole matter. Thus it is possible that one may write English, which may be grammatically correct but may not still be good English (Smith, et al. 2003).

Syntax means the words and phrases are put together to form sentences in a language; or the rules in grammar for changing the form of words and joining them into sentences. Marks of punctuation are used in the sentence construction and they are like the mile-stones in our way or the sign-boards that help us in recognizing our way to any place. Punctuation makes the meaning clearer and very important for grammatical accuracy in writing. The proper use of punctuation helps the reader to understand the meaning more easily, by indicating the relation between words, phrases, clauses and sentences, if he is reading the passage aloud. Consequently, hard and fast rules for punctuation cannot be laid down; and within certain limits a considerable variety of usage exists. It is helpful in learning all basic skills of English language (Saeed, 2010).

Statement of the Problem

The purpose of the study was to investigate the effects of Teachers' lexical competency in the subject of English on students' learning outcomes.

Objectives of the Study

Objectives of the study were;

1. To measure the lexical competency of teachers on students' learning outcomes in the subject of English.

2. To measure the effect of teachers' vocabulary competency on students learning outcomes.

3. To measure the effect of teachers' grammar competency on students learning outcomes.

4. To measure the effect of teachers' syntax competency on students learning outcomes.

5. To measure the effect of teachers' pronunciation competency on students learning outcomes.

6. To measure the effect of teachers' spelling competency on students learning outcomes.

Significance of the Study

The study was significant for teachers, policy makers and future researchers in the field of English language. Teachers may get awareness regarding different paradigms of Teaching of English. Policy makers may attain the relevant data and information for the improvement of English teachers' training and competencies and even in their recruitment. The study may also be fruitful for the educational planners, unit writers and future research scholars.

Hypotheses

Hypotheses of the study were;
1. The higher is the lexical competency of English teachers, the higher will be the students learning outcomes in the subject of English.

2. The higher the vocabulary in lexical competency of teachers, the higher the students' learning outcomes.

3. The higher the grammar in lexical competency of teachers, the higher the students' learning outcomes.

4. The higher the syntax in lexical competency of teachers, the higher the students' learning outcomes.

5. The higher the pronunciation in lexical competency of teachers, the higher the students' learning outcomes.

6. The higher the spelling in lexical competency of teachers, the higher the students' learning outcomes.

Research Method

The study was experimental in nature. The focus of the study was to determine the effects of teachers' lexical competence on students learning outcomes. The study was designed on True Experimental Design. A pretest- posttest comparison group design with random assignment was used to determine the effects of teachers' lexical competence on students learning outcomes. Two groups were formed one was treated while the other was remained constant.

Data Collection

Self-developed standardized Tests and observation sheet were administered to teachers and students for data collection. All the items of the test for teachers were Multiple Choice Questions. The test was divided into following parts, 1st part of the test was comprised of demographic information, and 2nd part of the

test was related to lexical competency. Similarly a self-developed standardized Test was used for the measurement of students' lexical competency.

Procedure of the Study

The researcher administered the self-developed standardized Tests to all participants personally. Best (2010) is of the opinion that administering the questionnaire personally is better than administering through other means. It helps the participants in clarifying/understanding certain items of the tests. It is also helpful for the researcher to obtain correct, authentic and reliable data.

Students' Learning Outcomes

Students' Learning Outcomes were taken in the form of Test score from 10th class students. Total marks of 10th class were 30. The results of the students were found not according to the targeted objectives.

Data Analysis

The data were analyzed with the help of Mean, Standard Deviation, t-test and Cohen's D. The obtained results were tabulated and interpreted separately.

Data Analysis and interpretation

Teacher Competence in Vocabulary and Students' LearningOutcomes

Respondents	Control Group (Effect Size)	Experimental Group (Effect Size)	t-value	Sig
Teachers	.039	.226	4.71	.000
Students	.045	.356	3.75	.000

The above table illustrates the effect size of the treatment to both groups of the study. The effect size of the control group teachers and students were .039 and .045, which is not significant. The lower effect size of teachers has weak effect on the vocabulary competency of students. On the other hand, teachers and students effect size in the experimental group have high effect size .226 and .356 of teachers and students. The high effect size of teachers in the experimental group has high effects on the students' competency in vocabulary.

Teacher Competency in Grammar and Students' Learning Outcomes

Respondents	Control Group (Effect Size)	Experimental Group (Effect Size)	t-value	Sig
Teachers	.013	.517	3.04	.004
Students	.297	.411	3.18	.003

The above table illustrates the effect size of the treatment to both groups of the study. The effect size of the control group teachers and students were .013 and .0297, which is not significant. The lower effect size of teachers has weak effect on the grammar competency of students. On the other hand, teachers and students effect size in the experimental group have high effect size .517 and .411 of teachers and students. The high effect size of teachers in the experimental group has high effects on the students' competency in experimental.

Teacher Competency in Syntax and Students' Learning Outcomes

Respondents	Control Group (Effect Size)	Experimental Group (Effect Size)	t-value	Sig
Teachers	.144	.506	3.24	.003
Students	.110	.415	3.47	.000

The above table illustrates the effect size of the treatment to both groups of the study. The effect size of the control group teachers and students were .144 and .110, which is not significant. The lower effect size of teachers has weak effect on the syntax competency of students. On the other hand, teachers and students effect size in the experimental group have high effect size .506 and .415 of teachers and students. The high effect size of teachers in the experimental group has high effects on the students' competency in syntax.

Teacher Competency in Pronunciation and Students' Learning Outcomes

Respondents	Control Group (Effect Size)	Experimental Group (Effect Size)	t-value	Sig
Teachers	.174	.347	3.31	.001
Students	.057	.486	7.01	.000

The above table illustrates the effect size of the treatment to both groups of the study. The effect size of the control group teachers and students were .174 and .057, which is not significant. The lower effect size of teachers has weak effect on the pronunciation competency of students. On the other hand, teachers and students effect size in the experimental group have high effect size .347 and .486 of teachers and students. The high effect size of teachers in the experimental group has high effects on the students' competency in pronunciation.

Teacher competency in spelling and Students' Learning Outcomes

Respondents	Control Group (Effect Size)	Experimental Group (Effect Size)	t-value	Sig
Teachers	.117	.265	4.29	.000
Students	.097	.316	3.67	.001

The above table illustrates the effect size of the treatment to both groups of the study. The effect size of the control group teachers and students were .117 and .097, which is not significant. The lower effect size of teachers has weak effect on the spelling competency of students. On the other hand, teachers and students effect size in the experimental group have high effect size .265 and .316 of teachers and students. The high effect size of teachers in the experimental group has high effects on the students' competency in spelling.

Findings

Major findings of the study were;
1. The effect size .226 of experimental group showed significance as compared to control group of .039. Similarly the effects size of the students of the experimental group .204 higher than .191 of control group. This demonstrated that the teachers' vocabulary competency of the experimental group had a direct effect on the students learning outcomes. (Table 4.1)

2. The effects sizes of the teachers and students of the experimental groups were higher than control group and showed significance which demonstrated that there is significant effect of the teachers' grammar competency of the experimental group on the students learning outcomes. (Table 4.2)

3. In the syntax competency the significance of Teachers and students of the experimental group showed great effect size of .506 and .415 as compared to the effect sizes of control group, which showed high effect of the teacher's syntax competency on students learning outcomes. (Table 4.3)

4. The effect size of Teachers' pronunciation competency of the experimental group is higher than the control group which illustrated that teachers' pronunciation competency has strong effect on students learning outcomes. (Table 4.4)

5. The effect size of Teachers of the experimental group is greater than the control group which illustrated that spelling competency of experimental group teachers has strong effect on students learning outcomes. (Table 4.5)

Recommendations

On the basis of the above findings of the study following recommendations were made:

1. Teachers vocabulary significantly influence the vocabulary of the students, therefore it is recommended that teachers should make frequent use of dictionary, through reading of English newspapers and academic discussions.

2. Teachers should improve their grammatical skills and syntax through different strategies such as reading grammar books, other literary books of great authors and practice it rigorously.

3. Teachers should improve their pronunciation through group discussion, attending seminars, workshops, language classes and listening experts recorded speeches, as it significantly affect the students' pronunciation competence in the subject of English.

4. Spelling is one of the important aspect of English language, the competency of which can be attained through regular writings, and the use of mnemonics, it is therefore recommended that teachers should improve their spelling skills to improve students spelling competence.

5. The researcher studied a very small portion of teachers' lexical competence and its effects on secondary school students, therefore the researcher recommends future researchers to study all the aspect of lexical competence at primary and university level.

References

Barber, C. L. (1982). *The Story of Language*. London and Sidney: Pan Books London and Sidney.

Baumann, J. F., Kame'enui, E. J., & Ash, G. (2003).*Research on vocabulary instruction*: Voltaire redux. In J. Flood, D. Lapp, Mahway, NJ: Lawrence Erlbaum.

Goswami, U. & Ziegler, J. C. (2006).*Fluency, Phonology and Morphology*: A Response to the Commentaries on Becoming Literate in Different Languages, Developmental Science, 9(5), 451–453.

Kieffer, M. J., & Lesaux, N. K. (2007).*Breaking down Words to Build Meaning*: Morphology, Vocabulary and Reading Comprehension in the Urban Classroom.The Reading Teacher, 61(2), 134–144.

Najafi, A. Q. (2011). *The Teaching of English*. Peshawar: Taj Kutab Khana Khyber PakhtoonKhwa, Pakistan.

Saeed. (2010). Essay For All. *English Language Compentency* . Lahore, Punjab, Pakistan: Advance Book Publishers.

Smith, et al. (2003)."*Successful Techniques in Grammar Instruction*".ERIC Clearinghouse on Reading, English and Communication, Bloomington, USA.

Stahl, S. A. (2004). *Vocabulary Learning and the Child with Learning Disabilities*. The International Dyslexia Association, 12-36.

Information and Communication Technology in Teacher Education of Pakistan: Inspecting Needs, Provisions and Anticipation

Dr. Khushbakht Hina
Assistant Professor QEC (NUML)
National University of Modern Languages Islamabad (NUML)

Abstract

In many countries information and communication technology (ICT) has strong impact on the development of teacher education so it is perquisite that in educational planning, it is necessary to implement the ICT in education sector. The use of ICT in education has changed the role of teacher in class room. This wave of change in technology has also knocked the door in Pakistan. The present research study was designed to check pre-service education teachers' needs, provision and expectations toward the learning and integrating of Information and Communication Technologies (ICT) into their teaching and learning. Qualitative method is used. Data was collected with semi-structure interview. Questionnaire for semi- structure interview was designed under the three categories (needs of ICT , provision and expectations) three public sector universities of Islamabad were selected as a sample of the study in each university five teachers were selected . Interviews were analyzed qualitatively, properly code the perspective of teachers towards the ICT and identify the needs, provision and expectations. The finding of study showed that Pakistan is quickly digitalizing in pre-service teacher education, however there are several threats and barriers. Education reform in Pakistan efforts are there, the integration of ICT course in Teacher Education program is one of the example of such reforms but this course is taught theoretical rather than practical. In Pakistan, present advancement of ICT in teacher education is slow to change and lagging behind the innovation in the field.

Key Words: Information and communication technology (ICT), pre-service, Teacher Education, Needs, Provisions and Anticipation

Introduction

In 21st century Information and communication technology (ICT) brings drastic changes in education. In this scenario ICT is playing a major role to strengthen the foundations of education for this reason need of ICT in education is recognized by the several countries, as a result the vision of Pakistan is not different with others. In recent times, Pakistan is facing different crisis and in depression phase yet it is remarkable that Government has a great interest towards the education and its improvement especially in context of ICT. The managing of ICT has been widely accepted and implemented all over Pakistan.

According to UNESCO,2003 the quality of teacher largely depends upon the quality of education . In ICT various worldwide innovations is essential for teachers, because of these media comprehensive working knowledge create a great impact on the execution and involvement of pupils. So it is accepted that teachers with the use of ICT can play a vital role in the quality of education. The past practices were more focused on teachers and in contrast students were more likely treated as passive receivers who can re-produce the provided information rather than adding their own efforts to produce something of their own. ICTs have changed these practices by creating and interactive bold sessions among teachers and students thus giving more space to students to add their skills to the process of knowledge sharing.

There is no solid consensus on the meaning of ICT, as these advances become more advance day by day. Here it is expect that ICT incorporates, however is not inadequate to, PCs, portable workstations, printers, LCD projectors, palm gadgets, iPods, fax machines, mobile phones, Internet, and Intranet (Zhang, Z. 2008). Hennessy, S.(2009) further described ICT, according to her the term ICT encircle the large range of equipments (desktop and laptops, calculators, digital boards, smart boards, LEDs), programming applications (soft ware, programming, media assets) and information network (Intranet, Web) are included. In US National Higher Education ICT Initiative (2003) describes as the ICT proficiency in the higher education context:

> The ability to use digital technology, communication tools, and/or networks appropriately to solve information problems in order to function in an information society. This includes the ability to use technology as a tool to research, organize, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information. (p. 11)

Various activities have been taken to incorporate ICTs in Teaching learning process, however It is critical to highlight the effects of ICT on teaching and learning process. It intrinsic worth saying that the utilization of ICT in education has a 3 critical effect on the preparation of instructor particularly in the zones of understanding, critical thinking, structure and numerical design that will manage both learning and successful working in the life. The ICT included three areas of ICT literacy that is cognitive, technical, and social. It identified that in the technologically linked world, no one can live in isolation hence needs 'soft' as well as 'hard' skills to boldly, consistently, and sensibly use of ICT. Together with integration of ICT in education is a planned approach to evaluate the whole process of learning, designing, developing, utilizing and evaluating the instructional strategies and their management (Venkataiah, 2008).

Keeping in view the importance of ICT in teacher education, this paper seeks to examine needs and provisions what has been done and what needs to be done in Pakistan to integrate ICT in teacher education. It also attempts to examine the challenges it may have to face for its successful implementation of curriculum in teacher education .

Teachers and ICT

Technology has modified the trend of teaching and converts the conventional classrooms into progressive and student center interactive classrooms. No doubt ICTs has changed the patterns of teaching practices of educators for prospective teachers by making and intuitive and intense sessions of teaching in this way they added their abilities to the process of learning.

Students and teachers play a more active role in application of technology in teaching learning process, hence ICT is used as innovative tool to engage in school activities and to reflect on the contents so the computer is used as a mind tool. technology has changed the learning styles of students, therefore now "Learners are creators of knowledge rather than receivers of presentations" (Jonassen,1996, p.11). on the other hand this perspective is narrow as well. Most of this software wasn't designed and developed to be used for teaching purposes but for commercial needs it call them 'professional software. In reality, as research shows, there is no a 'teacher-proof' technology. In fact its use depends on teacher training and education , teachers' concepts about teaching and learning, ways and approaches to sort out and to administer different school activities, relations with learners and social group understanding and also with their capability for improvement and innovation (Schofield, 1995).

So revolution of technology has changed the portrait of teaching and learning styles, therefore different countries are developing different ways that how to integrate the ICT in education especially in teacher education. UNESCO has published a review of nine countries case studies which carried out in different parts of world and the majority of these studies reveal the requirement of different approaches for teacher education and to improve their proficiency. For instance, 'in China television and satellite work stations has been tremendously used for teacher education. In India, there is a multimedia approach for teacher education. UK, Germany and USA have different ways for Education the most popular are MOOCS (massive open online courses) and MOODLES (Modular Object- Oriented Dynamic Learning Environment).

Importance of ICT In Teaching

The prime objective of 'teaching' is to endorse the attainment of essential knowledge, skills, and attitudes at individual level (like for a specific learner) and together with (for the public or a state level). For the achievement of this objective, teachers play an important role in the teaching-learning context, where they constantly use and construct different instructional models, strategies, and tools (Van Der Side 1989). freeman 1993 agreed that teachers use these models, and tools differently (Freeman & Richards 1993; González 2012) same the case with others studies from the last three decades, give details how teachers use different teaching tools(Partridge 2000; Boling 2006; González 2010). Different teachers use varied tools to advance their teaching skills. for that reason, teachers from all disciplines have extensively incorporated

Information and Communication Technology (ICT) to develop their teaching styles (Liu 2011; Hew & Brush 2007). As a result, the effective use of ICT can significant contributes to emergence of reforms in teaching and learning processes in all sectors of education (Pulkkinen 2007; Wood 1995). The use of ICT proposed a facilitative teaching-learning culture that is basically focused on the teachers' task of leading or engaging their students in an active; self-engaged, self-directed and motivated way of learning (Volman & van Eck 2001; De Corte et al. 2003).
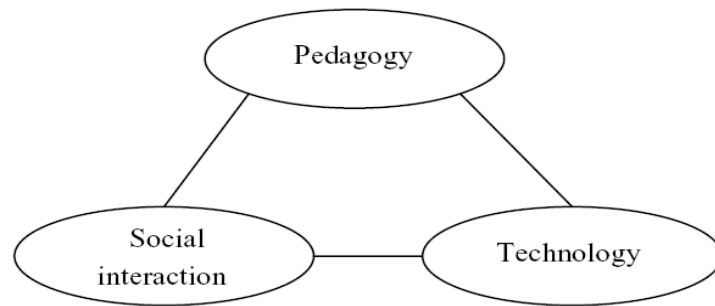
Key components of the generic model.

Sources: Wang, Q. (2008). A generic model for guiding the integration of ICT into teaching and learning.*Innovations in Education and Teaching International45*(4) , 411-419.doi: 10.1080/14703290802377307

According to UNESCO's framework of outstanding teachers they suggested that teachers must trained to use and adapt technology and must skilled in use of ICT, together with they should also have novelty, creativity and problem solving skills for effective learning and teaching. The Framework for teachers consisted on following themes:
- knowledge of technology in education
- Curriculum and modes of Evaluation
- Instructional approaches
- ICT (information computer technology)
- Management and administrative features
- Professional Teacher training

Additionally in the year of 2002 UNESCO highlighted the four competencies of teacher in the context of technology.
- Pedagogy is emphasis on teachers' technological practices and knowledge about content that requires for effective use of ICT to support and improve teaching

- Collaboration and Networking focus on the aspect of communicative potential of ICT to enhance learning
- Technology comes up with satisfying Social issues that encircle responsibilities and aspects about access of resources, health care issues, and issues about intellectual property and others norms and values of society.
- Finally Technical issues are also basic essence which helps to update the teaching skills. (UNESCO, 2002, p-41).
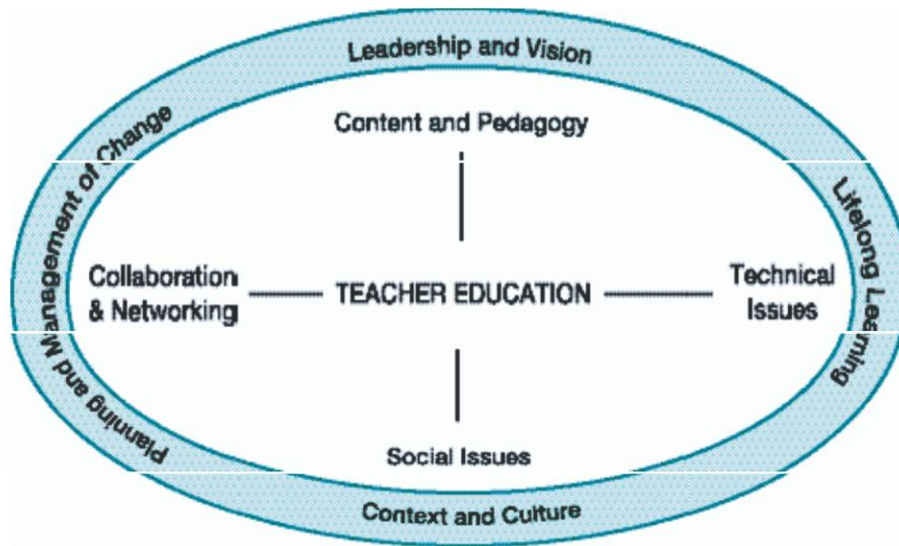
(Source: http://unesdoc.unesco.org/images/0012/001295/129533e.pdf)
FIG -Framework of ICT in teacher education UNESCO 2002 p-41

Teacher Education in Pakistan

According to Education statistics of Pakistan (2009) there are 1.31 million in-service teachers and more than 60% of them are untrained or have only basic training at Primary Teaching Certificate (PTC) and Certificate of Teaching (CT) levels. The majority of them are teaching at primary school level in rural areas. together with for pre-service teacher training updated professional training, preparation and development of teachers is not up to the standards and according to changing needs of the society. Pakistan is spending very low asset on teacher education. In fact , Teacher education in Pakistan has been neglected in many years but after the global monitoring report 2012 UN present the shocking data about Pakistan, that due to lack of quality and true professional teacher in Pakistan literacy rate is low, Pakistan should realized that teacher are the main agents who can change the system of education. so Pakistan should

work on teacher education and produce good teacher and find out the challenges and reduce them. Now Government of Pakistan realized this fact therefore in the National Education Policy (2009) Govt. stressed on reforms in pre-service training and preparation, and standardization of professional qualification to increase the efficiency and raise the quality. Study conducted by Looi, & David Hung (2004) proposed that it is important for Asian countries to equip the institutions with the infrastructure and learning resource material. Highlighting the facts the study mentioned that vacant teaching posts and untrained teachers both affect the quality of education

Furthermore, according to (2013) Economic survey of Pakistan the data indicated that, by and large 1.50 million teachers are providing their services in education system of public sector. In 2011-12 it was stated by ministry of statistics and finance that the in these years in Pakistan 1.44 millions teacher were working as compared to last year it was 1.41 million so it showing that by the time it is increased almost 2.1 percent. During the year 1.50 million teachers are estimated than over this time period 4.56% more increase it is indicating more teachers are added to improve the system. (Anjum, 2012, Pakistan Economic Survey 2012-13).
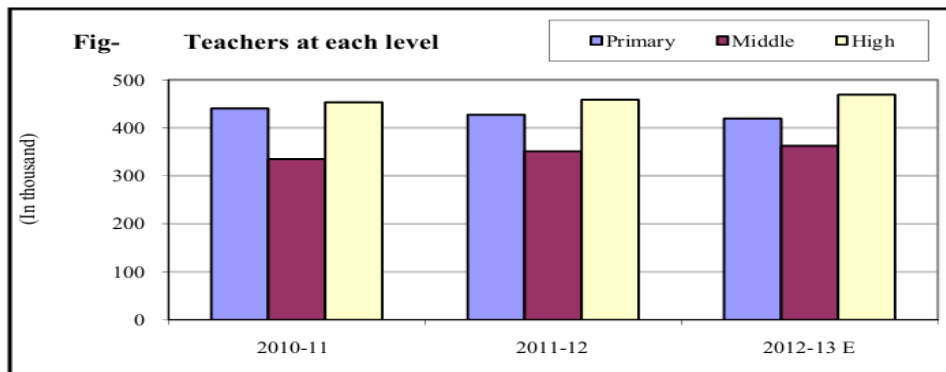
The knowledge and understanding of ICTs has become the urgent requirement of teacher education, teachers are the architect of our future generation so the role of teacher is significant and valuable in any society. Teachers has a power of influence, no other personality can influence others except teachers if we want to unlock the teacher competency we need to understand the demand of 21st century. this century is the age of rapid change and advancement.   as there is need to launch new programs for the improvement of teacher to modernize teaching methodologies in teacher training institutions in context of ICT. Additionally various advancement are invented such as various devices of technology, for instance white boards, net books, smart phones, digital and audio recorders are easily available.(Lebaron, Robinson, & McDonough, 2009).

The purpose of this paper was to investigate the needs and provision of ICT, and what are the exceptions to implementation of ICT in teacher education of Pakistan. Although the National ICT Strategy of Pakistan and B.Ed curriculum suggested by Higher Education Commission of Pakistan (2009) recommends the use of ICTs to enhance teaching quality by supporting and reinforcing the use of innovative teaching practices. Teacher is aided through the ideal blend of ICTs tool to apply suitable teaching approach for learners. (Newhouse, Trinidad, & Clarkson, 2002) ICTs have a great importance in teaching and learning, Bowes (2003) remarks that teachers need training in the use of technology, be familiar with new tools, to avail them and support from the institutions. in this way the teachers would be more operational with ICT knowledge and its approaches. The aim of present paper is to highlight this thought that we should not only the concerns with the ICT use and its process, the big question is "ends" what to do for big change. (Postman, 2002)The major focus of the study is to examine the needs, demands and provision of ICT in teacher education of Pakistan.

Statement of the Problem

In the reference of pedagogical practices of teachers are concerned, ICTs have their own significance and vital role to play. The fast development of technology mainly the internet and the availability of other technological resources have created revolution in teacher education. Now the teacher role is constructivist, who is clear creative and appropriate and foster the effective teaching with new technology (Heinich et. al., 2002). For this purpose there is need to integrate the technology with teacher education program. Keeping this thought, the present study was conducted on the topic ICT in Teacher Education of Pakistan: Inspecting Needs, Provisions and Anticipation.
This paper mainly aimed to look in to,
- Inspecting needs of ICT in teacher education
- Basic provision of ICT in pre-service teacher education specially in context of curriculum and its implantations
- Major expectation regarding successful integration of ICT in Pre-Service teacher education of Pakistan.

Methodology

It is a qualitative study, the data was collected through Semi structure interview Semi-structured interviews also called moderately scheduled, For present study Semi-structured interviews technique is used for data collection because it's a very stretchy fair and reliable technique for mini research (Drever, 1995). It also permits thematic analysis of the qualitative data. (Alvarez & Urla, 2002)

Population of the Study

All the faculty of teacher education department in federal universities of Islamabad in Pakistan is targeted for present study. In Islamabad three public sector universities where teacher education department working were targeted as population which is accessible for this study. (See table # 1.1

Table # 1.1: List of Targeted Universities

S.#	Name of University	Sector	Respondents
1	National University of Modern Languages	Public	05
2	Islamic international university	Public	05
3	COMSATS University Islamabad	Public	05 Total :15

Source: HEC Islamabad Pakistan (2012)

Expert Purposive Sampling

For present study "Expert Purposive Sampling" is used. The main reason for selecting this technique is the populations which are consisting on teacher education expert of the university teacher education departments, in fact are expert of their field. In this sampling technique recruit or select only persons who are known to expert in specific domain or field. This technique is best utilized for qualitative study, when researcher wants to collect the data from highly experienced and knowledgeable people. Expert sampling is an example of purposive   sampling   and   is   a   non-probability method. (http://changingminds.org/) Therefore, sample of (15) expert of teacher education departments in targeted federal universities are selected through "Expert Purposive Sampling technique" (05)respondents were taken from each university.

Instrument of the Study: (A List of themes for interview)

The interview questionnaire was composed of maximum 15 questions divided in 03 categories . The questionnaire has been developed for interview under following areas.
1. Inspecting need of ICT in teacher education

2. Provision of ICT in pre-service teacher education specially in context of curriculum and its implantations
3. Major expectation regarding successful integration of ICT in Pre-Service teacher education of Pakistan

Data Analysis & Discussion

The data collected though Sami-structure interview was analyzed with valid manner. Thus a comprehensive edition provides specific step by step process of qualitative data analysis. For this purpose NVIVO software is a tool of analysis that supports in organizing and analyzing the contents and description from unstructured data with the help of coding. NVivo is a qualitative data analysis (QDA) computer software package produced by QSR International. It has been designed for qualitative working with very rich text-based and/or multimedia information, where deep levels of analysis on small or large volumes of data are required. (https://en.wikipedia.org/wiki/NVivo). For the detail analysis of qualitative data collected through Sami-structure interviews with the teacher educators NVIIVO, main themes and sub-categories were formed.

S.#	Categories /Themes	Sub-Categories
1	Inspecting need of ICT in teacher education	• Vision and Policy regarding Teacher education and ICT • institution having Lesson planning, reading online books, searching text using ICT tools and applications such as MS Office, Google. • inadequate technological infrastructure • System related factors and problems faced by you as head or coordinator of teacher education institution • Lack of creativity and unwillingness is big problem to change the running system.
2	Provision of ICT in pre-service Teacher Education	• curriculum of ICT for teacher education is available. • Teacher's competencies are there for use of ICT. • Teachers felt Difficulty in linking ICT to the curriculum • Needing ICT facilities in teacher education lab schools.

3	Major expectation regarding successful integration of ICT in Pre-Service teacher	• Plan of action • Functional suitable steps for ICT in TE • Access: to online, language, program coverage, infrastructure and copyright to teacher training program of Pakistan • Integrate ICT infrastructure to provide adequate access to the internet. • Power/electricity to integrate ICT in teacher training program of Pakistan. • Positive attitude towards using ICT, Positive perceptions of Government student's teacher, community towards integrating ICT with curricula.

The themes of study are discuses below under the data findings and analysis .

1. **Inspected Needs** : ICT in teacher education

All respondents of the study were really agreed on use of ICT in teacher education teaching, their opinions regarding using ICT and its progress were clear, but in context of access and availability, the point of views of participants were dissimilar. According to them different universities have different assert and financial status at different level. Due to this reason universities are unable to cater the needs of teacher education department. Other respondents further said that they are trying to use the internet and wanted to get the benefits of ICT but lack of electricity and frequent power outages, poor technology infrastructure, together with at present all the standard books are not available in soft format or online. Although universities have provided the free assess of digital library but the difficulty is no expertise how to use it and utilize it. Other respondents also argued that for new technologies approximately most of the resources are available online but not for teacher education they said that we need different material for practices the teaching strategies So how can we fully rely on ICT, as most of their supporting material in teaching is paper-based. In addition in country like Pakistan other related factors cannot ignored such as physical infrastructure, socio-economic factor, and load shading of electricity, recent poor condition of rural areas schools.

The story of Pakistan is not only the story of this world this situation is also seen in Africa, Hawkins (2002) remarks that no doubt a number of important physical, cultural, socioeconomic and pedagogical factors hindering the use of ICT by teachers and students in sub-Saharan Africa, particularly in rural schools, emerge from our review. These include lack of electricity and frequent power outages, poor technology infrastructure, overcrowded computer labs and low bandwidth, high costs of (mainly satellite) internet connectivity, software licenses and equipment maintenance, insufficient and inappropriate software.

Noncompetitive telecommunications policies and regulations may impede connectivity and sustainability (Hawkins, 2002)

Regarding the use of ICT another important need is change of attitude and culture. It is also notable that individuals' attitudes, confidence levels, cognitive and emotional styles, and social identities can influence their voluntary participation in the use of ICT Changing culture towards using ICT as a tool of teaching can develop support and improve subject matter is also an important area of consideration for policymakers. It is vital for technologies, including print media, audio, video, computers and portable devices, the internet and a range of appropriate software, to be properly integrated in teacher education curriculum, and research at optimum level to achieve the quality and standards of teachers at worldwide level .

2. Provision of ICT in Pre-Service Teacher Education

In the second theme of the present paper the respondents (teacher educators) showed uncertainties regarding accessibility of internet, electricity and competency to use ICT. They highlighted that although there many teachers who have their own computers or laptops and with somehow internet access as well but we do not know whether the ICT subject curriculum has been implemented and how this may have impacted on ICT integration in specific subjects, but it give the impression as though it has not. They further added that training opportunities have remained limited in accessibility and incompatibly in quality and ICT proficiency. Another obstacle is lack of time for teachers to grasp the theory and practice of new technologies in their class rooms for effective teaching.

As far as concern of ICT provision in teacher education of Pakistan the education of technology was started in 2001 for high school curriculum. Therefore in high schools more than two lakes computer were provide for computer literacy with the support of public private partnership (Perraton, 2012). Hence in education sector reforms (2002-2006) and in National Education Policy 1998–2010 and in National Action Plan 2001-2015 Government has great stress on use and importance of ICT. Use of ICT in education was. so further in 2004, ministry of education started the process to develop "National Information and Communications Technology Strategy for Education in Pakistan with the support of USAID under the Education Sector Reform Assistance (ESRA) Program, facilitated this overall effort (Ministry of Education, 2006).

Meanwhile in the policy action, it is highlighted that in the context of National Information andCommunication Technology (NICT) Strategy for Education in Pakistan, use of ICTsmust be ensured in teacher education to improve quality of teachers. NICT strategyincludes following six essentials:

1. Use of ICT to extend the reach of educational opportunity
2. Apply ICT to strengthen the quality of teaching and educational management
3. Employ ICT to enhance student learning
4. Develop complementary approaches to using ICT in education
5. Build on the current experiences of existing and successful ICT programs
6. Develop capacity at the federal and provincial department of education levels (Ministry of Education, 2008, p.1)

In the context of integrating technology in teacher education remarkable steps have been taken by the Government with the collaboration of USAID. As a consequence, course on "ICTs in Education under (2credit) was introduced in the USAID B.Ed. (Hons.) and ADE degrees curricula (Pre-STEP, 2010). The main objective of the course is train the new teacher to understand, use, and apply different technologies in teaching and learning. This course is for using the technology for making teaching of particular subjects more effective. For better understanding and implementation of the course, comprehensive course guides and lesson plans are provided to the teacher educators. Many researchers (Duran, 2000; Bullock, 2004; Mehlinger & Powers, 2002; Evans & Hazelman, 2006) investigated the effectiveness of this ICT addition in teacher education and they found that in spite of a lot of investment in the field of pre-service trainings, the trainee teachers are not imparted the real competence, expertise and skills in integrating ICTs in their teaching positively, professionally and efficiently. Other researcher Shaikh & Khoja, 2011 added their points regarding other weaknesses of ICT in teacher education, according to them inadequate infrastructure and great shortfall of electricity are the main problems of using ICTs. Although finances problems and leader commitment are also questionable even than the other chief issue is distribution of resources (Shaikh & Khoja, 2011).

Major Expectations :successful integration of ICT in Pre-Service teacher
In the third theme respondents communicated their views regarding use of ICT, most of respondent replied that technology can help us it is useful and interesting they also highlighted that ICT in teacher education and its use is really unique idea, but there should be more use of it rather than teacher just stick with PowerPoint presentation only. There is need to provide and use other material such as smart boards , turnitin, Grade marking, peer review , E - portfolio , etc. beside this conventional tools of teaching should used such as White board, marker and other
including verbal demonstration by the teachers.

In Pakistan after the implication of Nation Education Policy 2009, many achievements have been seen, such as establishment of large number of

computer laboratories and course of ICT in teacher education but successful use of ICT is still in doubt. In addition, with support of USAID, National ICT policy was designed but not much more achieved in practice. As a result, it is essential to revise the approach for the use of Information and Communication Technology in effective implementation of ICT in teaching in teacher education program .Although Pakistan has also developed the framework about how to implement the ICT strategy (see diagram 1). It is expected that proper and practical integration of ICTs in teaching methods will change the existing teaching learning process and improve the standards of teacher education in Pakistan.
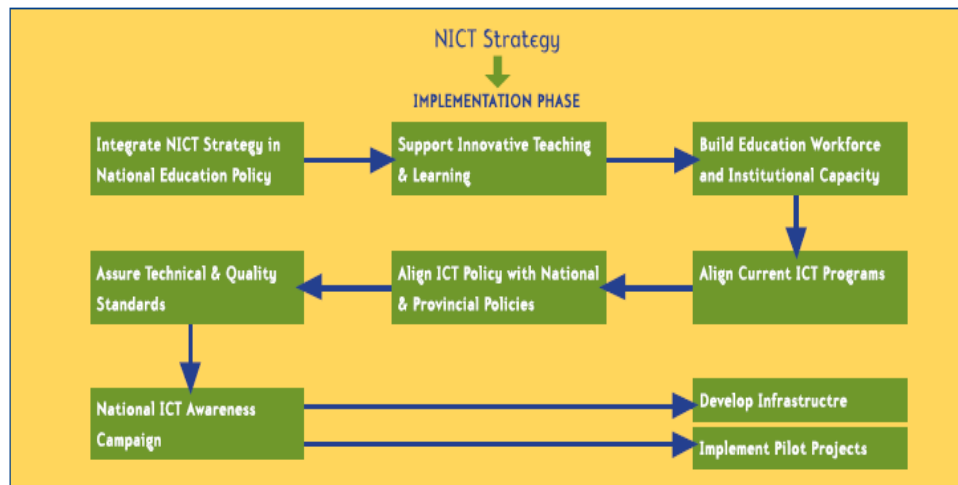
Diagram 1: Relationship between the NICT Strategy and the Implementation Phase

Source : Ministry of Education. (2008). *National Information and Communications TechnologyStrategy.*Islamabad: Government of Pakistan

Conclusion & Suggestions

In the end it is concluded that even with the deficiency of current teacher education, Pakistan is trying to improve the teacher education with Effective use of ICTs and tried hard to raise the quality of education. Teacher education and training in Pakistan is facing dissatisfaction due to inadequate resources, lack of expertise, limited trainings and across a four province distribution of resources a much more difficult situation. It also lacks the necessary vaccination of an understanding and attitudes towards ICTs . If this analysis is correct, a few things are needed. The first is to functionally implement comprehensive National ICT policy framework with clear vision and commitment to improve

the quality of teacher education. it should be cleared that improving teacher education with integration of ICT is not an unsolved process. It could possibly, be achieved once Government and teacher educators gives priority to solve the evolving issue regarding use of ICT in teacher education which highlighted in present paper. For future perspective researcher highlighted and presented the UNSESO framework for ICT competency in teacher.

UNESCO ICT COMPETENCY FRAMEWORK FOR TEACHERS

Technology Literacy Approach		
Policy & Vision	The policy goal of this approach is to prepare learners, citizens, and a workforce that is capable of taking up new technologies so as to support social development and improve economic productivity. Related educational policies goals include increasing school enrollments, making quality resources available to all, and improving basic literacy skills, including technology literacy.	
	Curricular Goals	**Teacher Skills**
Policy	Policy Awareness. With this approach, programs make direct connections between policy and classroom practices.	Teachers must be aware of policies and be able to specify how classroom practices correspond to and support policy.
Curriculum and Assessment	Basic Knowledge. Changes in the curriculum entailed by this approach might include improving basic literacy skills through technology and adding the development of ICT skills into relevant contexts, which will involve time in the curricula of other subjects for the incorporation of a range of relevant ICT resources and productivity tools.	Teachers must have a firm knowledge of the curriculum standards for their subject, as well as knowledge of standard assessment procedures. In addition, teachers must be able to integrate the use of technology and technology standards for students into the curriculum.
Pedagogy	Integrate Technology. Changes in pedagogical practice involve the integration of various technologies, tools, and e-content as part of whole class, group, and individual student activities to support didactic instruction.	Teachers must know where, when (as well as when not), and how to use technology for classroom activities and presentations.
ICT	Basic Tools. The technologies involved in this approach include the	Teachers must know basic hardware and software

	use of computers along with productivity software; drill and practice, tutorial, and web content; and the use of networks for management purposes.	operations, as well as productivity applications software, a web browser, communications software, presentation software, and management applications.
Organization & Administration	Standard Classroom. Little change in social structure occurs in this approach other than, perhaps, the spatial placement and integration of technology resources in the classroom or in labs.	Teachers must be able to use technology with the whole class, small groups, and individual activities and assure equitable access.
Teacher Professional Development	Digital Literacy. The implications of this approach for teacher training focus on the development of digital literacy and the use of ICT for professional improvement.	Teachers must have the technological skill and knowledge of Web resources necessary to use technology to acquire additional subject matter and pedagogical knowledge in support of teachers' own professional development.
Knowledge Deepening Approach		
Policy & Vision	The policy goal of this approach is to increase the ability of the workforce to add value to society and the economy by applying the knowledge of school subjects to solve complex problems encountered in real world situations of work, society, and life.	
	Curricular Goals	**Teacher Skills**
Policy	Policy Understanding. This approach often involves teachers in understanding policies such that they can design lesson plans to specifically implement national policies and address high-priority problems.	Teachers must have a deep knowledge of national policies and social priorities, and be able to design, modify, and implement classroom practices that support these policies.
Curriculum and	Knowledge Application. This approach often requires changes in the curriculum that emphasize depth of understanding over coverage of content and assessments that emphasize the	Teachers must have a deep knowledge of their subject and the ability to apply it flexibly in a variety of situations. They must also be able to create complex problems as a measure of students'

Assessment	application of understanding to real-world problems and social priorities. Assessment change focuses on complex problem solving and embeds assessments into the ongoing activities of the class.	understanding.
Pedagogy	Complex Problem Solving. Classroom pedagogy associated with this approach includes collaborative problem- and project-based learning in which students explore a subject deeply and bring their knowledge to bear on complex, every-day questions, issues, and problems.	Teaching is student-centered in this approach and the teacher's role is to structure problem tasks, guide student understanding, and support student collaborative projects. In this role teachers must have the skills to help students create, implement, and monitor project plans and solutions.
ICT	Complex Tools. To understand key concepts, students employ open-ended technology tools that are specific to their subject area—such as visualizations in science, data analysis tools in mathematics, role play simulations in social studies.	Teachers must be aware of a variety of subject specific tools and applications and able to flexibly use these in a variety of problem-based and project based situations. Teachers should be able to use network resources to help students collaborate, access information, and communicate with external experts to analyze and solve their selected problems. Teachers should also be able to use ICT to create and monitor individual and group student project plans.
Organization & Administration	Collaborative Groups. Class periods and classroom structure are more dynamic, with students working in groups for extended periods of time.	Teachers must be able to create flexible classroom learning environments. Within these environments, teachers must be able to integrate student-centered activities and flexibly apply technology to support collaboration.
Teacher Professional Development	Manage and Guide. The implications of this approach for teacher professional development focus on the use of ICT to guide	Teachers must have the skills and knowledge to create and manage complex projects, collaborate with other teachers, and make use of

117

	students through complex problems and manage dynamic learning environments.	networks to access information, colleagues, and outside experts in supporting their own professional development.
Knowledge Creation Approach		
Policy & Vision	The policy goal of this approach is to increase productivity by creating students, citizens, and a workforce that is continually engaged in and benefits from knowledge creation and innovation.	
	Curricular Goals	**Teacher Skills**
Policy	Policy Innovation. With this approach, teachers and school staff are active participants in the continuous evolution of education reform policy.	Teachers must understand the intentions of national policies and be able to contribute to the discussion of education reform policies and participate in the design, implementation, and revision of programs intended to implement these policies.
Curriculum and Assessment	21st Century Skills. With this approach the curriculum goes beyond a focus on knowledge of school subjects to explicitly include the 21st century skills such as problem solving, communication, collaboration, and critical thinking. Students will also need to be able to determine their own learning goals and plans. Assessment is itself a part of this process; students must be able to assess the quality of their own and each others' products.	Teachers must know about complex cognitive thought processes, know how students learn, and understand the difficulties students encounter. They must have the skills required to support these complex processes.
Pedagogy	Self Management. Students work in a learning community in which they are continuously engaged in creating knowledge products and building upon their own and each others' knowledge base and learning skills.	The role of teachers in this approach is to overtly model learning processes, structure situations in which students apply their cognitive skills, and assist students in their acquisition.
	Pervasive Technology. A variety of networked devices, digital	Teachers must be able to design ICT-based knowledge communities

Sources: UNESCO. (2011). *UNESCO ICT Competency Framework for Teachers*. Paris: The United Nations Educational,Scientific and Cultural Organization.

References

Alade, E. B. (2010). Technology Enhanced primary Education: Initiatives in Kenya. In R. C. Sharma, S. Mishra, & S. K. Pulist(Eds.), *Education in the Digital World* (pp. 135-150). New Delhi: Viva Books Private Limited.

Angeli, C., & Valanides, N. (2004). The Effect of Electronic Scaffolding for Technology Integration on Perceived Task Effort and Confidence of Primary Student Teachers.*Journal of Research on Technology in Education , 37* (1), 29-43. Retrieved from http://web.ebscohost.com.vlib.interchange.at/ehost/pdfviewer/pdfviewer?sid=9c 7cd927 bb65-48ec-84c1-1da6ef2443b4%40sessionmgr14&vid=11&hid=127

Arneson, W. (2010). Using technology in resource limited countries for competency based education and training. Retrieved from *http://www.ascls.org*.Association for Educational Communication Technology (1994).*The definition of instructional technology*.Washington D. C.: Task Force on Definition and Terminology

Balanskat, A., Blamire, R., & Kefala, S. (2006). *The ICT Impact Report: A review of studies of ICT impact on schools in Europe.* European Schoolnet, EuropeanCommission. Retrieved from http://ec.europa.eu/education/pdf/doc254_en.pdf

Baron, G.-L., & Harrari, M. (2005). ICT in French Primary Education, Twenty Years Later: Infusion or Transformation? *Education and Information Technologies10* (3) , 147-156. Retrieved from http://www.springerlink.com/content/w13x622482w71210/fulltext.pdf

Bates, R. (2002). Australian teacher education: Some background observations. Journal of Education for Teaching, 28, 217-220.

Beauchamp, G. (2006). New Technologies and 'New Teaching': A Process of Evolution.In R. Webb, *Changing Teaching and Learning in the PrimarySchool* (pp. 81-91). Buckingham: Open University Press.

Becker, H. J. (1994). *Analysis and trends of school use of new information technologies*. Irvine, CA: University of California, Irvine, Department ofEducation.

Best.W.J. & Kahn.V.J.(2007).*Research in Education*(9th ed.).New Delhi: Prentice.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2003). The Craft of Research (2nd Edition ed.). Chicago: The University of Chicago Press.

Brindley, S. (2001).ICT and Literacy. In N. Gamble, & N. Easingwood, *ICT and Literacy: Information and Communications Technology, Media, Reading, and Writing* (pp. 11-18). London: Continuum International Publishing.

Bryderup, I. M., Larson, A., & Quisgaar, M. (2009). ICT-use, educational policy and changes in pedagogical paradigms in compulsory education in Denmark: From lifelong learning paradigm to a traditional paradigm? *Education andInformation Technologies14* (4) , 365-379. doi: 10.1007/s10639-009-9095-y

Chandra, R. (2004). *Technology in the Preperation of Teachers.*New Delhi: Isha Books.

Chodavarapu, K. J. (2004). *Methods of teaching educational technology.*New Delhi: Discovery Publishing House.

Churches, A. (2009). Bloom's Digital Taxonomy, Retrieved from: http://edorigami.wikispaces.com/file/view/bloom%27s%20Digital%20tax no

Cox, M. J., & Marshal, G. (2007). Effects of ICT: Do we know what we should know? *Education and Information Technologies 12*(2), 59-70.doi: 10.1007/s10639-007-9032-x

Coyle, D. (1999). *The Weightless World: Strategies for Managing the Digital Economy.*United States of America: MIT Press.

Creswell, J. W. (2009). *Designing and Conducting Mixed Methods Research* (3rd Edition ed.). Los Angeles: SAGE Publications, Inc

Dash, B. C. (2011).*A text book of educational technology.*New Delhi: Wisdom Press

Heyneman, S. P., & Haynes, K. T. (2004). International use of educational technology: threat and opportunities. In UNESCO, D. W. Chapman, & L. O. Mahlck (Eds.), *Adapting technology for school improvement: a Globalperspective* (pp. 55-80). Paris: International Institute for Educational Planning.

Hutton, J. L., Eccles, M. P., & Grimshaw, J. M. (2008). Ethical issues in implementation research: a discussion of the problems in achieving informed consent. *Implementation Science.*Retrieved from http://www.implementationscience.com/content/3/1/52. doi:10.1186/1748-5908-3-52

Looi, C.K., & David Hung, W. L. (2004). ICT-in- education policies and implementation in Singapore and other Asian countries. In A. Aviram, & J. Richardson, *Upon What Does the Turtle Stand?* (pp. 27-39). Netherland: Khuwer Academic Publishers.

Monteith, M. (2004).Remodeling Education. In M. Monteith, *ICT for Curriculum Enhancement* (pp. 13-25). Bristol: Intellect Ltd.

T. M. Tchombe, & T. Karsenti, *ICT and Changing Mindsets in Education* (pp. 137-142). Bamenda, Cameroon: Langaa.

Wang, Q. (2008). A generic model for guiding the integration of ICT into teaching and learning. *Innovations in Education and Teaching International 45*(4),411- 419.doi: 10.1080/14703290802377307

Zogheib, S. (2003). Preservice teacher beliefs related to Internet usage. Unpublished Master's thesis, University of Windsor, ON, Canada.

Zogheib, S. (2006). Explaining computer use among preservice teachers: Towards the development of a richer conceptual model incorporating experience, demographic, motivation, personality, and learning style clusters of variables. Unpublished doctoral dissertation, University of Windsor, ON, Canada.

Zhou, G., Brouwer, W., Nocente, N., & Martin, B. (2005). Enhancing conceptual learning through computer-based applets: The effectiveness and implications. Journal of   Interactive Learning Research, 16(1), 31-49.

Government and UNESCO Documents

Government of Pakistan. (2011). *Pakistan Social and Living Standards Measurement Survey.* Islamabad: Pakistan Bureau of Statistics.

Ministry of Education.(2006). *National Information and Communication Technology Strategy for Education in Pakistan.*Retrieved fromhttp://www.moe.gov.pk/Publications/NICT_Strategy_For_Education_in_Pakistan.pdf

Ministry of Education. (2008). *National Information and Communications Technology Strategy.*Islamabad: Government of Pakistan.

Ministry of Education.(2009). *National Education Policy.*Islamabad: Government of Pakistan.

Pre-STEP. (2010). *Rationalization of Pre-Service Teacher Education Programs in Pakistan.* Islamabad: Pre-Service Teacher Education Program (Pre-STEP).

UNESCO. (2002). *Information and communication technologies in teacher education: A planning guide.* Paris: UNESCO.

UNESCO. (2004). Effective use of technology to improve education: lessons for planners. In D.   W. chapman, L. O. Mahlck, D. W. Chapman, & L. O. Mahlck (Eds.), *Adapting   technology for school improvement: a global perspective* (pp.297-305). Paris: International Institute for Education Planning.

UNESCO. (2004). The role of technology in school improvement. In D. W. chapman, L. O.   Mahlck, D. W. Chapman, & L. O. Mahlck (Eds.), *Adapting technologyfor school   improvement: a global perspective* (pp. 19-38). Paris: International Institute for Education Planning.

UNESCO.(2007). *ICT-Enabled Learning (Pocket Guide).*Communication & Information Secto,   Information Society Division, Section for ICTs in Education, Science and Culture.   Retrieved March 09, 2013, from http://cst.unesco-ci.org/sites/projects/cst/Shared%20Documents/ICTESCPocket-07.pdf

UNESCO. (2007). *The Education System in Pakistan: Assessment of the National Education   Census.*Islamabad: UNESCO Islamabad, Pakistan.

UNESCO. (2009). *Guide to measuring information and communication technologies (ICT) in   education.*Montreal: UNESCO Institute for Statistics.

UNESCO.(2011). *UNESCO ICT Competency Framework for Teachers.*Paris: The United   Nations Educational, Scientific and Cultural Organization.

UNESCO. (2013). *Technology, broadband and education: advancing the education for all   agenda.* Paris: The United Nations Educational, Scientific and CulturalOrganization.

Content Analysis Of English Textbook Taught At Grade 9: Focus On Grammatical Structures And Language Skills

Dr Malik Ghulam Behlol
Incharge Education Department
Fatima Jinnah Women University Rawalpindi

Durri Nasab
Research Scholar
Fatima Jinnah Women University Rawalpindi

Abstract

Gift of gab is one of the most important capabilities that distinguish human beings from all other creatures. It helps to communicate ideas and feelings to oneself and others for planning lives, remembering the past and solving day today problems. The ability to do so in more than one language multiplies the opportunities for people to advance their career opportunities and solve problems. In Pakistan, textbook is considered as a key component in most language programs and serves as the basis for language inputs that learners receive to practice language skills inside and outside the classroom. This study was designed to analyze the content of English Textbook for investigating its effectiveness and appropriateness for teaching English to students enrolled at grade 9 in the public schools of Punjab government. The major focus of the study was to analyze the grammatical structures and language skills in the first six chapters of English textbook taught at grade 9. It was a descriptive study following the method of content analyses and survey questionnaire to collect the data. The results reveals that maximum number of grammatical structures used in the first six chapters of English textbook are of Past Indefinite Tense whereas there are no sentence structures of Present, Past and Future Perfect Continuous Tenses. The maximum amount of language skills given in the exercise of the textbook are writing skills whereas the listening and speaking skills are completely ignored. The study reveals that that majority of the teachers disagreed that pictures are relevant to the content. It is inferred that they are less significant in illustrating the content of the textbook. The teachers are also not satisfied about the difficulty level of English text in reference to linguistic competency of the students. It may affect

the balanced linguistic development of the students and may influence their oral and written communication skills.

Introduction

Language is one of the most important capabilities that distinguish human beings from all other *creatures*. It helps to express and communicate ideas and feelings to oneself and others for planning lives, remembering the past, solving conflicts, exchanging ideas and showing preferences. The ability to do so in more than one language multiplies the opportunities for people to experience all these functions and even master them as well as advancing their career opportunities (Cook, 2008). In Pakistan, a student learns three languages (mother tongue, Urdu, English) at the beginning of his/her education career. English is taught as compulsory subject from grade one to grade fourteen (Government of Pakistan, 2009). Textbook is considered as the key component in most language programs and serves as the basis for language inputs that learners receive for language practices that occur in the classroom (Mahmood, 2011). Textbook is visible, tangible and practical manifestation of the curriculum (Kalmus, 2004; Mahmood, 2010). Commission on National Education (1959) stated that textbooks are universally accepted as a basic teaching tool and its importance varies across different countries. The amount of importance goes high in those countries where additional reading materials are not easily available for school children and where teachers lack proper training. It has been observed that most of the teachers use textbooks as their principal curriculum guide and source of lessons (Government of Pakistan, 1959).

In most countries, textbooks are written by experts with the coordination of publishers and evaluated by the government agencies. Talking about Pakistan, provincial or regional Textbook Boards, and private publishers help in the development of textbooks. After the 18th amendment, the provincial ministry of education performs responsibility of textbook evaluation and review to ensure quality and standard (Mahmood, 2010). The majority of the teachers in elementary and secondary schools in Pakistan conduct textbook geared, examination centric, traditional pedagogical practices of teaching learning in the classroom that do not provide balanced focus on basic language skills (Behlol & Anwar, 2011). It is required that teachers focus on all aspects of language learning such as grammar, discourse, function, sociolinguistics and strategic competence, and it needs to have proportionate inclusion in the textbook. With this background, the study is focused on content analysis of the language structures(basic 12 tenses) and basic language skills in the textbook of grade 9 published by Punjab Textbook Board. It also includes the opinions of the

teachers about the effectiveness of the textbook taught to grade 9 students especially with reference to layout of the book, printing quality, language difficulty and vocabulary exposure, and competencies of teachers. The finding of this study will help teachers to improve their teaching learning process in the classroom, and to give recommendations to authors for writing of textbooks that may facilitate in second language learning. The authors will get insight to write quality textbooks for learning second language. It will also help students to learn English effectively when the authors will design the textbook according to the student mental level.

Objectives

The objectives of the study were:

- to conduct a content analysis of different grammatical structures used in the ninth grade English textbook.
- to determine the frequency of different grammatical structures used in the ninth grade English textbook.
- to examine the frequency of basic language skills (listening, speaking, reading and writing) given in the exercises of the textbook.
- to gather the opinions of the teachers about the effectiveness of the textbook taught to the ninth grade students in respect to:
  a) Layout of the book
  b) Printing quality
  c) Language difficulty level and vocabulary exposure
  d) Competencies of teachers

Review of Literature

Good (1959) defines a textbook deals with a definite subject of study, systematically arranged, intended for the use of a specified level of instruction. Warren (1981) defines a textbook that contains printed instructional material in bound form, the contents of which are properly organized and intended for use at elementary or high school curricula. According to Senem (2013), textbooks are the main element on which teachers rely to define both what and how they might teach their respective subjects. Competency of teachers, learners and teaching context, total class hours should be kept in mind while planning to write a textbook. Four basic skills of English language may get balanced share in the exercises of textbook (Mahmood, 2010). According to Vernila, Muhtar & Laily (2012); Mowla & Shaik (1973), in a classroom setting textbook is used as a source of guidance for both teachers and students, permanent record for measuring what has been learnt. According to Sunday (2014), students learning outcomes are said to be greatly affected by this teaching tool.

Igbaria (2013) conducted a content analysis of first six units of an English textbook named as *Horizons* of grade nine. Questions of the six units were analyzed which were 381 in numbers. These questions were called WH-questions as they started from WH-word and ended with a question mark. A guide was prepared by the researcher for the questions to determine its alignment to the cognitive domain of bloom's taxonomy. The result showed that 23.09 percent questions cover the Knowledge level, 29.66 percent Comprehension, 11.29 percent Application, 23.36 percent Analysis, 10.24 percent Synthesis, and 2.36 percent Evaluation. 244 questions comes under the category of lower thinking skills, such as Knowledge, Comprehension and Application whereas 137 questions falls in the category of higher order thinking skills and they are Analysis, Synthesis and Evaluation. The conclusion reveals that the authors of Horizon's place more stress on the lower order thinking process and are still following the old English curriculum.

Senem (2013) carried out a qualitative research with the aim to find out the amount of science process skills included in the physics textbook, curriculum and lesson in Turkey. The instruments used for the observation of lessons were *science process skills questionnaire* and observation sheet. The findings showed that the curriculum of 9th grade physics emphasizes mostly on collecting-interpreting data 22.7 percent, communicating scientifically 15.7 percent, classifying 10.6 percent but on the other hand skills such as predicting, experimenting and inferring were mostly ignored. The content analysis of physics lesson "Energy" of 9th grade showed great importance given to modeling (29 percent) whereas hypothesizing 2 percent, inferring 3 percent, defining-controlling variables 3 percent, experimenting 1 percent and predicting 1 percent were almost ignored in the chapters. Collecting –Interpreting data was highly found in three of them: curriculum, textbook and lesson.

Labelle (2010) conducted a content analysis to analyze the illustrated and written content of 33 English Language textbooks to determine the degree of L2 learning strategies. Every third chapter or units of those 33 textbooks were analyzed. A coding instrument consisting of 15 categories was designed by the researcher to collect data about the language learning strategies. The study was carried out in two parts: the illustrated content was analyzed to check the language learning strategies, and in the second half the written text was analyzed. The idea behind this two way procedure was to collect information about illustration and written text separately and highlight their importance on the learner. The findings showed that only 6 textbooks exhibit the L2 learning strategies in the illustrated and written content.

A study was conducted by Madericova (2013) to discover two English textbooks "Project 5" and "Way to Win 6", used mostly in secondary schools of Bruno. The textbooks were analyzed and checked the structure and amount of languages skills used in it. Both textbooks were found emphasizing on language content (grammar, vocabulary, and phonetics) but in different amounts. Results about the analysis of textbooks found that *"Project 5"* consists of 31 percent Reading skills,14 percent Speaking skills,22 percent listening skills,14 percent Writing skills and 19 percent other skills whereas *"Way to Win 6"* consists of 36 percent Reading skills,34 percent Speaking skills,18 percent listening skills and 12 percent. A few appreciated the exercises related to pronunciation while others appreciated the reading text and grammar. Teachers were generally satisfied with the reading and speaking activities that were a part of the textbook but not the writing activities because it did not offer a vast variety.

It is concluded that textbook is systematically arranged content that facilitates teaching learning process in the classroom. The researcher has observed that the opinions of the students by and large are contrary to this notion. Students take it boring, difficult learning resource, lack coherence and promote rote memorization. It neither provides balance provision of basic language skills nor their practice. Provision and practice of grammatical structures also lack proportionate scope and practice that result in grammatical mistakes on the part of second language learner.

Research Methodology

It was a descriptive study following the method of content analysis to collect the data. In descriptive research the researcher studies the variables as they exist on the ground without any manipulation. Weber (1990) indicates that content analysis is a research method that uses a set of procedures to make valid inferences from text by using wide range of techniques and applications in the social sciences. Some researchers viewed that content analysis is a more quantitative approach, while others view it as necessarily qualitative due to its tendency to use induction in drawing conclusions and recommendations for further research. The researcher conducted content analysis to find out different grammatical structures used in the first six chapters of the ninth grade English textbook. It was a textual analysis to find out the major grammatical structures by calculating their frequency distribution. It helped to identify the frequencies of different grammatical structures and its implication in learning grammar and English language. The researcher conducted a content analysis to examine the distribution of basic language skills (listening, speaking, reading and writing) given in the exercises of the textbook. The researcher calculated the number of exercises for listening, speaking, reading, and writing skills. It reflected the focus of the textbooks on the teaching of basic skills of English

language. The quantitative and qualitative analysis revealed the focus of the textbook on learning basic language skills.

Population and Sample of the Study

Population of the study was the English textbook taught to the students of grade 9 in the public schools of Punjab government. The teachers teaching English to ninth grade in public schools of Punjab located in Rawalpindi city were also the population of this study. The researcher applied purposive sampling techniques to select the respondents of the study. Purposive sampling was applied to select the first six chapters of English text book of grade 9. These chapters included the topics of both prose and poetry. Because of time constraint, only first six chapters were taken for content analysis (grammatical and language analysis skills) that were considered as the representatives of the twelve chapters. The researcher met with the heads of institutions and discussed about the purpose and significance of the study. 6 boys' and 3 girls' schools expressed their willingness to participate in the study. The questionnaire was filled by 11 male teachers and 6 female teachers. The purposive sampling was useful for the study because only those teachers who were teaching English and willing to participate in the study were selected.

Instruments of the Study

Likert scale was used to gather data related to the objective no 4 about the opinions of the teachers related to layout, printing quality, language difficulty level and vocabulary exposure and competencies of teachers of the textbook. This scale was obtained from the study conducted by Mahmood (2010) on the topic 'Developing Alternate Criteria for the Evaluation of textbooks'. It was modified, and validated before its administrations to the respondents of the study. It is 22 itemed, five point scale response option questionnaire, with response format strongly agree, agree, neutral, disagree and strongly disagree with numerical value of 5, 4, 3, 2, 1 respectively. The numerical values of the negative items were reversed. The instrument scale was validated by three experts in the field of Education .Based on their comments, some items were reconstructed. The proposed changes and adjustments were discussed with the supervisor to finalize the instrument for collection of data.

Data Collection and Analysis

The data collected during this survey was analyzed through SPSS version 20.0. Descriptive statistics were applied to calculate mean, standard deviation to analyze the data to draw findings and conclusions of study. The mean scores above 3.5 were accepted and the mean scores below 3.5 were rejected. The researcher informed the respondents that there is no correct or incorrect answer. Researcher ensured the respondents that their answer would not be disclosed to anybody and will only be used for the generalization of the results. For administration of survey, friendly and comfortable environment was

maintained. The element of the favoritism and biasness by the researcher during the administration of scale was strictly prevented.

The textual analyses of the major grammatical structures were done and their frequencies were calculated. It also includes the content analysis of the basic language skills (listening, speaking, reading and writing) given in the exercises of the first six chapters. The number of exercise for listening, speaking, reading and writing were calculated. To check the effectiveness and standard of the textbook, data was collected from teachers teaching English at grade 9 with the structured questionnaire. Statistical package for social sciences (SPSS) version 20.0 was used to find out mean and standard deviation. The cut of scores was determined on the mean value that was 3.5. The mean score above 3.5 was accepted and below 3.5 was not accepted. Obtained results along with analyses and interpretation are presented in the following pages.

Table 4.1 Analysis of grammatical structures used in the first six chapters of the textbook of grade 9

Chapters	Grammatical Structures	Frequency	Frequency Percentage
Chapter 1 to 6	Present Indefinite Tense	43	25.29
	Present Continuous Tense	9	5.29
	Present Perfect Tense	10	5.88
	Present Perfect Continuous Tense	Nil	Zero
	Past Indefinite Tense	91	53.52
	Past Continuous Tense	8	4.70
	Past Perfect Tense	4	2.35
	Past Perfect Continuous Tense	Nil	Zero
	Future Indefinite Tense	2	1.17
	Future continuous Tense	2	1.17
	Future Perfect Tense	1	0.58
	Future Perfect Continuous Tense	Nil	Zero
Total	12	170	100

This table explains the frequency of grammatical structures present in the first six chapters of English textbook taught at grade 9.The total numbers of structures were 170 based on the 12 basic tenses of Present, Past and Future. The highest frequency of grammatical structure used was Past Indefinite Tense that was 91.It was 53.52 percent of overall grammatical structures. The frequency of present indefinite was 43 that were 25.29 percent of overall grammatical structures. The analysis also revealed that there were no sentence structures of past perfect continuous tense and future perfect continuous tense.

Graph 1 Analysis of grammatical structures used in the first six chapters of the textbook of grade 9 through bar chart
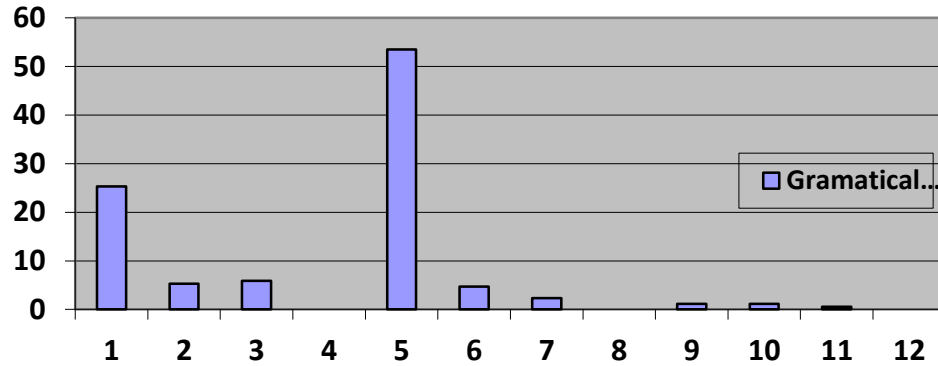
1:Present Indefinite Tense,2:Present Continous Tense,3:Present Perfect Tense ,4:Present Perfect Continuous Tense ,5:Past Indefinite Tense ,6:Past Continuous Tense ,7:Past Perfect Tense ,8: Past Perfect Continuous Tense ,9: Future Indefinite Tense, 10: Future Continuous Tense ,11:Future Perfect Tense ,12:Future Perfect Continuous Tense

Table 4.2 Analysis about the frequency distribution of language skills given in the exercises of the first six chapters of the text book

Chapters	LS	SS	RS	WS	V	Total
The Savior of Mankind	Nil	2	1	10	1	14
Patriotism	Nil	3	1	9	2	15
Media and its Impact	Nil	2	2	11	2	17
Hazrat Asma	Nil	4	7	15	3	29
Daffodils	Nil	11	Nil	17	1	29
The Quaid's Vision and Pakistan	Nil	2	Nil	13	2	17
Total Number	**0**	**23**	**9**	**77**	**11**	**120**
Percentage	**0**	**19.16**	**7.5**	**64.16**	**9.16**	**100**

LS: listening skills SS: speaking skills V: vocabulary RS: reading skills WS: writing skills

This table explains the frequency distribution of language skills (listening, speaking, reading, and writing) and vocabulary in the exercises of the first six chapters of English textbook taught at grade 9. The maximum number of language skills present in exercise of the first chapter "The Savior of Mankind" was writing skills. Its frequency was 10 out of 14 total numbers of frequencies. There was no exercise about practicing listening skill. The maximum number of language skills present in exercise of the second chapter "Patriotism" was also writing skills. Its frequency was 9 out of 15. There was no exercise about practicing listening skill. The maximum number of language skills present in exercises of the third chapter "Media and its Impact" was also writing skills. Its

frequency was 11 out of 17 total numbers of frequencies. There was no exercise about practicing listening skill. The maximum number of language skills present in exercise of the fourth chapter "Hazrat Asma" was also writing skills. Its frequency was 15 out of 29 total numbers of frequencies. There was no exercise about practicing listening skill. The maximum number of language skills present in exercise of the fifth chapter "Daffodils" was also writing skills. Its frequency was 17 out of 29. There was no exercise about practicing listening skill. The maximum number of language skills present in exercise of the sixth chapter "The Quaid's Vision and Pakistan" was also writing skills. Its frequency was 13 out of 17 total numbers of frequencies. There was no exercise about practicing listening skill.

Graph 2 Analysis of language skills used in the first six chapters of the textbook of grade 9 through bar chart
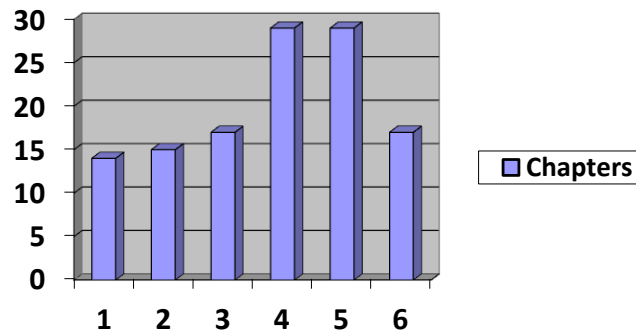
1: The Savior of Mankind 2: Patriotism   3: Media and its Impact 4: Hazrat Asma 5: Daffodils 6: The Quaid's Vision and Pakistan

4.2 Analysis of Data Collected from English Teachers

Analysis about the textbook appearance, layout, printing quality, difficulty of content and color appropriateness of the textbook in response to the opinions of the teachers is as under. The statement is accepted in case the mean value is found 3.5 or above and not accepted in case the mean value is found below 3.5 on the average mean of the scale.

Table 4.3 Opinions of teachers about the attractiveness and culture orientation of the textbook

Item statement	Gender	N	Mean	SD	SEM	Decision
Appearance of the title page	Male	11	3.91	0.701	0.211	Accepted
	Female	6	4.17	0.408	0.167	Accepted
Culture appropriateness of title page	Male	11	3.55	0.522	1.57	Accepted
	Female	6	4.17	0.408	0.167	Accepted

This table presents the analysis about the opinions of both male and female English teachers about the appearance and appropriateness of title page. Mean, SD and cut of scores were calculated to analyze the data. The mean value of male teachers about the attractiveness of the title page was 3.91 and that of female was 4.17. SD of male teachers was 0.701 and that of female was 0.408.The SEM of male was 0.211 and that of female were 0.167.The cut of score on the mean value of the male and female teachers were found above 3.5. It reveals that majority of teachers agreed about the appropriateness of the appearance of title page of the textbook. The mean value of male teachers about the culturally appropriateness was 3.55 and that of female was 4.17. SD of male teachers was 0.522 and that of female was 0.408. SEM of male was 1.57 and that of female was 1.67.The cut of score on the mean value of the male and female teachers were found above 3.5.It reveals that majority of the teachers agreed that the appearance of the title page is culturally appropriate for the students.

Table 4.4 Opinions of teachers about the font size and layout of the textbook

Item statement	Gender	N	Mean	SD	SEM	Decision
Font size of the words	Male	11	4.00	0.632	0.191	Accepted
	Female	6	4.17	0.408	0.167	Accepted
Page layout of the textbook	Male	11	3.55	0.688	0.207	Accepted
	Female	6	3.38	0.753	0.307	Not accepted

This table presents the analysis about the opinions of both male and female English teachers about the font size and page layout of the English textbook of grade nine. Mean, SD and cut of scores were calculated to analyze the data. The mean value of male teachers was 3.55 and that of female was 4.17.The SD of male teachers was 0.522 and that of female was 0.408.The SEM of male was 0.191 and that of female was 0.167.The cut of score on the mean value of the male and female teachers were found above 3.5.It reveals that majority of the teachers agreed that the font size is according to the class level. The mean value of male teachers about the page layout was 3.54 and that of female was 3.38. SD of male teachers was 0.688 and that of female was .753. SEM of male was 0.207 and that of female was 0.307. The cut of score on the mean value of the male teachers was found above 3.5 whereas the cut of score on the mean value of the female teachers were found below 3.5.It reveals that majority of male teachers agreed that page layout is according to the class level and the female teachers disagreed with it.

Table 4.5 Opinions of teachers about the colour, relevance of the pictures and paper quality of the textbook

Item statement	Gender	N	Mean	SD	SEM	Decision
Appropriateness of the colours of pictures	Male	11	3.18	0.751	0.226	Not Accepted
	Female	6	3.33	0.516	0.211	Not Accepted
Relevance of the pictures to the content	Male	11	3.36	0.809	0.244	Not Accepted
	Female	6	2.83	1.32	0.543	Not Accepted
Opinions about quality of paper	Male	11	3.18	0.981	0.296	Not Accepted
	Female	6	3.17	1.32	0.543	Not Accepted

This table presents the analysis about the opinions of both male and female English teachers about the appropriateness of colours, relevance of the pictures of the content and paper quality of the textbook. The mean value of male teachers about the appropriateness of colour was 3.18 and that of female was 3.33. SD of male teachers was 0.751 and that of female was 0.516. SEM of male was 0.226 and that of female was 0.211.The cut of score on the mean value of the male and female teachers were found below 3.5.It reveals that majority of teachers disagreed that colour used is appropriate and according to the class level.The mean value of male teachers about the relevance of pictures to content was 3.36 and that of female was 2.83. SD of male teachers was 0.809 and that of female was 0.1.32. SEM of male was 0.244 and that of female was 0.543. The cut of score on the mean value of the male and female teachers were found below 3.5 It reveals that majority of the teachers disagreed that pictures are relevant to the content.The mean value of male teachers about paper quality was 3.18 and that of female was 3.17. SD of male teachers was 0.981 and that of female was 1.32. SEM of male was 0.296 and that of female was 0.543.The cut of score on the mean value of the male and female teachers were found above 3.It reveals that majority of teachers agreed that paper quality used for printing is suitable for the ninth grade students.

Table 4.6 Opinions of teachers about the printing mistakes, language difficulty and grammatical structures of the textbook

Item statement	Gender	N	Mean	SD	SEM	Decision
Opinions of the teachers about printing mistakes	Male	11	3.64	1.28	0.388	Accepted
	Female	6	4.17	1.60	0.654	Accepted
Language difficulty up to	Male	11	2.36	1.28	0.388	Not

	Gender	N	Mean	SD	SEM	Decision
students' level						Accepted
	Female	6	2.50	1.64	0.671	Not Accepted
Analysis of grammatical structures	Male	11	3.09	1.13	0.343	Not Accepted
	Female	6	3.00	1.67	0.683	Not Accepted

This table presents the analysis about the opinions of both male and female English teachers about the printing mistakes present in the textbook. Mean, SD and cut of scores were determined to analyze the data. The mean value of male teachers about printing mistakes was 3.64 and that of female was 4.17. SD of male teachers was 1.28 and that of female was 1.60. SEM of male was 0.388 and that of female was 0.654.The cut of score on the mean value of the male and female teachers were found below 3.5.It reveals that majority of teachers disagreed that there are no printing mistakes in the textbook. The mean value of male teachers about the language difficulty was 2.36 and that of female was 2.50. SD of male teachers was 1.28 and that of female was 1.64. SEM of male was 0.388 and that of female was 0.671.The cut of score on the mean value of the male and female teachers were found below 3.5.It reveals that majority of teachers disagreed that the language used in the textbook is according to the student age level. The mean value of male teachers about the grammatical structures was 3.009 and that of female was 3.00. SD of male teachers was 1.18 and that of female was 1.67. SEM of male was 0.343and that of female was 0.683.The cut of score on the mean value of the male and female teachers were found below 3.5.It reveals that majority of teachers disagreed that the grammatical structures in the textbook are up to the level of students.

Table 4.7 Opinions of teachers about the number of exercises, clarity of instruction to perform practice and relevance of the lessons to daily life experience in the textbook

Item statement	Gender	N	Mean	SD	SEM	Decision
Number of exercises for language practice	Male	11	3.09	1.221	0.368	Not Accepted
	Female	6	4.17	0.408	0.167	Accepted
Clarity of instructions to perform practice task	Male	11	3.45	0.934	0.282	Not Accepted
	Female	6	4.17	0.408	0.167	Accepted
Relevance of lessons to the daily lifeexperiences	Male	11	3.55	0.820	0.247	Accepted
	Female	6	4.00	0.632	0.258	Accepted

This table presents the analysis about the opinions of both male and female English teachers about the exercises given in the textbook for the provision of practicing languages skills, clarity of instruction to practice language task and relevance of lessons to daily life experiences. Mean, SD and cut of scores were determined to analyze the data. The mean value of male teachers was 3.009 and that of female was 3.00. SD of male teachers was 1.18 and that of female was 1.67. SEM of male was 0.368 and that of female was 1.67.The cut of score on the mean value of the male teacher was found below 3.5 and that of female teachers were found above 3.5.It reveals that male teachers disagreed that the number of exercises given in the textbook is sufficient for the provision of practicing languages skills whereas the female teachers agreed with it. The mean value of male teachers about the clarity of instruction to perform language task was 3.45 and that of female was 4.17.SD of male teachers was 0.934 and that of female was 0.408. SEM of male was 0.282 and that of female was 1.67.The cut of score on the mean value of the male teachers was found below 3.5 and female teachers were found above 3.5.It reveals that male teachers disagreed that the instructions given to perform practice task are clear for the students whereas the female teachers agreed with it. The mean value of male teachers about the relevance of lessons to daily life experiences was 3.55 and that of female were 4.00 . The SD of male teachers was 0.820 and that of female were 0.632. SEM of male was 0.247 and that of female were 0.258.The cut of score on the mean value of the male and female teachers were found above 3.5.It reveals that majority of teachers agreed that the lessons of the textbook are relevant to the daily life experiences**.**

Table 4.8 Opinion of teachers about the difficulty to pronounce the words, scope to use instructional strategies and need of textbook for novice teachers

Item statement	Gender	N	Mean	SD	SEM	Decision
Difficulty in pronunciation of words	Male	11	4.00	0.447	0.135	Accepted
	Female	6	2.33	1.36	0.558	Not Accepted
Scope for variety of instructional strategies	Male	11	3.64	0.674	0.203	Accepted
	Female	6	3.67	0.516	0.211	Accepted
Need for novice teachers	Male	11	4.18	0.405	0.122	Accepted
	Female	6	4.17	0.408	0.167	Accepted

This table presents the analysis about the opinions of both male and female English teachers about the difficulty in pronouncing word, scope to use

instructional strategies and need for novice teachers of the textbook. Mean, SD and cut of scores were determined to analyze the data. The mean value of male teachers about the difficulty to pronounce words was 4 .00 and that of female was 2.33 .SD of male teachers was 0.447 and that of female were 1.36. SEM of male was 0.135 and that of female was 0.558. The cut of score on the mean value of the male teachers were found above 3.5 and female teachers were found below 3.5.It reveals that female teachers disagreed that teachers find it difficult to pronounce the words given in the textbook whereas the male teachers agreed with it. The mean value of male teachers about the use of variety of instructional strategies was 3.64 and that of female was 3.67.SD of male teachers was 0.674 and that of female was 0.516. SEM of male was 0.203 and that of female was 0.211.The cut of score on the mean value of the male and female teachers were found above 3.5.It reveals that majority of teachers agreed that textbook allows teachers to use a variety of instructional strategies. The mean value of male teachers about the need for novice teachers was 4.18 and that of female were 4.17. SD of male teachers was 0.405 and that of female was 0.408. SEM of male was 1.22 and that of female was 1.67.The cut of score on the mean value of the male and female teachers were found above 3.5.It reveals that majority of teachers agreed that it is very difficult to teach without textbook for the novice teacher.

4.3 Discussion and conclusions

The study was designed to analyze the content of English textbook for investigating its effectiveness in teaching English to students enrolled at grade 9 in the public schools of the Punjab government. The major focus of the study was to analyze the grammatical structures and language skills in the first six chapters of English textbook taught at grade 9. The sample of first six chapters of English textbook was taken using purposive sampling. The study also opts to gather the opinions of teachers about the effectiveness of the textbook taught to the students. The sample of 17 English teachers was taken through purposive sampling. Questionnaire was used for the collection of data from the English teachers.

The study reveals that the language skills are not in balance proportion in the exercises of the first six chapters. Writing skill is given utmost focus whereas listening and speaking skill are completely ignored. It is concluded that the maximum amount of language skills given in the exercise of the first six chapters of English textbook focus on writing skill. Its frequency is calculated as 77. It means that the textbook is not providing balanced practice to other language skills necessary for teaching of English language. The study conducted by Vernila,

Muhtar and Laily (2012) shows different results. The highest score was for listening and speaking whereas lowest score for writing skills. It is inferred that the students may face problems in listening comprehension and speaking fluency. It is an established fact that we spent 45 percent of our time in listening, 30 percent in speaking, 16 percent in reading and 9 percent in writing. Ignoring listening and speaking skills from the exercises of textbook may have serious negative impact on the second language learning of the students.

It is concluded that the maximum number of grammatical structures used in the first six chapters of English textbook is Past Indefinite Tense. The second biggest frequency is present indefinite tense. It is also concluded that there is no sentence structures on Present Perfect Continuous Tense and Past Perfect Continuous Tense in the first six chapters of English textbook. It means that all the grammatical structures are not focused in the textbook. Students are unable to get familiarity with all the grammatical structures which are necessary for the provision of English language. As a result, it is expected that the students may commit mistakes in writing correct grammatical sentences as beginners.

The study also reveals that page layout of the English textbook is appropriate, attractive and according to the class level. According to Mahmood,(2010) there is variation in approaches for layout size, font and printing. In some books, text layout is untidy whereas others have unwrapped layout. There is no consistency among the books in font type and size. Some books choose two-color printing whereas others go for four-color. The quality of the paper used in almost all the books is not of the level suggested for the age group. It is inferred that the students may find problems to read the text with reference to eye sight. The pictures in the textbook are an important visual aid that helps to comprehend the text. The study revealed that majority of the teachers disagreed that pictures are relevant to the content. It is inferred that they are less significant in illustrating the content of the textbook. The teachers are also not satisfied with the difficulty level of English text as compared to the linguistic competency of the students.

4.4 Recommendations

This study will have significant implications on teachers, authors and students.

1. The authors of the textbook are suggested to make sure that all the grammatical structures are properly focused while developing a textbook and the exercises may focus on all the language skills in balanced proportion.

2. It is recommended that thorough proof reading by the experts is required before the publication of a textbook. Linguistic difficulty is pilot tested and promulgated as a compulsory component for the approval of textbook. Vocabulary and grammatical patterns used should be according to the students' level.

3. The paper quality, binding, page layout ought to be according to the approved standards and sizes. Pictures placed in the textbooks need to be relevant and helpful in explaining the content/text.

References

Abdelrahman,.M .S.H.B.(2014).An analysis of the tenth grade English language textbooks questions in Jordan based on the revised edition of bloom taxonomy:*Journal of Education and Practice,*5, (18).

Assaly,I.& Igbaria.A.k. (2014).A content analysis of the reading and listening activities inthe EFL textbook of master class: *Education Journal,* 3, (2),. 24-38. doi: 10.11648/j.edu.20140302.11.

Cook,V.(2008).*Second Language learning and language teaching* (4th ed.).Uk: Hodder Education.

George,A.(2009).Quantitative and qualitative approaches to content analysis.In K. Krippendorff and M.A.Bock (Eds.).The content analysis reader (pp.144-155).Thousand Oaks,CA:Sage publications,Inc.

Good.C.V.(1959).Dictionary of Education.New York:McGraw-Hill Company

Government of Pakistan (1959).*Report of the Commission on National Education 1959.*Islamabad:Ministry of Education.

Igbaria,.A.K.(2013). A content analysis of the wh-questions in the EFL textbook of *horizons:* International Education Studies, 6, (7), 1-15. doi:10.5539/ies.v6n7p200.

Jeffrey, T. (2010).Selecting Ell textbooks.A Content Analysis of L2 Learning strategies: *Journal of Language Teaching and Research, 1, (4),* 358-369.doi:10.4304/jltr.1.4.358-369.

LaBelle, J. (2010).selecting Ell textbooks. A content analysis of l2 learning strategies: *Journal of Language Teaching and Research*, 1, (4), 358-369. doi:10.4304/jltr.1.4.358-369.

Madericove, I. (2013).The proportion of language skills in English textbooks at lower secondary schools. Retrived from https://is.muni.cz/th/265347/pedf_m/diploma_thesis_Ivana_Madericova.pdf

Mahmood, K. (2010). Developing alternate criteria for the evaluation of textbook, 1-367retrieved from http://eprints.hec.gov.pk/6488/.

Mahmood, K. (2011).Conformity to quality characteristics of textbooks. The Illusion of Textbook Evaluation in Pakistan: *Journal of Research and Reflections in Education, 5, (2),* 170 – 190.

Meidani, N.& Reza, P. (2012).Analysis of English language textbooks in the light of English as an international language (EIL). A comparative study: *International Journal of Research Studies in Language Learning,* 2, 83-96.doi:10.5861/ijrsll.2012.163.

Mowla, K. & Shaik.J. (1973). Learning to Learn Through Textbooks: *Reading Journal*, *1*(1) 23-34.

Senem, B. (2013).*Content analysis of 9th grade physics curriculum, textbook, lessons with respect to science process skills*Retrived from http://etd.lib.metu.edu.tr/upload/12616599/index.pdf

Sholichatun, S. (2011). Content analysis of reading materials in English on sky textbook for junior high school.retrived from http://www.distrodoc.com/196835-analysis-of-reading-materials-in-english-on-sky-textbook-for

Sunday, A.S. (2014).Mathematics textbook analysis: A study on recommended mathematics textbooks in school use in southwestern states of Nigeria.*European scientific journal,* 1(1857-7431).

Warren, C. (1981). Adopting textbooks, in J. Cole and T. Sticht (Eds.) *The Textbookin American Society.*Washington, DC: Library of Congress.

Weber, R. P. (1990). Basic content analysis (2nd ed.). Newbury Park, CA: Sage Publications, Inc.

A Comparison Of Social Training Patterns Of Boarding Versus Non-Boarding Institutions In Perspectives Of Non-Formal Education In Pakistan

Dr. Muhammad Ajmal, Chairman
Department Of Distance And Non Formal Education
Allama Iqbal Open University Islamabad, Pakistan

Lt. Col. Khalid Nawaz
Instructor Military College Jhelum, Pakistan

Abstract

The present study aimed to assess the mannerism of the students of Boarding & Non-Boarding Institutions, to evaluate the general knowledge awareness programme of the students of Boarding & Non-Boarding Institutions, to carry out the analysis of problems faced by the students, teachers and administration at Boarding & Non-Boarding Institutions and to offer recommendations for all stakeholders who are responsible for the social brought up of their students. The study is quantitative (descriptive cum survey research) in nature for which the researchers had carried out surveys for the social training patterns being implemented for grooming of the students. This survey study had been carried out through administration of questionnaires to students, teachers and principals, collection of documentary record and observations inventory made by the researcher on mannerism, general awareness, discipline of the students and daily routine activities being implemented at Boarding and Non-Boarding institutions along with the evaluation of problems being faced by the students and administration in the grooming of students through non-formal education programme. Questionnaires on 5 point likart scale were administered to students, teachers and principals to analyze their responses in the wake of implementation of non-formal educational plan being implemented in their institutions. Comparison of Board Results of year 2013 – 14 of 9th & 10th Class was also compared to gauge their educational pursuits. All students, teachers of 9th & 10th classes of session 2013-14 and four principals of Boarding Institutions of Military College Jhelum and Military College Murree and Non-Boarding institutions; FGBSS Jhelum Cantt and GHS Sarai Alamgir were population of study. Systematic sampling techniques were adopted to select the sample of

study.It was found that Boarding institutions follow a well-structured and comprehensive pattern of social training through Non Formal Education and is being implemented in true letters and spirits, whereas, Non-Boarding Institutions don't follow any such structured programme. Students of Non-Boarding Institutions face problems for implementation of social training patterns through Non Formal Education due to lack of funds / resources, non-availability of time after classes for interaction, non-existence of merit policy, non-availability of play grounds, non-availability of library as compared to the Boarding Institutions where each and every facility is provided to the students for their social brought up through implementation of well laid out Non Formal Education plan. It is recommended that Non-Boarding Institutions should conduct social activities, eating etiquettes, dress inspection on daily basis by the respective class instructors. Must ensure punctuality of the students. Students be educated on cleanliness and class management to inculcate mannerism.

Key words: Social Training Pattern, Non-Formal Education, Boarding Institutions, and Non-Boarding Institutions

Introduction

Education is a process through which the students develop their self-consciousness. The objectives of education can be attained by developing the self-reliance of the students. It is not mere class instruction; it is a social institution which provides mental, physical, ideological and moral training to the individuals of the nation through the implementation of different social training patterns to transform them into a refined and well groomed individual who may take on the futuristic responsibilities of the nation. No educational system can be purposeful without launching a well-defined social training programme through Non Formal Education. Our most of the institutions don't follow a well-designed social brought up plan of their students, hence, such students can't perform as per the desires of the society and so, they lag behind. Such students lack logical reasoning, speaking power, mannerism, confidence and general awareness which are the hallmarks of a well groomed individual. On the other hand, some institutions equip their students with mannerism, confidence, awareness, competence, logical reasoning and physical fitness through a comprehensive programme for the social brought up of their students. The competence and enthusiasm of teachers determine the heights to which an educational system can rise. Resultantly, in our society only those students who are well matured, confidant, well mannered, knowledgeable and have speaking power and logical reasoning, find opportunities to be adjusted in a respectable profession and serve the society better and in a respectable manner. The world is an arena based on physical laws where the best enjoys the privilege to survive. We are living in the post-modern civilization where one can only excel by jumping into the competition and win laurels with continuous hard work. Of

course, our students are mature enough but there is always room for even more perfection and this perfection could only be attained through a systematic training, dedication of the faculty, positive response of the students and pro-active administration. To inculcate promising social and moral values in the personality of the students; the role of non-formal education becomes exceedingly indispensable. To absorb these values, the students must have a firm confidence in their teachers so that they may follow the model of excellence in their lives. Real learning can happens in a setting where students feel more comfortable than a formal classroom setting and because of this inclination of an individual for non-formal education; the educationists call it, a complete socialization at ease.

Our religion Islam emphasize upon the acquiring of education which is the sacred duty of every man and woman. Islam stresses upon to seek knowledge even if you have to go China.

In country like Pakistan, the formal education system can not only cope with the demand of the society rather one has to resort on an alternative means of education i.e., non-formal and informal system of education, which can be utilized to meet the requirement of the populace. It is therefore, imperative for the stakeholders to adopt the methodology for educating this overpopulated region of the globe.

Sociology is the scientific or systematic study of society, including patterns of social relationships, social interaction, and culture. (http://www.Newworld encyclopedia.org /entry/Sociology retrieved on 12 May14)

Sociology was to be the 'queen of positive sciences'. Thus, Comte has come to be viewed as the "Father of Sociology". "Classical" theorists of sociology from late 19th and early 20th centuries include, Émile Durkheim, Karl Marx, Herbert Spencer, Vilfredo Pareto, and Max Weber. There is evidence of early Muslim sociology from the 14th century; IbneKhaldun, in his *Muqaddimah* (later translated as *Prolegomena* in Latin), the introduction to a seven volume analysis of universal history, was the first to advance social philosophy in formulating theories of social cohesion and social conflict. Sociology as a scientific discipline emerged in the early nineteenth century as an academic response to the challenge of modernity. (http://www.newworldencyclopedia.org/entry/Sociology retrieved on 12 May14)

Social training or skills are the behaviors, verbal and non-verbal, that we use in order to communicate effectively with other people. Social training patterns are governed by culture, beliefs and attitudes. They continuously change and develop throughout our lives. Somebody that uses social skills to effectively interact with friends, family, workmates and strangers is said to have social competence. The list of social patterns goes on and on. Unfortunately, for some

people socializing is not that easy, perhaps because they lack social skills or do not feel comfortable using their social skills. Some examples of social skills / training are:-

1.	Eye contact with others during conversation
2.	Smiling when greeting people
3.	Mannerism in all walks of life
4.	General behavior / conduct
5.	Moral values
6.	Confidence
7.	Knowledge
8.	Shaking hands when meeting someone
9.	Using the right tone and volume of voice
10.	Flirting
11.	Expressing opinions to others
12.	Perceiving how others are feeling and showing understanding
13.	Appropriate emotional responses (e.g. crying when something sad happens; laughing when someone says something funny). (http://www.newworldencyclopedia.org/entry/Sociology retrieved on 12 May14)Social training pattern (STP) is a form of behavior therapy used by teachers, therapists, and trainers to help persons who have difficulties relating to other people in terms of the above mentioned social training patterns. (http://www.questia.com/library/psychology/personalityretrieved on 17 July 14)

A Boarding school is a school where some or all pupils study and live during the school year with their fellow students and possibly teachers or administrators. The word 'Boarding' is used in the sense of "bed and board," i.e., lodging and meals. Some Boarding schools also have day students that attend the institution by day and return off-ca

1.	**Co-Curricular Activities**
	a.	**Building Confidence / Verbal Expression through conduct of Morning Assembly**. The aim of morning assembly speeches is to promote stage confidence and refine verbal expression of the students. It must be made mandatory for every student to participate and deliver speech on topics of national, international and general interest. Selected topics be disseminated to all students and be prepared under the guidance of respective teachers to educate them the manners for delivery of speeches. In first phase, students should prepare their speeches on selected topics and speeches be delivered in the morning assembly session. In second phase, the students should deliver extempore speeches. It is

imperative for all concerned to motivate and prep their students and inculcate among them the spirit of preparedness.

b. **Developing General awareness and Convincing Power through Group Discussion**. General awareness, convincing power, confidence, and verbal expression of the students can be developed through regular conduct of group discussions on debatable topics under the supervision of trained and learned instructors. To fully benefit the students out of this practice, they must be well informed for the forthcoming group discussion topics and supervisor must ensure that every student participates especially those who are weak in verbal expression.

c. **Developing Reading and Analytical Thinking through Seminars**. Class-wise seminars of a panel of 6 students from upper, middle and lower academic bracket be conducted on current affairs and general awareness issues. This practice cultivates students' reading, research and analytical faculties. In this regard, instructors be made responsible to guide and train the students. Each student must be tasked to collect the requisite material either from library or internet which he has to deliver during conduct of Seminar.

d. **Learning Moral Values and Religious Awareness through religious sermon & Juma Khutba**. Juma Khutba and sermons by the khateeb provides ample opportunity for the students to learn more about their religion and to improve their personality traits in the lt of Islamic instructions. The topics for the Khutba and sermons must be carefully selected so that they can further purify the moral values of the students.

e. **Religious Attachment through Qiraat / Naat Competition.** Such competitions provide opportunities for the students to develop their emotional / religious attachment with Allah Almighty (The Greatest of all) and the Prophet Muhammad (Peace Be Upon Him). Housemasters and instructors must convince the students to avail the opportunity for the purification of their mind and soul through such sort of competitions.

f. **Developing Verbal Expression & Convincing Power through Debates and Declamation**. Inter-House and Inter-College Debates and Declamation competitions may provide ample opportunities to the students to develop their verbal expression and convincing power. Students should participate in speech contests organized by different elite institutions of the country. Such competitions provide an opportunity to interact the participants in a non-formal way. To get best out of this opportunity, maximum students be earmarked and prepared for

such contests to develop their verbal expression, convincing power, and confidence.

g. **Developing Patriotism through conduct of Pakistaniat and Iqbaliat Competition**. To develop keen sense of patriotism and general awareness, formal inter-house and inter-classes competitions in Pakistaniat and Iqbaliat through conduct of GK test, speech contests and recitation of verses. To have greater degree of familiarity with our national poet and leader, Dr. Allama Iqbal and to enlighten the Islamic concepts and its meaning through his poetry, each student is to be encouraged to maintain a personal diary containing verses of AllamaIqbal and also learns them by heart.

h. **Analytical Thinking through writing of Book Reviews.** To make this activity a real focus of non-formal education, the students can be assigned to write the book reviews of their choice during summer vacation; one for each Urdu and English book for all students. This activity will definitely flourish the analytical thinking of the students. These book reviews be evaluated and few best ones from each class be awarded and can be preserved in library for reference purposes.

i. **Creative writing through Essay and Short Story Writing Competitions**. Such competitions may entail an opportunity to the students to study different books, newspapers, articles; which enable the students to express their hidden artistic and creative talent. To make it more useful activity, a comprehensive list of topics be prepared and disseminated to all students at least 3 weeks prior to conduct. To fully benefit out of this exercise, instructors should guide and educate the students well in time, especially English and Urdu instructors should be tasked for this goal.

j. **Developing General awareness and Mental Horizon through talks by Renowned Guest Speakers**.   To broaden the vision of students, various renowned and acclaimed scholars may be invited to deliver lectures on the subjects of various aspects of moral, ethical, cultural, social, political and economic significance. Students must be ensured to take notes of the talk of the scholars for their consumption and knowledge.

k. **Developing General Knowledge through GK Test**. To enhance the GK of the students, a precise may be prepared and kept on up-to-date as well. It should be comprised of the information related to history, religion, geography, personalities, general science, art and literature etc. Every student be prepared / motivated by the

concerned instructors. To achieve this goal, a house / class level GK test be conducted prior to its actual conduct.

l. **Learning through Quotations / Golden Sayings**.   Quotations are a great source of non-formal education for the students. These sayings may educate them non-formally to act wisely in different situations of practical life. These quotations must be regularly changed after every 6 months to have better understanding and consumption of quotations and valuable sayings of the great people.

2. **Extra – Curricular Activities**
   a.   **Developing Horizon and General Awareness through Educational Trips / Excursions.** To broaden mental horizon and general awareness of the students, visits to places of educational, historical and cultural importance can be arranged during Summer Vacation or any long break of the institution. To benefit our students, a panel of students be earmarked to have notes of the visits, pictures and details to present in the auditorium of the institution.
   b.   **Motivation through Moral Talks by Housemaster / Instructors**. The role of Housemaster in the Boarding Institutions is of great importance to motivate the students morally. Their lectures / non-formal talks and discussions on various aspects of personality development before the start of night preparation can result into the strengthening of moral values.
   c.   **Physical Endurance through PET and Games**.   It is normally said that a healthy body will have a healthy mind to act and react in a logical manner. So, Physical endurance among students can be developed through the regular conduct of PET and games on daily basis. To achieve the goal, all students must be ensured to take part in games and PET, rather institution or house level and Inter-College level Sports Fixtures can also be arranged. Moreover, a class / house sports officer may be detailed to ensure the presence / participation of every student.
   d.   **Educating Mannerism through Conduct of Dinner night.** Students can be educated on Mannerism through the conduct of dinner nights in the Boarding Institutions. The exercise be conducted in the presence of housemaster and all affiliated instructors so that they may guide them and watch them on the subject. Purpose should be to acquaint the students the way they have to behave and conduct during formal gathering over dinner.
   e.   **To shun shyness through Conduct of Social night.** Shyness is one of the major drawbacks of one's personality. We may convert the students into a confident one through the

conduct of social nights at house or institution level during night preps. The aim of the event must be to dev the confidence especially of the shy students.

f. **Mannerism / Grooming Cadre for New Entrants**. The aim of mannerism and grooming cadre is to familiarize the new students with the basic manners and social brought up i.e. hygiene, etiquettes, moral values, dressing, living, dinning in mess, general behavior etc. Presentations on the subjects can be arranged and delivered by the instructors. In this regard prefectural system in the Boarding Institutions may play a pivotal role to educate the new entrants on the very important aspects of personality grooming.

g. **Inculcation of Discipline / Punctuality through Punishment Policy.** Punishment policy of the institution must be in practice to deal with the students on disciplinary grounds. Moreover, this will also ensure the punctuality of the students on every event. Boarding institution particularly can't run without the implementation of a well prepared punishment policy. Parents must also be taken on board for habitual defaulters. Heavy fines may also be recommended for this very purpose.

Merit Base Admission Policy

Admission in the institution must be merit based. This will create an atmosphere of homogeneity and will ensure the credibility of the institution. Performance of the students will also be better in academics both at institution as well as final board examination level (Aamir Hafeez, 2010, presentation made to faculty). Pakistan is passing through a very crucial stage of its existence due to its economic condition and inequality of our prevailing education system. Perhaps good education has become a rare commodity for most of the students. Unemployment, corruption and terrorism are the result of this poor education system; however, the institutions striving for the social training / social bindings of the society are helpful to fight against the menace of corruption, unemployment, terrorism and immorality. So for this purpose this study is conducted to compare the informal activities being conducted in boarding and non-boarding institution

Objectives Of The Study
1. To assess the mannerism of the students of Boarding & Non-Boarding Institutions.
2. To evaluate the general knowledge awareness programme of the students of Boarding & Non-Boarding Institutions.

3.   To carry out the analysis of problems faced by the students, teachers and administration at Boarding & Non-Boarding Institutions.

4.   To offer recommendations for all stakeholders who are responsible for the social brought up of their students.
        .

Delimitation Of The Study

Due to the resource constraints, time limit and approach to the population, study was delimited to 9th& 10th Class male students for session 2013 – 2014 of District Jhelum / Gujrat and District Rawalpindi as following:-

1.   **District Gujrat**. Government High School Sarai Alamgir (GHS SA) selected as Non-Boarding Institutions whereas; Military College Jhelum (MCJ) is selected as Boarding Institution.

2.   **District Jhelum**. Federal Government Boys Secondary School (FGBSS) Jhelum Cantt is selected as Non-Boarding Institution.

3.   **District Rawalpindi.** Military College Murree (MCM) was selected as Boarding Institution.

Methodology

Design of the Study

The study is quantitative (descriptive cum survey research) in nature for which the researcher had carried out survey for the social training patterns being implemented for grooming of the students. This survey study had been carried out through administration of questionnaires to students, teachers and principals, collection of documentary record and observations inventory made by the researcher on mannerism, general awareness, discipline of the students and daily routine activities being implemented at Boarding and Non-Boarding institutions alongwith the evaluation of problems being faced by the students and administration in the grooming of students through non-formal education programme. Structured questionnaires were administered to students, teachers and principals to analyze their responses in the wake of implementation of non-formal educational plan being implemented in their institutions. Comparison of Board Results of year 2013 – 14 of 9th& 10th Class was also compared to gauge their educational pursuits.

Population and Sampling

All students, teachers of 9th& 10th classes of session 2013-14 and four principals of Boarding Institutions of MCJ and MCM and Non-Boarding institutions; FGBSS JM Cantt and GHS SA were population of my study.

Systematic sampling technique was adopted to select the sample of study.

Population and Sampling of students, teachers and principals of Boarding & Non-Boarding Institutions were selected as following:-

Student Sampling 9th Class Boarding & Non-Boarding Institutions – Session 2013-14

Ser	District	Name of Institution	Category	Population	Sample Size	Sample
1	**Gujrat**	Govt High School Sarai Alamgir (GHS SA)	Non-Boarding	260	20 %	52
2	**Jhelum**	Federal Govt Boys Secondary School Jhelum Cantt (FGBSS JM Cantt)	Non-Boarding	112	20 %	22
3	**Rawalpindi**	Military College Murree (MCM)	Boarding	78	20 %	16
4	**Jhelum**	Military College Jhelum (MCJ)	Boarding	118	20 %	24

20% male students of 9th class; 52 of 9th Class of GHS SA, 22 students of FGBSS JM Cantt, 16 students of MCM and 24 students of MCJ were selected as sample of study of academic Session 2013 – 2014. Sample size taken is also referred by L.R, Gay, 2005, p.124. (Gay, 2005, p.124)

Student Sampling 10th Class Boarding & Non-Boarding Institutions – Session 2013-14

Ser	District	Name of Institution	Category	Population	Sample Size	Sample
1	**Gujrat**	Govt High School Sarai Alamgir (GHS SA)	Non-Boarding	115	20 %	23
2	**Jhelum**	Federal Govt Boys Secondary School Jhelum Cantt (FGBSS JM Cantt)	Non-Boarding	64	20 %	14
3	**Rawalpindi**	Military College Murree (MCM)	Boarding	86	20 %	17
4	**Jhelum**	Military College Jhelum (MCJ)	Boarding	112	20 %	22

20% male students of 10th class; 23 of 10th Class of GHS SA, 14 students of FGBSS JM Cantt, 17 students of MCM and 22 students of MCJ were selected as sample of my study of academic Session 2013 – 2014.

Teachers Sampling 9th& 10th Class Boarding & Non-Boarding Institutions

Ser	District	Name of Institution	Category	Population	Sample Size	Sample
1	Gujrat	Govt High School Sarai Alamgir (GHS SA)	Non-Boarding	10	100 %	10
2	Jhelum	Federal Govt Boys Secondary School Jhelum Cantt (FGBSS JM Cantt)	Non-Boarding	10	100 %	10
3	Rawalpindi	Military College Murree (MCM)	Boarding	12	100 %	12
4	Jhelum	Military College Jhelum (MCJ)	Boarding	14	100 %	14

100% teachers of 9th& 10th class; 10 teachers of 9th& 10th Class of GHS SA, 10 teachers of FGBSS JM Cantt, 12 teachers of MCM and 14 of MCJ were selected as sample of my study of academic Session 2013 – 2014. Sample size taken is also referred by L.R, Gay, 2005, p.124. (Gay, 2005, p.124)

Likewise all four principals (100 % population) of all four Boarding & Non-Boarding Institutions were selected as sampling of the study.

DEVELOPMENT OF TOOLS

Following tools were developed for the study:-
1. Questionnaires on 5 point Likart scale were structured to seek the responses onto the social training patterns being implemented for the grooming of the students for following:-
   a. Questionnaire for Students
   b. Questionnaire for Teachers
   c. Questionnaire for Principals

2. Documentary Record of non-formal education training patterns and training schedule. A total number of 23 documents were catered for attached as *Appendices – H.* These are as following:-
   a. Daily Routine Programme
   b. Forecast of Planning for year 2013-2014
   c. Final Board Results of 9th& 10th classes
   d. Record of Morning assembly Speeches
   e. General Knowledge (GK) Tests Schedule
   f. Essay Writing Schedule
   g. Story Writing Schedule
   h. Debate / Declamation Schedule
   i. Naat / Qiraat Competition Schedule

j.   Celebration of National Days
k.   Pakistaniat / Iqbaliat Competition
l.   Group Discussion record
m.   Code of Punishment
n.   Books in Library. A total books available are 20350
o.   Dinner Night Schedule
p.   Social Night Schedule
q.   Guest Speakers Schedule
r.   Weak Students Evening Classes Schedule
s.   Scouting Competition schedule
t.   Hiking Schedule
u.   Excursion Trips Record
v.   Celebration of parents' Day
w.   Personality Development Competition

3.   Board results of 9th & 10th Class Session 2013 – 14

4.   Observation Inventory of Boarding and Non-Boarding Institutions was made through personal visits of the researcher to evaluate the effectiveness of their training effectiveness. A total number of 15 traits / behaviors were catered for are attached as *Appendices – G.* Following Social training patterns among the students of Boarding & Non-Boarding Institutions were gauged through Observation Kit:-
a.   Punctuality of students
b.   Classroom management
c.   Mess Mannerism
d.   Cleanliness of area
e.   Cleanliness of uniform
f.   Confidence
g.   General behavior
h.   Library culture
i.   Reading habit of newspaper
j.   Dormitory layout
k.   Prayer in congregation
l.   Conduct of Morning assembly speeches
m.   Moral sermons
n.   Participation in games
o.   General behavior during of the students

Findings and Conclusions

The following findings and conclusions were drawn from the study;

1.   Boarding institutions follow a well structured and comprehensive pattern of social training through NFE and is being implemented in true letters and spirits, whereas, Non-Boarding Institutions don't follow any such structured programme.

2.   Students of Non-Boarding Institutions face problems for implementation of social training patterns through NFE due to lack of funds / resources, non- availability of time after classes for interaction, non-existence of merit policy, non-availability of play grounds, non-availability of library as compared to the Boarding Institutions where each and every facility is provided to the students for their social brought up through implementation of well laid out NFE plan.

3.   Students of Boarding Institutions are very punctual in every activity as compared to Non-Boarding students.

4.   Boarding Institutions follow a proper punishment policy to deal their students on disciplinary grounds, whereas, Non-Boarding Institutions don't have any such punishment policy to deal the students.

5.   Dress inspection of Boarding institution is carried out on daily basis by the instructors due to which cleanliness standard of their uniform is much better than Non-Boarding students.

6.   Confidence level and verbal expression of Boarding students is far better than Non-Boarding students due to the regular conduct of morning assembly speeches, Debate & Declamation in an organized manner. Boarders also find opportunity to attend social nights on regular basis where the shy ones shun their shyness. Non-boarders don't find so regular and well organized session of speech contests, morning assembly speeches and conduct of social nights.

7.   General awareness of Boarding students is far better than Non-Boarding students due to the regular conduct of GK tests, Essay / Story writing competitions, lectures by the guest speakers and sermons by the religious teachers on regular basis whereas students of Non-Boarding don't find any such opportunity to broaden their horizon.

8.   Convincing power of Boarding students is far better than Non-Boarding students due to the regular conduct of Group Discussions where they have to put up their point of view in a logical order. On the other hand, students of Non-Boarding don't find any such opportunity to develop such logical argumentation.

9.   Academic results of Boarding institutions are far better. This major difference is because of the extra coaching of boarders in the evening by

respective instructors. A comparison of the Board results of 10th class of Boarding and Non-Boarding institutions for year 2013-14 is as under:-

		Students	Avg%
a.	**Boarding Institutions**		
	Military College Jhelum	112	85.72
	Military College Murree	86	85.44
b.	**Non-Boarding Institutions**		
	GHS Sarai Alamgir	115	70.37
	FGBSS Jhelum Cantt	64	61.28

Likewise Board results of 9th class of Boarding and Non-Boarding institutions for year 2013-14 is as under:-

		Students	Avg%
c.	**Boarding Institutions**		
	Military College Jhelum	118	84.66
	Military College Murree	78	88.55
d.	**Non-Boarding Institutions**		
	GHS Sarai Alamgir	260	41
	FGBSS JM Cantt	112	45.60

10.   Students of Boarding Institutions are well mannered as they attend dinner nights on regular basis as well as dine in the mess in the presence of the instructors. Non-Boarding institutions don't find such opportunity of dinning in the mess.

11.   Students of Boarding Institutions have opportunity to avail the facilities of a well-established library with sufficient number of books, periodicals and fresh arrivals other than the daily newspapers. These students attend library per force as a period is allocated for the library where they can read the books of their choice or can get issued for a period of 15 days. MCJ library is having more than 20350 books in its bank, whereas, MCM does have 23547 books at the moment. Moreover, these students also have a house library which is frequently utilized other than reading of daily English newspapers. On the other hand, students of Non-Boarding Institutions don't find so rich collection of books in an established library.

12.   Boarding students avail much more opportunities to keep them physically fit by playing games on daily basis, attending PET in the morning and conduct of sports fixtures with other renowned institutions under the supervision of trained coaches. Boarding

Institutions have also well maintained grassy grounds for Basketball, Football, Hockey, Volleyball etc ,whereas, Non-Boarding Institutions don't find such grounds, coaches and opportunities for playing games.

13. Boarding students are far better in general knowledge and general awareness as compared to Non-Boarding students due to regular conduct of social training through group discussions, seminars, reading habits by virtue of library culture, provisioning of daily newspapers at house level, house library, GK tests, Essay and Story writing competitions, moral sermons in the mosque, and excursion trips to places of historical / national importance.

14. Non-Boarding students face a lot of problems in the conduct of NFE due to non-availability of library services, play grounds, services of trained coaches, non-availability of sufficient funds, less interaction of teacher students, non- existence of punishment / merit policy, whereas, Boarding institutions don't face any such difficulty and have all social training facilities in the best possible manner due to the existence / implementation of a well structured and comprehensive NFE Programme and availability of sufficient resources / manpower etc.

Recommendations

The following recommendations are made on the basis of findings and conclusions:-

1. Non-Boarding Institutions should conduct social activities, eating etiquettes, dress inspection on daily basis by the respective class instructors. Must ensure punctuality of the students. Students be educated on cleanliness and class management to inculcate mannerism.

2. Morning Assembly speeches be made mandatory for every student of government institution. Group discussions on weekly basis be ensured. English instructors be deputed to improve verbal expression / confidence of the students. Regular General Knowledge tests be conducted to improve their General Knowledge awareness at par with Boarding Institutions.

3. Availability of library with sufficient number of books and daily newspapers be ensured in every institution.

4. Another study may be conducted with larger population / sample and more number of institutions including famous cadet colleges organized by the government as well as private sector to have indepth information onto the implementation of the Social Training Patterns and their impact on their personality.

References

Abdul Qayyum, Dr. (1979). *Planning Non-Formal Education in Pakistan*

Anderson, J.E. (1987). *Community Education in Relation to Non-Formal Education*. Islamabad. In Report Ten Years Plan, Regional Conference on Non-Formal Education, Ministry of Education. Islamabad

ChitraNaik, Dr. (1987). *Non-formal Educatiopn of women and girls : Ministry of Education, Report and Ten years Plan. Regional Conference on non-formal Educational.*slamabad

Coombs, P. Professor Roy and Ahmed.(1973). *New Paths to Learning for Rural Children and Youth*. New York. ICED.

Erdos, Renee F. (1970). *Mass Education.*Almqvist and wiksell Stokholm, Sweden.

Gay, L.R. (2005) *Educational Research, NBF 7th reprint*. Rawalpindi. Ramzan Printing Press

HafeezAamir, Deputy Commandant & Chief Instructor Military College Jhelum. (2010). on A presentation on*"How we can get best out of NFE at MCJ"* to faculty and administration

Laeeq Ahmad Khan, Professor. (1985). *Rural Education and Development.A non-formal Education.*In Ministry of Education Non-Formal Education Report. Islamabad.

The Influence Of Muslim Philosophy On Collective Pakistani World-View

Muhammad Farouq Khan Lodhi
National University of Modern Languages, Islamabad, Pakistan

Abstract

This paper examines the formative influence of Persian, Arab and Spanish Muslim Philosophy upon the development of collective world view of Pakistanis. This world view has informed individual and collective behaviour of Pakistanis in facing existential challenges posed by external factors ever since independence. Even more significantly, it had been the predominant agency in cementing diverse groups of Indian Muslims into a nation-in-being for some two hundred years before independence. Literary evidence suggests a continuum of consistent spiritual and intellectual links of South Asian Muslims with Persian, Arab and Spanish Muslim societies of middle centuries that witnessed the development of Muslim philosophy in Abbasid Baghdad and in Muslim Spain. Throughout the formative era, the Arab intellectual activity was influenced by ancient Iranian thought and fully participated by the renewed energies of Iranian Muslims in the medieval era. At the turn of the 20th century, recognized for political awakening of nations subjugated by white colonial power, Jamal ad Din Afghani, Muhammad Abdu and Dr. Muhammad Iqbal lent the required theological and philosophical support to the cause of independence of Muslim 'nations.' Iqbal's Aesthetic had most direct formative influence on the shaping of the world-view of South Asian Muslims in their long drawn struggle for recognition of their national political identity as well as creation of a theocratic democracy in their newly acquired homeland, Pakistan. Iqbal provides a lens to gauge the influence of Muslim philosophy in shaping South Asian Muslims' reckoning of the world, its structures and agents in contemporary times when colonialism is re-surfacing in a mutated form decimating Muslim lands leaving hundreds of millions homeless and stateless.

Conceptual Framework

Theology and philosophy have formative influence of the personality and thinking of a person through a process of transformation. According to Mezerow's Transformative Learning theory, developed in the light of Kuhn (1962), habits of mind and meaning perspectives provide the frame of reference

that leads to a perspective transformation. This perspective serves as a paradigm and provides questions and answers that help develop the theory that in turn guides the praxis. It is formulated that the frame of reference or 'paradigm' in case of South Asian Muslims that informed their world view during their struggle for a separate homeland and ever since thereafter was inspired from (1) Qur'anasthe source of Muslim Theology, (2) Prophet Muhammad's (peace be upon him) Tradition, a practical demonstration of Qur'anic message, (3) Muslim Philosophy as received through the works of great Muslim thinkers such as Avicenna (Ibn Sina 980-1037), Abu Hamed Mohammad ibn Mohammad Ghazali (c. 1058–1111), and Averroës (Abdul-Walid Ibn Rushd, 1126-1198), (4) Sufi influence with its pantheistic tinge, and (5) contemporary Indo-Muslim aesthetic of Iqbal.

Keywords: Metaphysics, Theology, World View

Introduction

Muslim consciousness is augmented by the legacy of the intellectual movement initiated by the advent of Muslim philosophy in Persia, Baghdad and medieval Spain. Of particular significance is the rationalist approach of Muslim Philosophers towards theological questions as typified in the views of Avicenna and Averroës; and the refutation of this approach by the theologians, the most notable amongst them, Al-Ghazali. Together with religious doctrine, philosophy, science, and poetry in classic Persian and Arab tradition was the hallmark of these societies.

Populations in Iran, Afghanistan and Pakistan share a common intellectual heritage accessed through Persian Aesthetic. The poetic tradition of Hafiz, Sa'di, Rumi, Omar Khayyam and numerous other poets was kept alive right up to 20th century in British India. Ghalib and Iqbal's poetry became instantly popular throughout Persian speaking world. The Sufi learning de-emphasizes theological differences and scholastic tensions and it appeals to the spiritual self of the followers of all sects. The Sufi tradition was enthusiastically received in India and Sufi aesthetic found expression in all Pakistani languages – Persian, Urdu, Sindhi, Pashtu, and Siraiki.

Iqbal belonged to the Sufi tradition of Rumi but did not like the fact that in India Sufism propelled Muslims towards inaction. The dawn of 20th century brought new hopes for nations subjugated by colonialism. Iqbal launched a campaign for South Asian Muslims to be recognized as a separate nation. Iqbal's aesthetic, a fireball of dynamism, lent strength and credence to Muslim political thought and helped organize it at Indo-Muslim national level. Iqbal has been criticized by some Indian scholars for having subverted Persian aesthetic *(gulshan e shikasteh etc.)* for political motives but at this critical juncture of world history, when colonialism was in it dying act and new nations were taking birth, Iqbal could not

have stood aside and let this opportunity slip to coax South Asian Muslims to earn the cherished goal of liberty. Iqbal saw a new universe taking shape and had the courage to encourage Indian Muslims to boldly choose the constellation they would form part of.

Review of Literature

The multi-ethnic cultural fusion of Persians, Syrians, Arabs, Turks, Berbers, and Khurasanis in Abassid and Spanish Muslim learning centres produced the cohesive forces to forge a splendid civilization with renewed intellectual pursuit as its hallmark. Their approach to knowledge was primarily rational, based on ancient learning and contemporary research in philosophy and sciences. Diversity of cultures and languages was a source of strength in Muslim societies that emphasized harmonious co-existence with followers of other religions. In Spain it was actualized with a splendid grace. Rationality helped Arabs develop a bold and coherent world-view which aided scientific and cultural explorations.

Muslim rationality was grounded in the bedrock of theology which determined its sailing boundaries. Qur'an lays down the principles and precepts that order a Muslim society while Prophet Muhammad's (peace be upon him) Traditions (*al-Sunnah*) constitute the explanatory and amplifying notes to Qur'an. Together they constitute a detailed code of life. Muslim learning thus focuses on reading skills (*al-qira'at*), exegesis (*tafsir*), and jurisprudence (*fiqh*), to fully comprehend the divinely revealed message of the Qur'an. For early generations the linguistic or traditional sciences sufficed for the purpose of living as a good Muslim. A century later, philosophical and rational approach emerged in aid of codification process in Muslim society when subsequent generations used analogy (*qiyas*) or independent judgment (ra'y) in answering such questions in respect of which a clear injunction was not available in Scripture. The conservatives or the "people of Tradition," *viz.* the Malikites and the Hanbalites repudiated the use of any deductive method. They regarded raising questions in matter of belief as a heresy (*bid'ah*). However, the liberal ones attempted to offset the pressures mounted by confrontation of Islam with paganism and Christianity, by reconciling and harmonizing the conflicting understanding of the meanings of Qur'an. This liberalizing quest in favour of internal harmony led to the development of Islamic scholastic theology. The early liberals known as Mu'tazilites were simply defending Islam against the attacks that came from the Materialists (*al-Dahriyah*) and the Manichaeans, using logical arguments to strengthen their narrative.

The earliest questions commented upon by the theologians pertained to divine justice, the problem of free will and predestination (*qadar*). The Mu'tazilites quoted from the Qur'an but offered strictly ethical or rational arguments in support of their positions. The contemporary vogue of Greek philosophy in Arab society and the use of logic imparted a high degree of sophistication to

discourse on Islamic Scholastic theology. During the Umayyad period (661-750) prince Khalid b. Yazid (d. 704) took up studies in alchemy and astrology and arranged for the first translations into Arabic of Greek scientific works in the field of medicine, astrology, and alchemy. During the 'Abbasid rule commencing 750, scientific and philosophical pursuit was increasingly patronized by the state. Exposure to foreign philosophies emboldened Arab scholars in use of logic releasing religious discourse from the shackles of dogma. Heightened intellectual curiosity polarized the learning society with progressive element on one side and the conservative element on the other. The latter disassociated itself altogether from philosophy considering it impious. This fault line between the conservatives and the liberals has, throughout Muslim history, divided reform movements, social organization, and theological discussions. Excessive use of logic by the Mu'tazilites left the theologians such as the Ash'arite reformers with no choice but to use the rationalist Greek dialectic, in defence of dogma. Al-Ash'ari (d. 935), Ibn Taymiya (d. 1327), Muhammad 'Abdu (d. 1905) and Abul 'Ala Mawdudi (d. 1979) in the twentieth century, all, attempted to vindicate the Traditionist Muslim dogma. Muhammad Abdu and Mawdudi amongst the nineteenth and twentieth century Traditionists did not have to use the rationalist Greek dialectic as there was no such pressure from any corner by then.

The range of literature representing the formative philosophical influence upon the individual and collective awareness in Muslim world tends to be magnanimous. The prime source of Greek philosophy in Europe was Averroës through his commentary on Aristotle. A translation titled *Averroës: On the Harmony of Religion and Philosophy* by George F. Hourani is extant together with Averroës' rebuff to Al-Ghazali by Simon Von Den Bergh under the title *Tahafut al-Tahafut (The Incoherence of Incoherence).* Avicenna's Autobiography is to be found in *Avicenna and the Airstotlean Tradition: Introduction to Reading Avicenna's Philosophical Works.* Avicenna's "De Anima"may be seen inHasse Dag Nikolaus *Avicenna's* De Anima *in the Latin West: The Formation of a Peripatetic Philosophy of the soul.* Other important original works that are available include Usama Ibn Munqidh's *The Book of Contemplation: Islam and Crusades,* Ibn al-Nadeem's *The Fihrist of al-Nadeem,* Al-Khwarizmi's *The Algebra of Mohammad Ben Musa,* Al-Muqaddasi's *The Best Divisions for Knowledge of the Regions,* and Al-Biruni's *Tahdid al-Amakin (The Determination of Coordination of Cities).* Important works of 20th and 21st century that help understand the development of Muslim Philosophy are Iqbal's *The Development of Metaphysics in Persia,* Iqbal's *The Reconstruction of Religious Thought in Islam,* Crossley's *Thus spake al-Khwarizmi,* Majid Fakhry's *A History of Islamic Philosophy,* and *Averroës, Aquinas and the Rediscovery of Aristotle in Western Europe,* Maria Rosa Menocal's *The Ornament of the World: How Muslims, Jews and Christians Created a Culture of Tolerance in Medieval Spain,* Al-Najdi's *Arab Navigation in the Indian Ocean Before the Coming of the Portuguese,* and Seyyed Hossein Nasr and OliverLeamen's *History of Islamic Philosophy.*

A special mention must be made of *Sufism* which is rooted in deep religious experience of Pakistanis and produced large volumes of mystic poetry mostly in the tradition of Rumi in all Pakistani languages and in Persian too. A Sufi subordinates logic and emotion for love of God as aptly described by that great mystic:

> I heard, eyes turned away
> You looked at the earthly soul
> What are you looking at? It's you yourself
> Who to the souls of souls went[i]

However, mysticism of some great *Sufis,* such as Ibn 'Arabi (d. 1240), described a metaphysical world-scheme which falls under the description of philosophy. Some philosophers such as Ibn Bajjah (d. 1138) and Ibn Tufayl (d. 1185) talked of "illumination" as the final outcome of reasoning. Iqbal considers pursuit of religious experience highly desirable.

Translations of Sanskrit and Persian books into Arabic had preceded those of Greek books enriching Arab concepts of life, soul, death, and life after death. Jonathan Lyons in his 2009 publication *The House of Wisdom* notes that a delegation of Indian sages had presented prized scientific texts known as *Siddhanta* in Abbasid court.[ii] A trend for rationalism had been introduced by Al-Khwarizmi's star tables known as *Zij al-Sindhind* and his books on algebra viz. *Kitab al jam' wa'l tafriq bi hisab al Hind*[iii] and *The Algebra of Mohammad Ben Musa*[iv] based on Indian learning and the use if Indian digit 'Zero'. Arab intellectual pursuit continued in Spain with even greater vigour and with warm participation of Spanish Christian rationalists establishing new linkages in knowledge building and sharing. Lyons considers that Muslim conquest of Spain facilitated fusing together of Hellenistic, Sumerian, Persian, and Indian intellectual traditions under Abd al-Rahman I. His successors maintained this intellectual tradition handing over "priceless gifts to Latin scholars who… set off their own hunt for *studia Arabum*" (Lyons 2009: p. 57). The greatest of these gifts were restoration of Plato, Aristotle, Euclid, and Ptolemy, al-Khwarzimi's star tables (the *zij as-Sindhind*), astrolabe[v] or the star plate, and the advances made in the fields of astronomy, spherical trigonometry, calculations of orbits of moon and the planets, clock-making, agriculture and water management technologies. The philosophical base of Abu Mashar Al-Balkhi's (Albumazar's) astrology was the first important source in the West for Aristotle's natural philosophy; its pagan undertones caused a sever backlash amongst Christian theologians against rationalism in the shape of the Paris condemnations of 1210[vi]. Lyons describes the poor state of knowledge in Europe at that time[vii] when compared with the Islamic world. While Aristotle was keenly read in Arabic for centuries, the writings of the great philosopher were not available in the West in any European language, not even in Latin. The Spanish gained access to fragments of

his writings for the first time through the 'insightful and provocative commentaries' of Avicenna and Averroës.

Adelard of Bath's translation of Albumazar's (Abu Al-Mash'ar) *the Abbreviation of the Introduction to Astrology* that appeared around 1120 together with a translation of Thabit ibn Qurra's work on talismans and a smaller introduction to the science of the stars of Jafar the Astrologer. These translations talked of the supposed effect of celestial beings on the affairs of our world. Such pagan propositions posed serious threat to Christian faith in the opinion of the Theologians. Astronomy had a special significance in Muslim world as the sighting of new moon had to be predicted for religious festivals. The need to compute the timings of five prayers a day round the year led to such inventions in Spain as the Water Clock. However, scholastic debates with Christians and within Muslims in the medieval era focused mostly on the following questions.

A. Creation of the Universe

The three divinely revealed religions share the view that God Almighty created the universe. Bible declares in Genesis: "In the beginning, God created heaven and earth." Followers of monotheistic theology believe that the universe had a definite starting point and that it was created from nothing, in 'time' as only God knows it. Aristotle's position is contrary to the Divine doctrine when he says: "[B]oth time and matter were eternal and that the Creator had simply set the entire process in motion" (Lyon 2009: p. 174). Further, the Aristotlean view and the Arab philosophy implied that God was indifferent to the details (or 'particulars') of everyday human life. This view, again, negates the very principle of reward and punishment instituted by the Divine doctrine and renders the very creation of the Universe aimless. Quran challenges this view and warns that the heavens and the earth were not created in vain, and that man would surely be questioned about his deeds on the Day of judgement. God would personally assess each and every human being and reward him or her accordingly.

Aristotle did not deny existence of God. What he denied was God's hand in running the Universe on day to day basis. Aristotle's argument for "Unmoved Mover" is simply incomprehensible when he writes in his *Metaphysics*: "There is always something which is always moved with an unceasing motion…. [B]ut since there is that which is moved, that which moves, and that which subsists as a medium between these, hence there is something that moves without being moved, which is eternal, and which is essence and energy" (Lyon 2009: pp. 175-176).

Avicenna's account of the creation of the world made a distinction between an eternal Creator and the world of material objects He created which he considers imperfect and in need of constant reconstruction. For Avicenna, God alone is necessary and everything else is contingent upon him. God's own

necessity sets in motion a complex chain of events through a series of intelligent agents, who in turn create the heavenly bodies and the terrestrial world in the best and only way possible" (Lyon 2009: p.178). Avicenna's view is that the universe was created instantaneously, its idea and its implementation being in the same instant *(kun fayakoon)*. He stresses that God would not be God if it were not so.

Al-Ghazali restored the philosophical discourse to solid scriptural footing arguing that a combination of God's infinite knowledge and limitless power of creation means that the world is being constantly recreated in a continuing series of new realities. Al-Ghazali's correction of Avecenna's errors in his *Incoherence of Philosophers (Tahafut)* was, however, short-lived as he was followed by Averroës who refuted and bitterly attacked Al-Ghazali, argument for argument, in his *Incoherence of Incoherence (Tahafut al-Tahafut).*

Averroës introduced Aristotle's text, even though fragmentary, to European readers. His 'Commentary' on Aristotle's philosophy, translated into Latin by Michael Scot, was perhaps not well received by Christian clerics but it 'opened the door to a brave new world.' Europe embarked upon Arab and Greek style of research, logic and naturlal sciences.

B. Causality in Greek and Muslim Philosophy

The notion of natural causation bypassing God Almighty as the Agent was obviously inacceptable to Muslim scholastics *(mutakallimun)* and hence rejected by them. Nomanul Haq comments:

> Indeed the *mutakallimun* had in general rejected the notion of natural causation, namely that things have "natures" which cause them necessarily to be or behave, always in a certain way. For the *mutakallimun,* the characteristics of corporal bodies did not arise out of any "nature" or inalienable permanent qualities; rather, these characteristics were both logically and physically reduceable to atoms and accidents created by God, the only Active Agent ('Amil, F"al). Indeed the sole Regulator, Sustainer and the cause of all the cosmos was God, not the principle of light or darkness, nor any other entity.[viii]

C. Soul and Life after Death in Greek and Persian Philosophy

Pythagoras believed in survival of soul after death. As for his ideas on soul's final destination, Sir Anthony Kenny, the author of 2004 publication *Ancient Philosophy* informs:

> He did not, however, believe as many others have done that at death the soul entered a different and shadowy world; he believed that it

returned to the world we all live in, but it did so as the soul of a different body.[ix]

Even though ancient Greeks constituted a pagan society, endowment of a soul was widely believed in, at least in case of humans. Socrates is believed to have been ambivalent about the terminal disposal of soul, as to whether (1) the soul would perish at death, or (2) it would make a journey to another place. Plato's *Phaedo* tells us that Socrates settled for the latter idea as he encountered his moment of truth just before his execution in 399 BC:

> "Does not death mean that the body comes to exist by itself, separated from the soul, and the soul exists by herself, separated from the body?" (Plato 1951:64C). The soul's eternal destiny and its present happiness now depend upon whether it lives justly or unjustly during its bodily existence. Justice is harmony and injustice is disharmony among the wisdom-loving, honor-loving, and gain-loving activities that make up the soul…. Only the wisdom-loving "part" survives death.[x]

By contrast, Plato holds that the soul is perishable and that 'the harmony' mentioned by Socrates too perishes just before 'the mortal lyre' of elements snaps:

> And I think, Socrates, that you too must be aware that many of us believe the soul to be most probably a mixture and harmony of the elements by which our body is, as it were, strung and held together…the soul, though most divine, must perish at once, like other harmonies of sound and of all works of art… (Plato 1951:85E–86D in Keyes 1999: p. 4).

In Zoroastrian tradition the soul "can attain to everlasting life by fighting against Evil in the earthly scene of its activity." The 'Spirit of Light' has endowed the soul with the power of choice, conscience, vital force, the mind, the reason, and the *Farawashi* – "a kind of tutelary spirit which acts as a protection of man in his voyage towards God."[xi]

Upon advent of Islam in Persian heartland, the Sufi movement evolved amongst Muslims which focused on relationship of the soul with its Creator. Iqbal describes the Sufi conception of the soul as a tripartite combination of mind, heart and spirit (*Nafs, Qalb,* and *Ruh*). The heart stands midway between soul and mind and acts as "the organ of higher knowledge". The soul passes through different stages or 'worlds' in its journey heavenward: (1) The world of body *(Nasut)*; (2) The world of pure intelligence *(Malakut);* (3) The world of power *(Jabrut);* (4) The world of negation *(Lahut);* and (5) The world of Absolute Silence *(Hahut)* (Iqbal: 1908. Footnotes 1 to 3 on pp. 10-11).

Simon Von Den Bergh, the translator of *Averroës' Tahafut Al-Tahafut (The Incoherence of Incoherence)* (1954) from original Arabic, informs that the Arabic philosophers, under the influence of Plato and Aristotle, held three inconsistent theories about the soul and its relationship with the body: "that the soul is the form of the body, that the soul is a substance, subsistent by itself and immortal, and that the soul after death takes a pneumatic body and continues to exist somewhere in the sphere of the moon. He rejects the idea of resurrection of the flesh.[xii] Al-Ghazali refutes the argument of the philosophers that soul is immaterial and a substance independent of a body and that a 'corruption of the body cannot affect it.' Al-Ghazali refutes this argument because its meanings imply the idea of eternity of soul. Iqbal, in his fourth lecture in *The Reconstruction of Religious Thought in Islam,* comments:

> [W]e must note three things regarding which there is, or ought to be, no difference of opinion: (i) That the ego has a beginning in time and did not pre-exist its emergence in the spatio-temporal order…. (ii) That according to Quranic view, there is no possibility of return to this earth…. That finitude is not a misfortune…. It is with the irreplaceable singleness of his individuality that that the finite ego will approach the infinite ego to see for himself the consequences of his past action and to judge the possibilities of his future. [xiii]

Iqbal preaches the power of the 'ego,' a dynamic 'doer' and an agent of God. In one of his poems Iqbal has 'the Spirit of the Earth' welcome Adam on the planet informing him that God has placed on man's disposal the clouds, the winds, the rain bearing clouds, the celestial dome and the still interstellar space.[xiv] In a Persian poem, Iqbal addresses God complimenting himself, the man, for arranging and improving upon a rather empty landscape: You created mountains and deserts and barren landscape, I created gardens and avenues; arranged vineyards and made wine; I am the one who makes glass goblets out of stone, I am the one who extracts drink out of poison. Iqbal laments that the Muslim world, once an apt emulation of that ideal is now in disarray, a *gulshan-e-shikasteh,* a garden neglected by its keepers and withered by time. Iqbal coaxes Muslims to put the garden in order and restore the former glory of Islamic world. Yet, ironically, The Muslim philosophy lost itself in pagan tangles that took a thousand years to undo.

D. Persian Dualism

Manichaeism (آیین مانی) was a major religion that was founded by the Iranian preacher Mani (c. 216–276 AD) in the Sassanid Empire. Manichaean dualistic cosmology was based on ancient Mesopotamian Gnostic ideas. The doctrine shunned the material world for the sake of knowledge and enlightenment which they linked with salvation and emancipation.Manichaean teachings describe a long drawn struggle between good(light), and evil(darkness). Iqbal quotes from

Ibn Hazm's *Kitab al-Milal w'al-Nihal* (Vol. 11, p. 36): "… Mani believed darkness to be a living principle." Iqbal then proceeds to list the salient features of Mani's construct:

> [T]he variety of things springs from the mixture of two eternal Principles - Light and Darkness - which are separate from and independent of each other. The Principle of Light connotes ten ideas - Gentleness, Knowledge, Understanding, Mystery, Insight, Love, Conviction, Faith, Benevolence and Wisdom. Similarly the Principle of Darkness connotes five eternal ideas - Mistiness, Heat, Fire, Venom, Darkness…. In darkness - the feminine Principle in Nature - were hidden the elements of evil which, in the course of time, concentrated and resulted in the composition, so to speak, of the hideous - looking Devil - the principle of factivity. This first-born child of the fiery womb of darkness attacked the domain of the King of Light who, in order to ward off his malicious onslaught, created the Primal man. A serious conflict ensued between the two creatures, and resulted in the complete vanquishment of the Primal man (Iqbal: 1908. p.13).

Mani's doctrine recognises the eternity of space and earth and links to these the ideas of knowledge, understanding, mystery, insight, breath, air, water, light and fire. Iqbal considers that "the philosophical value" of Mani's system lies in offering an explanation of the origin of the Phenomenal Universe:

> The evil one, then, succeeded in mixing together the five elements of darkness with the five elements of light. Thereupon the ruler of the domain of light ordered some of his angels to construct the Universe out of these mixed elements with a view to free the atoms of light from their imprisonment (Iqbal: 1908. p.13).

Iqbal saw the rationalist movement in Islamic thought as a re-activation of "the Persian mind," which upon advent of Islam in Persia initially "adjusts itself to the new Political environment, but soon reasserts its innate freedom, and begins to retire from the field of objectivity, in order that it may come back to itself and reflect upon the material achieved in its journey out of its own inwardness (Iqbal: 1908 p. 38.)." Iqbal considers that since Mani recognizes that the Universe is due to the activity of the Devil, it suggests that Mani considers the Universe essentially evil. Iqbal finds this proposition to be "the only logical justification of a system which preaches renunciation as the guiding principle of life." (Iqbal: 1908. p. 15).

The insipid trend for renunciation can be seen in Persian society as well as in the Indo-Muslim society that borrowed heavily form Persian aesthetic and attitudes.

E. *Kalam:* Islamic Scholasticism

Muslim scholasticism differs from the Christian scholasticism in being rational in its method. Majid Fakhry says: "The mark of the superiority of Islam over other religions, from Hinduism to Christianity and Zoroastrianism, lay in that its fundamental dogmas can be fully rationalized and are free from any elements of mystery" (Fakhry 2004: p. 350). This rationality, Fahkry points out, remains 'an essential ingredient in the make-up of personal morality and the complex of human culture.

Muslim speculative theologians, in general, came to be known as Mutakallimun, (dialecticians). Their discourse called *Ilm al-Kalam,* developed to defend the tenets of Islamic faith against sceptics and detractors, mostly concerned itself with the controversy as to whether Quran, the Word of God, was part of God's essence (dhat) and therefore not created, or whether it was worded in the normal sense of speech, and is therefore created. Each theory had its implications. A bitter controversy ensued between the Rationalist movement and the conservatives protecting the dogma on the subject of the eternity of Qur'an. Iqbal narrates:

> The Rationalists denied it because they thought that this was only another form of the Christian dogma of the eternity of the word; on the other hand, the conservative thinkers whom the later Abbasids, fearing the political implications of Rationalism, gave their full support, thought that by denying the eternity of the Quran the rationalists were undermining the very foundations of Muslim society" (Iqbal 1928: p. 119).

The Mu'tazilites in particular based their arguments on unbridled reason when they asserted that if the Quran is God's word, logically God must have preceded his own speech. Iqbal sums up the discourse in a masterly fashion when he says: "Theology, enlivened by religious fervour, learned to talk the language of Philosophy, earlier than cold reason began to seek a retired corner, away from the noise of controversy, in order to construct a consistent theory of things" (Iqbal 1908: p. 39). The most powerful attacks on the rationalists came from Al-Ghazali in his *Al-Tahafut* (Incoherence). Averroës in turn rebuffed Al-Ghazali point for point in his *Tahafut Al-Tahafut* (Incoherence of Incoherence). In the Fourth Discussion titled "Showing that they are unable to prove the existence of a creator of the world", in Den Bergh's translation, Averroës first gives a passage of Al-Ghazali and then refutes it:

> Ghazali says… the men of truth have acknowledged that the world has become and know by necessity that what has become does not become by itself and needs a creator… the other, the materialists, believe the world… to be eternal and do not attribute a creator to it, and their

doctrine is intelligible, although their proof shows its inanity. But as to the philosophers, they believe the world to be eternal and still attribute a creator to it. This theory is self contradictory and needs no refutation. I [Averroës] say: The theory of the philosophers is because of the factual evidence. There are two kinds of agent: (1) the agent to which the object which proceeds from it is only attached during the process of its becoming; once this process is finished, the object is not any more in need of it – for instance, the coming into existence of a house through the builder; (2) the agent from which nothing proceeds but an act which has no other existence than its dependence on it (Bergh: 1954. p. 156).

Al-Ghazali was the clearest voice in the Al-Ash'ari movement. Den Bergh's analysis of Al-Ghazali is that he is a *mu'min (*a believer) whose "heart submits to a truth his reason cannot establish, for his heart has reasons his reason does not know…. It is not so much after abstract truth that Ghazali strives; his search is for God, for the Pity behind the clouds" (Bergh: 2004. p. 32.).

Al-Ghazali was looking for "certain knowledge… not open to doubt at all" (*Al-Munqidh mina'l-Dalal*, p. 11.). Al-Ghazali believed that there "exists beyond reason a higher authority, which would, upon its manifestation, show the judgment of reason to be invalid, just as the authority of reason had shown the judgment of sense to be invalid?" (*Al-Munqidh mina'l-Dalal*, p. 13.) On the whole, the Muslim philosophers that followed Aristotle denied independent existence of external reality and insisted that it prevails in our imagination only.

Al-Ghazali stresses that God's knowledge is independent of the conditions of time and space. Fakhry points out that "the Qur'an states explicitly (e.g., 34:3) that nothing escapes God's knowledge, not even "the smallest particle in heaven or on earth"…. God knows an event (say, the eclipse of the sun) prior to its occurrence or subsequently, in the same instantaneous manner, for He knows *a priori* the series of causes from which it will ultimately result" (Fakhry: 2004. p. 234).

Discussion

The Urdu poetry of the period of decline starting with Aurangzeb's death, when Indo-Muslim power flagged, distinctly shows signs of the trend for renunciation. It leaves the reader wondering if it could be that Manichaean influence permeated into Indian Muslim society through Sufism at the nadir of their power index. The price paid by the Muslims in 1857 served as a wake-up call. In post-1857 ninety years, in comparison with the rest of the world, Indian Muslims experienced immense reinvigoration of philosophical thought and revitalization. The pragmatism and modernism came with (Sir) Syed Ahmad Khan's (1817 – 1898) revolution in the field of education. This social activist unencumbered free

thinking of the limits imposed on it by orthodoxy, on the one hand, and the scepticism brought in by Western modernism, on the other hand. He considered acquiring new knowledge and Western sciences essential for Indian Muslims if they were to survive and compete. The Aligarh Muslim University provided modern education to Muslims in such vital subjects as law, medicine, engineering and sciences that generated a comprehensive world view. Indian Muslims now looked at the British counterparts as peers and fellow subjects of the British Indian Empire rather than as rulers and conquerors. Dr. Muhammad Iqbal and Abul 'Ala Mawdudi redefined the tradition and produced political movements that shaped the Islamic world as it is today.

Iqbal's ideology needed a land to sink its roots in and convert the barren scene into a blooming garden and cast its fragrance. The flowering of this culture required individuals who first had to be prepared for the role of world leadership demanded of them by God by strengthening their individual moral character through observance of the law (sharea), self-culture, and acceptance of the onerous role as a vicegerent of God on Earth. Iqbal appreciated the contribution of Sufism in assuring spiritual well being of an individual but did not approve of the ascetic renunciation sometimes advocated by some of the Sufis to their followers perhaps under the ancient Manichaean influence.

Iqbal's ideas helped Indian Muslims develop a balanced world view which aided them in their struggle for freedom under Jinnah's banner. But after the independence in 1947 Pakistanis forgot all about the heavy charter of duties imposed by God upon them as the vicegerent of God. Now that the citizens of the new Islamic state had the opportunity to build their destined future (*taqdeer*) they became spectators of the *tamasha-e-hayat* (life-drama) rather than enacting it. Things did not happen quite as Iqbal had envisaged them to happen in Pakistan.

Conclusion

Post 1947 Pakistanis, by and large, exhibit a poor world-view that suffers from xenophobia and fatalism. State suffers from disparity between grandiose designs and total paralysis of action. Fiscal irresponsibility at state and individual level has exposed the future generations to all kinds of insecurities and existential threats. Pakistani's are quite comfortable living with the conflicting realities of their existence, indifference to knowledge, lethargy, complacency, and corruption. The pangs of conscience if any are dulled by mystic singing and whirling dervishes. This intoxication with the fog of mysticism and disconnect with objective realities was pointed out by Iqbal as Devil's final advice to his disciples:

> *The tonic that is the best for the Muslim is the poetry and the mysticism;*
> *Of the kind that would mask from his eyes the scenes of life drama;*
> *Keep him intoxicated with early morning meditational rituals;*

And thus Reinforce his mystic temperament.[xv]

Iqbal's aesthetic which had lent strength and credence to Muslim political thought and informed awareness at individual and national level during the formative years of a South Asian Muslim nation is still the panacea. It can mobilize emotional energies of Pakistani Muslims today as it continues to do so presently in post-revolution Iran.

Recommendation

Pakistanis must learn to think for themselves. Leading Pakistani universities should expand their studies in theology and philosophy in favour of informing a balanced world view. Universities may take an initiative and establish international links with such vibrant movements in Muslim world, as for instance, Prince Hasan Bin Talal's Institute of Interfaith Studies founded in Amman with a view to promote understanding among the three monotheistic religions, and HE Sheikh Ahmed Zaki Yamani's Al-Furqān Islamic Heritage Foundation. Clear thinking must permeate national decision making and guide our foreign and domestic policies. Otherwise, existential challenges will overwhelm and drown this nation into gloom and despondence strangulating it into a slow death. Qur'an and Prophet Muhammad's (peace be upon him) tradition should be the code of life. Iqbal's prose and poetry must form part of our education system at all levels, not as a mere recital but taken up with a mission-like sense of urgency so as to broaden our outlook, liberate our thinking and pull us out of our current state of living half-in-and-half-out-of-dirt.

References

[1] Schimmel, A. (2007). *Orient and Occident: My life in East and West.* Lahore: Iqbal Academy Pakistan. p. 37-38. tr by Schimmel.

[1] Lyon, J. (2009). *The House of Wisdom: How the Arabs Transformed Western Civilization.* New York: Bloomsbury Press. p. 71.

[1]Ifrah.*Universal History of Numbers.*pp. 364-65.

[1]Al-Khwarizmi.*The Algebra of Mohammad Ben Musa,* trans. and ed. Frederic Rosen. Germany: Hildesheim. George Olms Verlag. 1986. p. 3.

[1] An instrument used to make astronomical measurements, *viz.* the altitudes and the azimuth of celestial bodies used in navigation for calculating latitude.

[1] Lyons. (2009). p. 134. See Endnote: These condemnations were brought against Master Amaury and David of Dinant, two of the more enthusiastic disciples at the University of Paris. The order read: "Let the body of Master Amaury be removed from the cemetery and cast into un-consecrated ground…"

[1] For original Latin text and English translation see Charles Burnette. Ed. (1998).*Adelard of Bath: Conversations with his Nephew. On the same and the Different, Questions on Natural Sciences and on Birds.* Cambridge: Cambridge University Press.

[1] Haq, S. N.(1966). The Indian Persian Background.In Seyyed Hossein Nasr, Oliver Leaman.Eds. *History of Islamic Philosophy.*New York: Routledge. p. 56-57.

[1] Kenny. A. (2004).*A New History of Western Philosophy*, Vol.I, Ancient Philosophy. Oxford: Oxford Press. p. 230.

[1] Keyes, C. D. (1999). *Brain Mystery Light and Dark: The Rhythm and Harmony of Consciousness.* London: Routledge. p. 3.

[1](1908). Iqbal, M. (2001).*The Development of Metaphysics in Persia: A Contribution to the History of Muslim Philosophy.* www.h-net.org/~bahai/diglib/books/F-J/I/Iqbal/.../iqbfn.pdf.p. 9.(First Published by in 1908 by East Lansing, Mi. H-Bahai, London: Luzac and Company).

[1](1954). Bergh, S. V. D. tr. (2012).*Averroës' Tahafut Al-Tahafut.*Oxford: Gibb Memorial Trust. p. 30.

[1](1928). Iqbal, M. (2011).*Reconstruction of Religious Thought in Islam.* Lahore: Institute of Islamic Culture. pp. 92-93.

[1]Iqbal. Irmaghan-e-Hijaz: *Rooh-i-Aradhi Adam ka Istaqbal karti hai.*

[1] Iqbal. Armaghan-e-Hijaz: Iblees ki Majlis-e-Shoora. tr by researcher.

Portrayal Of Females As Second-Rate Citizens: A Feminist Study Of *The Wedding Of Sundri* And *The Fair Way*

Khurram Shahzad
Assistant Professor, Faculty Of English Studies
National University Of Modern Languages, Islamabad, Pakistan

Madiha Habib
M.Phil Scholar
National University Of Modern Languages, Islamabad, Pakistan

Abstract

The female suppression and the male domination is a socio-historical fact which needs to be addressed. In most of the world, females are marginalized and denied active participation in the social sphere. This has led to a crisis which is at once (inter)personal, cultural and political. This is a kind of loss of representation which sometimes tend to deprive women of their voice. In a world structured by patriarchal narratives, the foremost challenge for women is to reclaim their true selves and assert their identity. They have to fend off the notions of supposed biological inferiority and capitalistic commodification. The Pakistani rural culture is mostly patriarchal and this has been the theme of many Pakistani fiction writers. The present study discusses the issues of women with reference to two Pakistani short stories The Wedding of Sundri by Bina Shah (2008) and The Fair Way by Asfa Shakeel (2014). The study charts the course of female suppression and marginalization through a plethora of social conventions, patriarchal norms and taboos. The theoretical framework incorporates feminism as a pertinent theory to study the notions of female oppression, unequal distribution of power between men and women, traditional gender roles and gender discrimination. These feminist assumptions are crystalized through the detailed analysis of the texts mentioned above. The aim has been to highlight the unjust treatment received by the Pakistani village women in the name of tradition, culture and the sedimented notions of 'appropriate' behavior.

Keywords: Patriarchy, marginalization, female, feminism, Pakistani fiction

Introduction

Human civilization consists of both male and female members who live in a coordinated system. Both the species have their own basic needs and wants to live a balanced life. However, the human history is witness of the unequal and unjust treatment of female gender. Women, in most of the societies, face oppression in various forms, such as political, social, psychological and economic spheres. Most of the time, literature is also dominated by oppressive and deterministic roles obtruded on by the patriarchal values and conventions. The writers represent the marginalized groups, mainly females, with certain stereotypes (Mahadin, p.131). It is generally considered an urgent task of the writers to expose harsh realities of human life. From centuries, women in many parts of the world, face marginalization and demeaning treatment. They are socialized to accept their subordination to men. Writers being the sensitive souls portray realistically in their writings the happenings of everyday life of individuals.

This study aims at highlighting the plight of the Pakistani village women under the strict patriarchal laws and the oppression and marginalization of females and their treatment as second-rate citizens. This study analyzes two short stories written by Pakistani writers. The stories are: Bina Shah's *The Wedding of Sundri* taken from Rakhshanda Jalil's anthology *Neither Night Nor Day* (2008) and Asfa Shakeel's *The Fair Way* from Maniza Naqvi's anthology *I'll Find My Way* (2014). The portrayal of the issues of women is very much central to Pakistani literature. In this research article, Feminist literary theory has been used to substantiate the significant issues, such as female oppression and gender discrimination in the form of traditional gender roles. Feminism particularly discusses the woefulness and struggles of women in a male dominated society. The maltreatment of women is the epochal issue taken up by various writers from earlier times up till now as a major component of Feminist theory.

Feminism is a literary theory and a movement which is preoccupied with advancing the status of females through the achievement of their legal, political, social and economic rights equal to the rights granted to men by the society (Offen, p.122). This movement has been originated in the 1960's as a response to the long period of female oppression. With the passage of time, women understood their rights and decided to raise their voice against these inequalities. The practical action that the women took to gain a good status and equal rights and the scheme to accomplish the desired goal is known collectively as 'Feminism'. This movement gradually improved the condition of women by focusing on the deprivation of their rights, treatment as subordinates, objectification, power relations, gender biasness, stereotyping and sensual, physical and mental slavery of women. The movement originated for the

liberation of all women, irrespective of cast, creed and nation, from societal constraints. Feminism is a movement that strives hard for the freedom of all the classes of women.

In the late nineteenth and early twentieth century, this movement became conspicuous in the literary studies. Feminism became a prominent movement because of the tireless efforts of many western writers of modernist era, such as Henrik Ibsen and Virginia Woolf. Their masterpieces *A Doll's House* (1879) and *A Room of One's Own* (1929) set the basis for feminist cognizance. The French feminist Simone de Beauvoir's *The Second Sex* (1953)further enhanced this consciousness. The other contributors in the field of feminism are Luce Irigaray, Julia Kristeva, Helene Cixous, Marry Wollstonecraft, and Kate Millet (Ahmed, p.90). Rain Voet argues that the basic purpose of feminism is the recognition of the liberty of women and advancement in mode of living their life (p.17).

The feminist tendency is eminent in the modern-day fiction written in Pakistan. Most of the present-day Pakistani fiction writers take up feminism as the central theme in their works because women in many parts of the world are still the victims of injustice and exploitation. Pandey says:

> Feminism in literature refers to a mode that approaches a text with foremost concern for the nature of female experience in it. The fictional experience of characters, the subordination and trivialization of women and their treatment as inferiors is the primary concern of female fiction writers from feminist perspective (p. 1).

They are handled as lifeless and aimless objects. This tyranny against women continues to exist from centuries. In the view of Azra, women are restricted from the beginning to take part in the growth and development of a nation and society. They are always restricted to merge with male members of society in the corporate life; they are provided with few chances and they have a very little world and limited rights (p.47). Feminism is very much important in the Asian context, because the Asian women, predominantly the women in various Pakistani villages, are still getting the treatment of subordinates and second-rate citizens. This treatment of women by a group of patriarchal male gentry in different societies of the world is an obstacle in the path of societal development. In an attempt to preserve cultural values, the patriarchal men in most societies regulate not just the women's bodies but also their minds. Women are treated as subalterns. They are forced to internalize the roles constructed for them by the male members of respective societies and the Pakistani village society is amongst the ones that is patriarchal to its core. Louis Tyson says, 'patriarchal' is a term that shows power relations. In such relations, the desires and choices of women are servile to the interests of male members of society. Such relations result in the creation of biological difference between males and females (86). The fiction writers from Pakistan impersonate the true

condition of women living in most ofthe Pakistani villages. This study investigates the following research questions:

1. What is the social status of women as citizens in the Pakistani village society?
2. What are the culturally constructed stereotypes that are ascribed to women by the patriarchy to show their worthlessness?
3. Do the women enjoy an equal status with men in a male dominated society? What are the ways through which the society dehumanizes women?

In order to answer these questions, this study deals with few major notions of feminist theory, such as 'female oppression', 'othering', and 'gender construction', through the analysis of two Pakistani short stories *The Wedding of Sundari* and *The Fair Way* by Asfa Shakeel. In order to make the arguments convincing, this research study also refers to the views given by various critics and research scholars. The study also incorporates many other primary and secondary sources as related literature to endorse the arguments.

Feminism is the recurring theme in both the short stories *The Wedding of Sundri* and *The Fair Way*. *The Wedding of Sundari* is the tale of a young fourteen years old village girl Sundari, betrothed when she was only seven with Ghulam Farid, a relative of her father. The story begins with Sehbagi, working in the kitchen on the day of Sundari's wedding. Sundari is fourteen now, and Ghulam Farid is twenty five now. Sundari's wedding has been decided by her father without her consent. Her mother Sehbagi is also not involved in the decision of her daughter's marriage by her father. Mohammad Karim, Sundari's father, ordered Sehbagi to do the necessary preparations on her wedding ceremony. All the village people gathered at Mohammad Karim's house on the wedding of his daughter. Sundari was dressed for bride by her mother. The bridegroom came with a procession from neighboring village and the ritual of *nikah* (wedlock) was performed. Sundari was sent with her husband. The parents advised her to take care of her husband and in-laws; remain submissive to her husband and bear him more sons. This is the only way she would lead a happy life. The story ends with the merciless murder of Sundari in the name of preserving traditions and cultural norms. Sundari was declared *kari*(amoral) by the villagers because they got the news that she used to play with village boys when she was a child and the punishment of immorality of a girl is death according to rigid patriarchal laws in some of the villages of Pakistan.

The Fair Way, on the other hand, is a tale of an eleven year old girl Fatima who goes against her parents and societal rules to get education. The story opens with Fatima and her mother discussing the life of women in the village. Fatima wants to get education and leaves behind the village life full of restraints but she feels reluctant to disclose her wish. One day she tried to tell her mother that

she wants to get education. Her mother snubbed her by saying that education is meant for men and her brothers will get education. This attitude annoyed Fatima. She wanted the freedom to utilize her potential because she knows that she has more potential than her brothers. She was disgusted with her father's beating of her mother regularly without reason. She was tired of the illogical restraints faced by the girls of her village. So, one day she decided to go against her parents and the society to get education. She was awarded with a full scholarship for medical college. Her father tried to stop her, but he couldn't turn down the high spirits of his daughter. The villagers criticized Fatima and her parents not to show conformity to the limitations set for girls.

This account of women's long oppression, subjection and domination is, indeed, agonizing and heartrending, involving different kinds of exclusionary and discriminatory practices manipulated by many patriarchal men in various parts of the world. Because of the crippling influence of subjection, oppression and marginalization, women in most parts of the globe have to struggle to eliminate this discrimination (Ngwainmbi, p.50). This research article, hence, critically analyzes and gives voice to the plight of women living in the Pakistani village society. The writers of the stories portray such societies where the women exist without the individuality of their own. They are defined in relation to the male members and not in relation to themselves. They live a life bestowed by men just like puppets. In such societies, "Woman is losing herself, she is lost. It is hard to know any longer if woman exists, if she does, what place she holds in this world" (Beauvoir, p.15). The Pakistani society is mostly patriarchal due to the superiority and control of men and the unjust treatment women receive in the name of traditions and cultural norms. In such societies, men are hatched with worth, power and dignity, whereas women have to struggle the entire life to gain this position. The women are treated as bodies and men as self. Throughout their life, women are subjected to criticism and examination, before marriage by fathers and brothers and after marriage by husbands. Women have no identity and individuality of their own. "The most important goal a female is allowed is the pursuit of a man" (Friedan, p.24). This has been elucidated by Bina Shah and Asfa Shakeel in their stories *The Wedding of Sundari* and *The Fair Way*.

Marginalization and Oppression of Women

Marginalization is the process in which an individual or a group is pushed to periphery and given lesser importance (Bordo, 2004). The individual or group is treated as minority and their wants and necessities are ignored. They are oppressed by the society. Oppression is the unjust treatment the individuals receive in any society. According to feminism, oppression is the elongated subjection of women in any society which is dominated by men. Women in many cultures and societies of the world are oppressed in one way or the other. In such cultures, women get a treatment of second-rate citizens and havebeen subordinated to men. These conservative societies interdict women

from expressing themselves through various inventive outlets. Their power and creativity are channeled into subversive actions. Millet cited by Tong asserts that many writers, scientists, philosophers and legislators have tried hard to present that the inferiority of women is beneficial on earth and willed in paradise. Women have been made to realize that they are lesser by nature. The men show lip-service to equivalence, but refuse its execution. Women are always marginalized. Only they know themselves, their feelings and needs (p. 102). This unending oppression and never-changing marginalization continues to exist in many villages of Pakistani culture even today where women are still controlled and governed through patriarchy. Women are given no rights to get education and to decide their future.

In the stories *The Wedding of Sundari* and *The Fair Way*, the writers portray that the females of both the villages such as Fatima and Sundari are deprived of their basic rights in the name of religion, tradition, culture and morality. The male member is *transcendental signified* in many of the Pakistani villages; he is the nucleus around which the females orbit. On the contrary, the women cannot raise their voice and protest for their rights, because, in such places, the world is still governed by men and women are mere men's Other. They cannot do away with this *otherness*, and hence this is the way they ought to survive. That is the reason Naseema, Sundari's maternal aunt, and Fatima's mother silently receive beatings from her husband. In some of the Pakistani villages, womanhood is a complete commitment and a female is tied entirely to a male. They have no say in any matter of human affairs. Bina Shah writes in her story *The Wedding of Sundari*, "women knew from the day they were born how little control they had over anything that went on around them" (13). According to the author, this innate inferiority of the women is inculcated in them by men in the villages like Sundari's and Fatima's in the name of tradition and cultural norms. In such situations, religion is also used by patriarchy as a social apparatus to create ideology and to subjugate women.

The Pakistani English literature centers its theme on women issues because it quite often attempts to highlight various facets of local cultures of different villages and the attitude towards women folk that shapes the core of patriarchal laws. In both of the short stories, women are presented as "subjected to the incarceration within four walls of their respective homes" (Hina, p.465). *The Wedding of Sundari* and *The Fair Way* are the stories of two different villages. In both the stories, Bina Shah and Asfa Shakeel portray that the girls in the villages are not allowed to get education. For example, "In her village, girls didn't go to school after they reached the age of ten or so, when they could help around the house. And none of them even dreamed of having anything close to a career" (Shakeel, p.16). "It was not unusual in their village for girls to get married. They didn't go to school, nor did they get any grooming for any job" (Shah, p.138). These quotations taken from the stories show the marginalization of female gender in some of the Pakistani village cultures. In many village families, if the

girls want to get education it is considered to be an inappropriate desire which is against the societal rules and moralities. Therefore, women are prevented to get education. They are enclosed in their homes and detached from the outer world. Abdul Halim Sharar cited by Gul Hina in her article "Modernist Trends and Varied Responses: Reflections on Muslim Women in Urdu Prose by Male authors of South Asia (1900-1936)" beautifully says in his novel Badar-un-Nisa,

> The women are not commodity that you locked them in the houses as you wrapped your diamond and precious stone in the boxes. The women are more valuable as compared to other precious things. The household women remained unaware of the worldly matters and leading life as prisoners, they should go outside to meet with other and gain knowledge about the worldly matters. Women should play their role in constructing the society and avail of their abilities (p.473).

The women in these villages, in fact, do not question about their lower status. They are taught by their parents from birth to be tolerant and unassertive. That is the reason, the young girls like Fatima and Sundari accept their fate without raising their voice to uphold the cultural values, a socially constructed role they are obliged to be careful about. The forced submission of Sundari and Fatima to the societal norms are vividly portrayed in the lines, "Sundari showed no reaction when she was told of her marriage" (Shah, p.139) and "Fatima bit down her tongue to stop herself from voicing her irritation. She hadn't ever disclosed her wishes to anyone" (Shakeel, p.15). Through the plight of Sundari and Fatima, the writers depicted the forced tolerance and submission of women in many parts of the Pakistani village setup. In such typical village cultures, women are marginalized to the extent that they do not have any allowance of protesting against any cruelty and injustice inflicted upon them. This can be seen in both the stories. For instance, "Fatima's father was cursing her mother in anger. His crude words mix with the rambling apologies of her mother as her father haunt over her" (Shakeel, p.17), and "Sehbagi nodded in an acceptance of her spouse's words. She knew in her heart that her husband didn't know any better, but she had to pretend he is right" (Shah, p. 147).

The asymmetrical values of patriarchal society, in most parts, oppress women through Othering. This idea of "Othering of women" has also been discussed by the postcolonial feminists. In the view of French feminist Simone de Beauvoir, the man is Self, he is the absolute; the woman is the second sex, she is his Other (p. 26). Shah and Shakeel also shed light on the secondary status of many Pakistani village women and cruelties and atrocities they bear under male hegemony in *The Wedding of Sundri* and *The Fair Way*. The writers realistically represented that the women living in many of the Pakistani villages lack worth, respect and love in their marital relations also. They are quite often brutally treated by their husbands. Beating wives and daughters is quite common in those villages, and it is also considered one of the signs of masculinity. Both the

authors state, "this was Sebhagi's sister, whose husband beat her often" (Shah, 6) and "her father beating her mother wasn't something new. He did it regularly, and casually, often without any reason" (Shakeel, p.17). This demonstrates the oppression of women meted out to them by most men in some Pakistani villages, such as the villages where the unfortunate women like Sundari and Fatima reside. The world, hence, still consists of many patriarchal societies, where the patriarchal associates have their own values and morality codes for both male and female members. Every member of the society is expected to obey these codes. If a woman, though she is a child, goes against these norms, the patriarchal society stands as villainous towards her joys. Lois Tyson mentions in *Critical Theory Today* (1950): "One can easily fall off a pedestal, and when a woman does, she is often punished. At best, she suffers self-recrimination for her inadequacy or 'unnaturalness'. At worst, she suffers physical punishment from the community or from her husband" (90). Bina Shah and Asfa Shakeel vividly portray the villainous attitude insome of the Pakistani patriarchal village societies. In *The Wedding of Sundari*, the villagers give Sundri an undeserved punishment. "She was killed. She was declared a kari, because the girl used to play with boys in the village before she was married. To bring dishonor was a sin of the worst kind, a sin that merited death and only death" (Shah, pp. 149-151). In *The Fair Way*, Fatima becomes the subject of criticism because of her desire to get higher education. "The villagers look down upon her for not confirming to their limitations. He wanted to drag her back to the confines of their one room house and restrict her from leaving it ever again" (Shakeel, p. 19). Such atrocities face by many village girls, like, Sundari and Fatima clearly indicate the oppression, violence and injustices the women suffer in such patriarchal societies.

Constructed Gender Roles

Gender, indeed, is a social construction that includes the dimensions upon which individuals are distinct from each other, such as male and female. Biological composition is something different which differentiates the males from the females. On the basis of this distinction, the society, in fact, expects various roles and behaviors from them. Hence, the way they behave in society is wholly dependent upon the biological composition they stick to (Shaikh & Khan, 153). According to feminism, this biological composition categorizes human beings into males and females, whereas *gender* is constructed by societal and cultural communities as masculine and feminine. Wollstonecraft, a famous feminist, cited by Rosemarie Tong in her book *Feminist Thought* (2009) argues that "we are literally self-less—that is, our very identities are determined by our socially constituted wants and desires. We are, fundamentally, the selves our communities create" (p. 39). It is the society that describes and frames the identities of the genders and ascribes them different functions. So, "gender is not represented as 'real', but as a boundary which is politically regulated" (Gamble, 50).

In different male oriented societies, various images and labels are attached with males and females. These labels are called 'stereotypes'. All the constructive connotations are usuallyattached with men and the negative stereotypes with women. In the system of binary oppositions, women occupy the right side and men the left. The left side is the privileged one and the right disadvantaged one. So, in such societies that are constructed by men, the men are given superior status and women the inferior or second-rate status. Men are expected to be very strong and creative and women to be passive, irrational and docile. In the view of Beauvoir, the men of the society believe that there is a great distinction between the two genders. Men are active creatures and women passive. This inborn passivity is the lot of women because they are non-developed unit (46).

In various patriarchal regimes, particularly some of the Pakistani villages, male members always enjoy exclusive rights because of the eternal sovereignty they are born with. They are associated with all the positive traits and women, the negative. The line of Sehbagi, "well, I'm sure you know the best" (Shah, p. 137) clearly demonstrates the superiority of men in their respective villages. The feminist critics work for the equality of genders. According to them, the society should give equal chance to females to develop their moral and rational capabilities. Like many fiction writers, Asfa Shakeel also raised voice for gender equality in *The Fair Way*. The femalesfrom the villages also deserve freedom and opportunities to excel in every domain of human affairs. Asfa Shakeel writes, "She wanted the freedom to utilize her potential. If boys could work and get educated, why couldn't she? What distinction did the gender make? She was confident, her abilities weren't less for her being a girl. And she was more hardworking than her brothers" (p. 16).

In such circumstances, the females are deprived of basic rights under social constructionism. Under these gender roles, a woman "feels like the passive plaything of obscure forces" (Beauvoir, 98). In such societal conditions, the father, the sovereign of the family unit, decides the fate of his daughters at a very early age without their consent. The innocent daughters submit themselves to the unjust societal norms without raising voice for their rights. This silent acceptance and enforced submission is the role assigned to women in a patriarchal society. In *The Wedding of Sundari*, the little innocent girl Sundari confronts similar fate. This misfortune of Sundari is portrayed in the lines,

> A few hours later, Sundri was dressed and ready for the wedding. The red and gold outfit was now hanging on her bony frame, the girl looked odd, all dressed up in fine clothes and jewellery and new gold shoes. A child in her mother's clothing or perhaps a doll readied for a tea party by a child (6).

Women are treated as lifeless creatures and commodities. The purpose of the birth of females specifically in a rigid patriarchal society is to decide their fates early. As Fatima says to herself:

> Parents sent off their daughters to their new homes knowing that they would be beaten and they were okay with it. She could not envision that someday she'd be the physical outlet for her life partner's anger and staying quiet about it because this is against the dignity of women to speak for the cruelty they would be subjected to (Shakeel, p. 18).

The biggest desire of a woman is personhood. A woman does not deserve to be treated as a toy and a play thing. She is not an instrument or tool to men's pleasures, rather complete human being with an identity and individuality of her own. In most societies, the laws are very unjust about the roles given to women. Such unjust societies are *gendered* because they infuse an obscure impression that women are inferior to men by birth. The purpose of this vague impression is to limit their power by refusing occupational and educational roles, which are the means to acquire power. This inferiority inscribed with women is culturally constructed. It is not a biological construction (Tyson, 86). Because of these constructed roles, power relations occur between men and women in many areas of the world where men hold the life and destiny of women and decide their fate. Bina Shah and Asfa Shakeel depict the harsh realities of a few Pakistani village societies where men exercise their unjust power to control women. Strauss cited by Beauvoir in *The Second Sex* asserts that this cosmos has always been male-centered; power, social or political has always been residing in men. (105). Because of these unjust power relations, the villagers kill Sundari by declaring her a "dishonored woman" and Fatima's father beats her mother regularly without reason.

The women in those gendered societies are expected to internalize the roles defined for them. They are obligated to remain obedient towards their father before marriage and husband after marriage. The major roles given to them are providing sensual pleasure, cooking food for male members, looking after the children and making their husbands and their family happy by giving birth to more sons. This is highlighted by both the writers, Bina Shah and Asfa Shakeel. The textual data "Pass me that flour, and turn over that roti. Her mother was warming milk to feed the baby, who was always fussy" (Shakeel, 3-4), "Sundari and Sehbagi were the first to awake in order to prepare morning's first meal—sweet flat bread and tea—for the male members of the house" (Shah, p.135) and the farewell words of Sebhagi to Sundri: "Obey your husband. Obey your mother-in-law. Obey your husband's family. Do not bring shame upon our heads. Work hard and have sons" (Shah, 11) are the clear evidences that depict the roles constructed for women in some of the Pakistani villages.

Conclusion

This study presents the problems women suffer in some of the Pakistani village societies under the unjust patriarchal laws which are socially constructed. The two stories *The Wedding of Sundri* written by Bina Shah selected from Rakhshanda Jalil's anthology *Neither Night nor Day* and *The Fair Way* by Asfa Shakeel chosen from Maniza Naqvi's *I'll Find My Way* are critically analyzed from the feminist perspective. Feminism emerged from social and intellectual forces and became popular in the late nineteenth and early twentieth century. The oppression, marginalization, social inequalities and gender discrimination between men and women are central to feminist theory which are critically analyzed in the present study. This study gives voice to the plight of women living in different patriarchal Pakistani village societies where they are oppressed, marginalized and discriminated. They are treated as second-rate citizens, as inferior creatures having no identity and individuality of their own. They are victimized by unequal power distribution and unjust division of societal role. These notions are analyzed through the detailed analysis of female characters suffering in the stories. Thus, the study highlights that women have been treated as second-rate citizens, and intends to convey the message to the women living in some typical Pakistani patriarchal village societies to raise voice for their basic rights, individuality and freedom.

Bibliography

Ahmed, Zia. "Pakistani Feminist Fiction and the Empowerment of Women".*Pakistaniaat: A Journal of Pakistan Studies* 11(2009):90-101.

Ali, Azra Asghar. *The Emergence Feminism among Indian Muslim Women*. Oxford: Karachi, 2000.

Al-Mahadin, Salam. "Gender Representations and Stereotypes in Cartoons: A Jordanian Case Study". *Feminist Media Studies* 3.2(2003): 131-151.Web.

Beauvoir, de, Simone.*The Second Sex.* New york: Vintage Books, a division of Random House, Inc.1949.

Bordo, Susan. *Unbearable weight: Feminism, Western culture, and the body*. Univ of California Press, 2004.

Friedan, Betty. *The Feminine Mystique.*New York: W. W. Norton & Company, Inc. 1963. Print.

Gamble, Sarah. *Feminism and Postfeminism.*London: Taylor & Francis Group.2006.

Hina, Gul. "Modernist Trends and Varied Responses: Reflections on Muslim

Women in Urdu Prose by Male authors of South Asia (1900-1936)".*A Research Journal of South Asian Studies* 27.2(2012):459-478.

Jalil, Rakshanda. *Neither Night nor Day.*India: Harper Collins.2008.

Naqvi, Maniza. *I'll Find My Way*. Karachi: Oxford University Press. 2014.

Offen, Karen. "Defining Feminism: A Comparative Historical Approach".*Signs* 14.1, (1988): 119-157.

Pandey, M. *Feminism in contemporary British and Indian Fiction*. Delhi: Sarup and Sons.2003.

Pollock, Griselda. 1990. "Missing Women: Rethinking Early Thoughts on Images   of Women," *The Critical Image: Essays on Contemporary Photography* (1990): 202-216. Web.

Rooney, Ellen. 1996. "What's the Story? Feminist Theory, Narrative, Address." *A Journal of Feminist Cultural Studies* 8 (1996): 1–30. Web.

Sengupta, Jayita. *Feminist Perspectives in the Novels of Toni Morrison, Michele*

Roberts and Anita Desi. New Delhi: Atlantic Publishers & Distributors.2006.

Shaikh, Saeed & Khan, Ubaidullah."Constructing Gender Identities in Discourse: A Critical Discourse Analysis of Two Short Stories". *American International Journal of Contemporary Research* 23 (2012):153-160.

Tong, Rosemarie. *Feminist Thought.* Colorado: Westview Press. 2009.

Tyson, Louis. *Critical Theory Today.* New York: Routledge Taylor & Francis group. 1950.

Evolving Trends of the Research and Development Mechanism to Boost Research Quality at Higher Education Institutions

DR. JAM MUHAMMAD ZAFAR
Assistant Professor, Department of Education,
National College of Business Economics & Administration
Rahim Yar Khan

DR. ISHRAT SIDDIQA LODHI
Assistant Professor, Department of Education,
Fatima Jinnah Women University, Rawalpindi

DR. MUHAMMAD SHAKIR
Lecturer, Department of Educational Training,
The Islamia University of Bahawalpur

Abstract

The study aimed to analyze the problems faced by research & development center for its smooth functioning and find out the evolving trends of research & development at University level. The study was descriptive in nature; therefore survey approach was considered appropriate and adopted for its completion. The population of the study consisted of research supervisors, chairpersons and/ or heads of teaching departments, deans of faculties, concerned authorities of research & development centers and quality assurance cells from twenty three (23) public sector general universities in Pakistan. The multistage sampling based on three stages was adopted for study. The sample of the study consisted of thirty (30) respondents from each university including ten (10) research supervisors, five (05) chairpersons and/ or heads of teaching departments, five (05) deans of faculties, one (01) head and five (05) officials of the research & development center,and four (04) officials working in quality assurance cells. They were taken randomly from the population. Five (05) separate questionnaires were prepared on five point rating (likert) scale according to the objectives of the study and were finalized after pilot testing.Tthe researcher personally administered research tool and collected data from the respondents. The data analysis revealed diversified and interesting results. In overall half (50%) of the respondents reported their dissatisfaction with outcomes of the research & development process. However, significant majority (75.5%) of respondents were of the view that

research & development mechanism faced some problems in universities and institutes of higher education in Pakistan like lengthy process, lack of expertise of different personnel involved in research and development activities, less priority given to R&D, lack of funds, personal liking and disliking, unstable policies, lack of coordination and lack of professional competencies among research and development personnel. Based on findings a model of research & development (R&D) was proposed by the researcher for the public sector universities in Pakistan. This study also recommended that research & development mechanism in the public sector universities should be made simple by strengthening research and development councils in Pakistani universities. Research & development process should be given top priority in universities and proper budget should be allocated for research & development activities.

Key words: *Research & development, Emerging, Trends, Smooth, Functioning, Quality.*

Introduction

Pakistan as a developing country is facing number of challenges to promote research and development process. The universities are trying to adopt measures to promote research at higher education. There are sufficient chances that universities can avail to promote process of research and development under umbrella of the higher education commission (HEC). HEC is playing a significant role since its establishment to promote research in higher education institutions. Though researchers face a number of problems in conducting research because universities are still at initial stage to facilitate researchers and their academic staff but HEC has taken many initiatives to facilitate universities for research. A dramatic change has been seen regarding research publications in the universities of Pakistan for the last few years.

Keeping in view the value of research and development for the universities, Higher Education Commission initiated national digital library program. The basic purpose of national digital library was to flourish research culture in universities. National digital library program has greater impact on university research culture since its inception. National digital library received success in collaboration with program for enhancement of research information (PERI); that is basically the provision of infrastructure for digital library program. Now a greater number of journals in many disciplines are being published online in Pakistan and the researchers have access to the thousands of books and journals for their research. The Institute of Research Promotion (IRP) was established at higher education level to promote research activities and develop research culture at the universities with the cooperation and guidance of academicians and the industrialists. Another important task behind establishing this network

was to meet the challenges by conducting research individually or collectively at national level (Government of Pakistan, 2009).

Higher Education Commission of Pakistan awards various indigenous and foreign scholarships to the talented students for different research programs. There are number of HEC scholars in indigenous and foreign universities for MS/PhD programs that will help to uplift the standard of research at universities within the passage of time. It will also strengthen the research collaboration at international level. The purpose of launching scholarships by HEC is to develop research culture according to international norms. It will bring a tremendous change in research culture at Pakistani universities (National Educational Policy, 2009). Getting motivation from the HEC's initiative, different universities have established special research centers to promote research culture. For example university of education Lahore initiated SPERP (Society for Promotion of Educational Research in Pakistan) to address the research related issues and help promoting research culture at the university. The idea behind this program was to establish a network for dialogue with policy makers, funding agencies and national and international research organizations to uplift the standard of education and research at university level. Likewise Islamic international University Islamabad also established a research center to collaborate at national and international level for research seminars, conferences, symposia and research trainings at university level. These types of institutions can bridge the gaps among public and private sectors universities and research institutes by conducting research activities at 48 national and international levels; as IRP has facilitated various industrial research projects, thesis at doctoral level and research papers in areas of economic and social sciences.

Now universities of Pakistan have access to electronic journals like any advanced country. HEC is fully funding the universities of public sector and providing 50% funds to private sector universities for research and development. It is up to universities to manage their resources and make developments. Though HEC has technical teams to monitor resource allocation and utilizations in universities but still universities need to focus on managing their resources to develop them as research-oriented institutions. Pakistan ranks 34th in the list of countries, ranked for their R&D spending. Although the changing government policies, rising prices, taxation policies, lack of energy sources and lack of coordination in the field of R&D are the major obstacles. In 1998, there were 32 universities and degree awarding institutes in public and private sector. Total 155 major R&D organizations were working in which 41% were working in the field of agriculture. At federal level these were administered by 13 controlling agencies. In Pakistan, total citation of research papers was 499 and its share in the world's authorship was 0.08 percent. Only 2 percent of the 18-23 age groups were enrolled at the university level and about 98 percent of youth has no access to higher education in Pakistan (Higher Education Commision, 2013).

Bartlett & Burton, (2009) discussed that research and development provide us knowledge, skills, tools and techniques that are essential to solve the real world problems. Research and development is valuable source to generate advancement and innovation at higher education. It is backbone of the research institutions in collaborating with functional institutions and industrial sector. Bako (2005) described that research is a systematic inquiry whose objective is to provide information to solve problems. It is a systematic and objective process of obtaining, recording, and analyzing data for decision making. It is a careful study or investigation of existing facts in order to discover new realities.

 Matos (1999) emphasized that without research universities will lose the capacity to offer first class graduate studies, the capacity to motivate and retain their best brains, the capacity to train the new generation of research fellows and scientists. There are many constraints and challenges facing the development of research in the universities. Research and experimental development encompasses original work undertaken on an organized basis in order to enhance the accumulation of knowledge, together with knowledge of an individual and society. Lauer (2006) is of view that stock of knowledge is used to develop new applications. In education, R&D plays a key role in developing useful products for use in educational institutions, for instance the school, e.g. teacher training resources, student learning materials, sets of behavioral objectives and a institutional administration means.

Opie (2004) discussed that in various industries/firms commence, research and development has been utilized in order to build up new products or new processes. Market force provides the incentives for R&D to private firms for research and development activities. Experimental development is organized effort, representation of active facts gained from research and practical understanding, which is engaged to produce fresh resources, goods and plans to install latest processes, systems and services.

National Educational Policy (2009),elaborates the purpose of launching lots of scholarships by HEC to develop research culture according to international standard. It will bring a tremendous change in research culture in Pakistani universities.

Objective of the Study

Research and development is intentionally important in public sector universities, as it is necessary to ensure qualityof research work. The study aimed to analyze the evolving trends of research and development mechanism to boost research quality at higher education institutions.

Research Methodology

The study was survey type and descriptive in nature on the basis of probability sampling methods. Thirty (30) respondents from each university were randomly selected as a sample including; ten (10) research supervisors, five (05) chairmen and heads of departments, five (05) deans of faculties, one (01) R&D head, five (05) R&D officials and four (04) quality assurance personnel. Questionnaire was designed as a research tool in the light of objectives and keeping in view the related literature. After validation of the research instrument, researcher personally visited and had involved some personals to collect the data from selected sample (23) universities of public sector in Pakistan.

Analysis of the data

The collected data was tabulated and analyzed using chi-square, mean score, frequency and by simple percentage methods. Data analysis and its interpretation given as below:

Table: *Evolving Trends of Research and Development(R&D) at Higher Education Institutions*

Sr. No.	Factors	Responses			Total %	Mean
		Disagree %	Undecided %	Agree %		
1	Role of Research and Development council	41.88	1.35	56.77	100%	3.25
2	Product management of R&D mechanism	51.01	1.58	47.40	100%	2.94
3	Planning process of R&D mechanism	48.59	1.63	49.78	100%	3.32
4	Implementation phase of R&D	52.06	1.02	46.84	100%	2.98
5	Monitoring networks of R&D	50.60	1.17	48.30	100%	2.98
6	Technical assistance of R&D	49.20	1.16	49.64	100%	3.06
7	Financial assistance of R&D	54.00	1.40	44.60	100%	2.96
8	Feedback of research and development	52.95	0.95	46.10	100%	2.97

9	Coordination of research and development	51.13	1.27	48.13	100%	2.99
10	Outcomes of research and development	50.14	1.41	48.45	100%	2.98
11	Challenges of research and development	22.64	1.96	75.48	100%	3.68
	Total Percentage (Average)	47.93	1.06	51.01	100%	3.10

The data in above table described an analysis of the emerging trends of research & development (R&D) mechanism at university level in Pakistan. According to the data analysis 56.77 % of the respondents were agreed to the role of research & development council. Data showed that more than half 51.01 % of the respondents were disagreed to the product management of research & development. Data described that 49.78 % of the respondents were agreed to the planning process of research & development. Data expressed that most 52.06 % of the respondents were disagreed to the implementation phase of research &development. Data indicated that 50.60 % of the respondents were disagreed to the monitoring networks of research & development. Data revealed that 49.64 % of the respondents were agreed to the technical assistance of research & development. Data illustrated that most 54% of the respondents were disagreed to the financial assistance of research & development. Data showed that 52.95 % of the respondents were disagreed to the feedback of research & development. Data explored that 51.13 % of the respondents were disagreed to the coordination of research & development. Data indicated that 50.14 % of the respondents were disagreed to the outcomes of research & development. Data described that 75.48 % of the respondents were agreed that research & development centers faced various challenges in the universities. In overall, more than half (51.01%) of the respondents were of the view that research & development face several issues and challenges. The overall mean score (3.10) supported the statements. It showed that more than half of the respondents admitted to face the challenges of research & development in the research institutes of higher education.

Discussion

The study concluded that the most of stake holders of research & development (R&D) councils were doing their responsibilities properly and contributing well in the research & development process of the universities. It was cleared from the data that more than half of the research institutions did not perform well in the product management of research & development in the universities.The data further expressed that more than half of the research institutes did not show good progress in the planning process of research & development in the universities. The data showed that most of the research institutes did not

implement research policies, research plans and research projects formulated by research & development in the universities. The data further clarified that almost half of the research & development centers did not monitor the running research projects and quality assurance of research activities properly. The data also indicated that more than half of the research and development centers did not provide technical assistance to the researchers, supervisors, and research institutes for the sake of research process. It was found that most of the research & development centers did not generate funds to provide financial assistance for the research institutes and universities. The data showed that most of the research & development centers did not provide proper feedback for the functional institutes and social sector. The data further represented that most of the research & development centers did not develop coordination and collaboration among local, national, international and functional research institutes to increase the quality of research in universities. The data also identified that majority of the respondents admitted that research & development (R&D) mechanism in the universities was facing several challenges.

Findings and Conclusions

The research question examined the trends of research & development in Pakistani universities. It was affirmed by the opinion of the respondents that university administration may give top priority to the research and development process. Research expertise may be managed and provided to assist the research process. Majority of the respondents argued that R&D board of management can be established in the universities. This board may possibilly become an effective part of the university to implement the research policies. It may have the capability to analyze the work done by any R&D centers and institute regular performance-evaluation. At the same time, the board should have no authority to interfere in the functioning and decision-making of the R&D centers. Most of the respondents suggested that the executive director of the R&D centers an be introduced. The director may have full authority of hiring and firing. The over riding goal can be to orient work of the center, so that its research efforts will useful to the relevant industry. The success or failure of the R&D centers can be judged from the usefulness of the services of the centers and capacity to sell new ideas and technology for product-improvement.

This research study concluded that R&D centers can meet a percentage of their expenses through internal cash-generation. The revenues can be remained under control of the centers and would not be credited back to the national exchequer. Most of the respondents felt that the requirements of working capital for each R&D centers should be worked out. The approved amounts will provide as working capital, so that the centers can have a business-like approach and capability. The results further concluded that there may be a marketing wing in the centers, to boost sales of its products, services and technology. Most of

the respondents argued that the cash generated by the R&D centers can be used to enhance its productivity and to reward its employees, according to an approved proportion. The income from patents will also be retained.

It was concluded that R&D centers, after strengthening and provision of working capital, can be expected to meet some of the expenses, according to an approved schedule. In accordance with this approved schedule, the non-developmental part of the budget would be reduced in easy stages. This would be put enough pressure on the centers and executive director to handle the resources in a business-like manner and to reach out to prospective customers and clients. If the revenues were less than the (non-developmental) reduction, the executive director may reduce staff by lying off. This was admittedly a controversial measure, but many universities had already adopted this method. Most of the respondents described that the R&D board of management can be established, there would be no need for individual boards of directors. Instead there would be a number of standing committees for intellectual interaction and collective decision-making. The new R&D system envisages a tenure-system for the executive director leading the R&D centers.

As a whole it was concluded that most of the stake holders of research and development (R&D) councils were meeting their responsibilities properly and contributing well in the R&D process of the universities. It was cleared from the data that more than half of the research institutions did not perform well in the product management of R&D in the universities. It was concluded that simple majority of the respondents seemed disagreed regarding research institutes to show good progress in the planning process of R&D in the universities. The study further concluded that the research institutes did not implement research policies, research plans and research projects formulated by R&D in the universities. Almost half of the R&D centers did not monitor the running research projects and quality assurance of research activities properly. Data further described that more than half of the R&D centers did not provide technical assistance to the researchers, supervisors, and research institutes for the sake of research process. Most of the R&D centers did not generate funds to provide financial assistance for the research institutes and universities. Majority of R&D centers did not provide proper feedback for the functional institutions and social sector and also did not develop coordination and collaboration among local, national, international and functional research institutions to increase research quality in the universities. Majority of the respondents opined that R&D mechanism in the university was facing various challenges. In the light of findings of this research study it was concluded that R&D mechanism in the universities was facing various challenges.

Recommendations

This research study strongly recommended that:

- The establishment of R&D centers may be mandatory in all of the universities of public sector and already established R&D centers can be up-graded through providing necessary technical and financial assistance.
- There may be developedthe link between research institutes and industrial sector.
- The policies can be designed to do research and development in the research institutions to launch long term and short term research projects.
- The R&D centers may implement the research policies and conduct conferences, seminars or symposium for improving research culture.
- There may be proper check and balance on the running research projects in the universities.
- The research and development centers may be facilitated the researchers and supervisors through latest instrumentation such as internet, computer lab and science laboratory.
- The R&D centers can be generate funds and research grants from available resources to promote research activities.
- The feedback through research recommendations can be provided to the social and private sectors.
- The R&D center can be developed coordination among different local research institutions and industrial sector.
- The research and development process may be easy, simple and flexible. It can be considered a top priority in the universities and proper funds should be provided for R&D activities.

Reference

Bako, S. (2005).*Universities, Research and Development in Nigeria*: Time for a paradigmatic shift. Paper prepared for 11th General Assembly of CODESRIA on Rethinking African Development: Beyond impasse: Towards Alternatives. Maputo, Mozambique.

Bartlett, S.& Burton, D. (2009).*Key Issues for Education Researchers.* New Delhi: Sage Publications.

Gay, L.R., (2005). *Educational Research: Competencies for Analysis and Application.* (5th ed.) Islamabad: National Book Foundation. *Higher Education Commission Pakistan* (www.hec.gov.pk) dated; 15-02-2014

Higher Education Commission (2005). Higher Education: Medium Term Development Framework. 2005-10. Islamabad: HEC.

Lauer, P.A. (2006). *An Education Research Primer: How to Understand, Evaluate, and use it.* America: Published by Jossey Bass.

Matos, N. (1999). *North-South Cooperation to strengthen Universities in Africa.*AAU Occasional Paper No. 2. 26.

Ministry of Education, (2008).*New Education Policy 2009.* Islamabad: Government of Pakistan.

OECD, (2002).*Frascati Manual: Proposed Standard Practice for Surveys on Research and Experimental Development,* OECD: Paris. Retrieved from http://www.oecd.org/ document/6/ 0,2340,en_2649_34451_33828550_1_1_1_1,00.html, on 12-11-2012.

Opie, C. (2004). *Doing educational Research: A Guide for first time researchers.* New Delhi: Vistaar Publications.

Shabani, J. (1996). *Research Management in African Universities.*AAU, Accra, Ghana. 9.

Traore, A. (2002). *The difficulties of building up and funding research in Africa.*Higher Education in Africa and the challenges of Globallization.Univ.ofOuagadougou.April 11-12, Abidjan.

Analysis Of Textbook Of Biology For Higher Secondary Students With Reference To 21st century Life Skills

Mubeshera Tufail

Ph. D Scholar

Faculty Of Social Sciences Department Of Education

National University Of Modern Languages Islamabad, Pakistan

Brig (R) Dr. Riasat Ali, Si(M)

Director Students Affairs

National University Of Modern Languages Islamabad, Pakistan

Prof. Dr. Sufiana Khatoon Malik

Dean Faculty Of Social Sciences

National University of Modern Languages Islamabad, Pakistan

Abstract

The science education in 21st century has become more challenging with reference to educating students in21st century skills in addition to imparting scientific attitude, knowledge and skills required for science education. The present paper investigated the biology textbook of higher secondaryschool published by national book foundation Islamabad (Pakistan) level in accordance with 21stcentury requirements like creativity, critical thinking, collaboration, flexibility and responsibility etc. Findings reported that the textbook of Biology for higher secondary school level did not meet the requirements of 21st century for students of secondary level. The research study suggested that there is need to update the content and methodology of textbook of Biology of higher secondary school level according to the life skills requirements of 21st century. The present paper is useful for curriculum experts and for teachers of Biology.

Key words: Science Education, Biology Textbook, Higher Secondary Level, 21stCentury Skills, Inquiry-based learning, Life and Career Skills

Introduction

The 'knowledge age' of 21stcentury has brought the globalization, the scientific and technological revolution. The scientific and technological innovations has facilitated the processes of learning and teaching through variety of resources

and technology. But it has also placed a variety of demands on young students to prepare competently for their work, career and life. The students are now expected to gain knowledge and learn to apply it for doing things, rather than just accumulating the theoretical knowledge (Osman, Hiong&Vebrianto, 2013; Osman &Marimuthu, 2010). In addition, the work and life skills are equally important for survival in 21stcentury (Osman, Hiong&Vebrianto, 2013).

It is crucial to inculcate mastery of 21st century skills among higher secondary school students. Because the higher secondary school level is end of formal schooling. After this stage, students select their career. Additionally, the personality of the adolescents is growing and character is formed during this stage (Higher Secondary Education, n.d.). So, it is easy to mould into any shape. Moreover, most of students go for work after completion of higher secondary school level.

The science education in the modern era expects students to engage in scientific inquiry to use their knowledge for skill development (Iowa Department of Education, 2015; Osman, Hiong&Vebrianto, 2013; Sorgo &Spernjak,2012) and to make decisions about scientific and socio-scientific issues (Sorgo & Spernjak,2012). Besides developing scientific attitude and mastery of cognitive skills, science education must play its role for educating the students to produce moral attitude, and awareness about environmental and different global issues (Khalil, Lazarowitz& Hertz-Lazarowitz, 2014).

A number of frameworks have been proposed by various international organizations to list the 21stCentury Skills i.e., National Research Council, University of Chicago Consortium, Collaborative for Academic, Social and Emotional Learning (CASEL), Strive Network (Hagen, 2013). However, National Research Committee (NRC) U. S. Ahaspresented a very comprehensive account of competencies for 21stCentury. NCR, (2012) has divided the 21stCentury Skills into three main categories:

a) Cognitive domain involves reasoning and memory. It includes three main clusters of competencies: cognitive processes and strategies, knowledge and creativity. Critical thinking, information literacy, reasoning and argumentation, and innovation characterize this domain.

(b) Intrapersonal Domain refers to the ability to manage one' behavior and emotions. Intellectual openness, work ethic and conscientiousness, and positive core- self-evaluation are clusters of competencies included in this domain. The skills like flexibility, initiative, appreciation for diversity and metacognition (thinking about one's own thinking, and attitude) are involved in intrapersonal domain.

(c) Interpersonal domain involves effectively communicating and interacting with other people. Teamwork and collaboration, and leadership are involved in this area. Skills required for this domain are communication, collaboration, responsibility and conflict resolution.
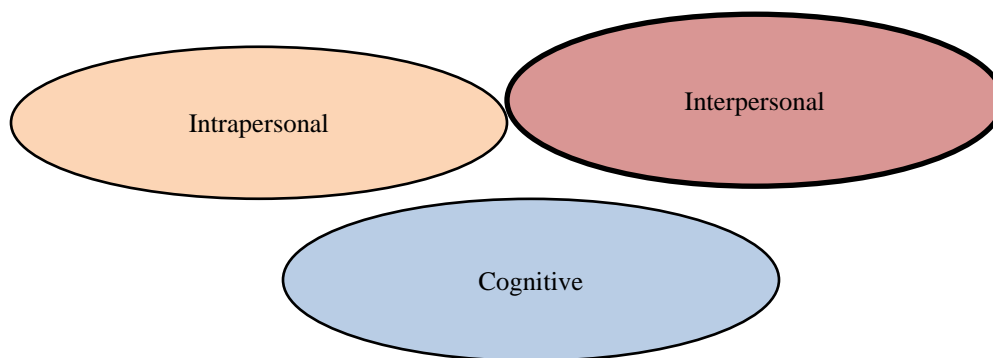

Figure 7 Domains for 21st Century Skills (National Research Council, 2012)

For inculcating 21st century into the school education, it is important to recognize which 21st century skills are best suited to a school's and community's vision. After this, planning should be done for necessary changes in the system to equip students with those skills (Partnership for 21st Century Skills, 2007; National Central Regional Educational Laboratory, 2003)

Pakistan needs scientifically literate society to cope successfully with the global and regional challenges (Faize, 2011). The development of inquiry skills are as much important as the awareness about scientific knowledge. But the science course is overloaded and contained irrelevant material (Faize, 2011). There is a need to reduce the overload of curriculum so that teachers can be able to inculcate in students in-depth understanding of various concepts and development of wider range of skills (Zareen, Kayani&Kayani, 2014).

Biology is taught as an elective science subject at secondary and higher secondary level. A number of studies have been conducted in Pakistan and other countries to improve the Biology Curriculum of Secondary and higher secondary level in accordance with the requirements of modern era i.e., Khalil, Lazarowitz&Lazarowitz (2014);Hussain (2014);Zareen(2014), Osman, Hiong&Vebrianto (2013), Sorgo &Spernjak (2012), Berjevin (2010), Osman &Marimuthu (2010) and Gillani(2005). It was observed that all the above mentioned researches were related to learning targets, instructional methodology, instructional technology, practical work and integration of other subjects in biology. The researcher did not find any study national or local level that could have evaluated the curriculum of Biology with reference to 21st century skills. Realizing the gap, the researcher decided to conduct research in

this area and to assess the textbook of Biology in perspective of 21st century skills. The researcher consider to conduct content analysis of the Biology textbook to achieve the objective.

Statement of the problem:

The present research paper was an attempt to analyze the current textbook of Biology forhigher secondary level published by National Book Foundation with reference to 21st century skills required for students of higher secondary school level.

Research Objectives:

The research paper was aimed to achieve the following research objectives:
1. To explore the 21st century skills required for students of higher secondary school level;
2. To analyze the current textbook of Biology of higher secondary school level in Pakistan with reference to 21stcentury skills.

Research Questions:

The following research questions were developed to achieve the objectives of the research paper:
1. What are the 21stcentury skills required for students of higher secondary school level?
2. Which 21stcentury skills are included in textbook of Biology of higher secondary school level in Pakistan?
3. Is there any need to address the factor of 21stcentury skills in textbook of Biology of higher secondary school level in Pakistan?

Delimitation of the Study
Due to constraints of time and resources, the researcher delimited her research study to:

1. Examining the textbook of Biology published by National Book Foundation, Islamabad forstudents of higher secondary school level in Pakistan
2. Conducting the research study through qualitative document analysis of textbook of Biology forhigher secondary School level in Pakistan
3. Analyzing the four chapters of textbook of Biology Part-II for Higher Secondary School level in Pakistan with special reference to 21stcentury skills.

Procedure of the study:

It was a theoretical and desk review study. The researchers accessed the relevant literature in the form of research articles, reports, books and web search. After consulting the relevant documents, the researchers formulated a theoretical framework for the research study. The researchers analyzed the textbook of Biology of higher secondary School level keeping in mind the theoretical framework. In the light of findings of the analysis of textbooks, the researchers were able to point out the required modifications in the textbooks of Biology for higher secondary school in Pakistan.

Theoretical framework of the study

After consulting21stcentury skills map for science education developed by Partnership for 21st century skills (2009), Iowa Core K-12 21st century skills (2012), National Research Committee report (2012), theIowa report for science Standards (2009), National Education Association Guide on 4Cs (2011), 21stcentury skills by National Central Regional Educational Laboratory and Metiri Group (2003), the researchers formulated a conceptual framework for the research paper. Besides content mastery skills for science subjects, the following 21stcentury skills are very important:

1. **Creativity and innovation:** Science education demands creativity. Scientific and technological innovation are main core of science education.Creativity refers to create a thing that is genuine and original (National Central Regional Educational Laboratory and Metiri Group, 2003) by using previous knowledge and applying theory to a real world situation, and by using cross disciplinary approaches(Partnership for 21st Century Skills, 2009). It involves creating new ideas, products and processes (Iowa Core K-12 21st Century Skills, 2012). Creativity and innovation skills covers the concepts of:

   a. Thinking creatively through creating, analyzing and evaluating the ideas

   b. Working creatively with others by developing, implementing and communicating new ideas, and learning from mistakes

   c. Implementing new innovations through acting on creative ideas to make useful contribution to any field (National Education Association U. S. A, 2011).

2. **Critical Thinking and Problem-Solving:** Critical thinking and problem-solving skills are vital for thinking logically about various scientific concepts and applying carefully those concepts to solve real-life problems

(Partnership for 21st Century Skills, 2009). Critical thinking skill involves analyzing and evaluating evidences, arguments and alternative point of views (National Education Association, 2011; Partnership for 21st Century Skills, 2009),evaluating information from multiple perspective (Iowa Core K-12 21st Century Skills, 2012), deriving conclusions on the basis of analysis, asking relevant questions and solving different problems (National Education Association, 2011; Partnership for 21stCentury Skills, 2009).

3. **Communication:** Communication is vital in science education to describe information to other people so that research can be duplicated or advanced (Partnership for 21st Century Skills, 2009).Scientific ideas and thinking can be communicated through a variety of oral, written and nonverbal (National Education Association, 2011; Partnership for 21st Century Skills, 2011; Partnership for 21st Century Skills, 2009), mathematical, graphical and pictorial representations (Partnership for 21st Century Skills, 2009)**.** Listening and reading effectively to grasp the meaning (National Education Association, 2011), speaking or writing to inform, instruct or persuade (Partnership for 21st Century Skills, 2011; Partnership for 21st Century Skills, 2009), asking questions, and expressing ideas **(**Iowa Core K-12 21st Century Skills, 2012**)**are aspects of effective communication.

4. **Collaboration:** Collaboration refers to working effectively and flexibly with diverse teams to achieve a common goal (National Education Association, 2011; Partnership for 21st Century Skills, 2011; Partnership for 21st Century Skills, 2009). Collaboration requires shared responsibility for achieving the common goal and ensures individual contribution to group effort (National Education Association, 2011; Partnership for 21st Century Skills, 2011). Science education in 21stcentury accentuate interdisciplinary research and collaboration between hard and social sciences (Partnership for 21st Century Skills, 2009).

5. **Information Literacy:** Information literacy refers to accessing and evaluating information from different sources and managing the information (Partnership for 21st Century Skills, 2011), interpreting information and drawing conclusions to resolve an issue or problem (National Education Association, 2011; Partnership for 21st Century Skills, 2011).

6. **Media literacy:**Media literacy involves analyzing the techniques used by print and non-print media sources, and judging the validity and credibility of the information displayed in various media sources (Iowa Core K-12 21st Century Skills, 2012; National Education Association, 2011; Partnership for 21st Century Skills, 2011; Partnership for 21st Century Skills, 2009).

7. **Information and communications technology (ICT) literacy:** Information and communications literacy involves the use of digital

technologies (computers, media players), communication tools and social networks to access, manage, create and evaluate information (National Education Association, 2011; Partnership for 21st Century Skills, 2011; Partnership for 21st Century Skills, 2009).

8. **Flexibility and Adaptability:** Being flexible and adaptable is vital in science education so that innovative evidence based theories can replace previously formulated ideas and hypotheses. However, the application of scientific knowledge and scientific reasoning skills is essential for flexibility and adaptability (Partnership for 21st Century Skills, 2009).This skill can help to adapt to varied roles and to balance diverse views to reach at workable solutions (Partnership for 21st Century Skills, 2011).

9. **Social and Cross-cultural Skills:** Social and cross-cultural skill is important to be developed in science students because science involves working with people of different ages and backgrounds in a respectful manner. Social and cross-cultural skill is required to interact and work with different perspectives, opinions and interpretation from different individuals (Partnership for 21st Century Skills, 2011; Partnership for 21st Century Skills, 2009).

10. **Productivity and Accountability:** It involves making a plan by setting goal, managing it, and working collaboratively and professionally to achieve the results (Partnership for 21st Century Skills, 2011). Science demands producing accurate data to arrive at conclusion and communicating the results with community (Partnership for 21st Century Skills, 2009).

11. **Leadership and Responsibility:**Science education demands drawing conclusions on the basis of evidence, addressing the bias and other influences on the results. It requires to appropriately and safely apply scientific knowledge on different situation (Partnership for 21st Century Skills, 2009). It is essential to conduct an inquiry by keeping in mind the interests of community and environment (Partnership for 21st Century Skills, 2011).Partnership for 21st Century Skills i.e., a group 36 organizations, has incorporated four interdisciplinary themes into the list of 21stcentury skills:

12. **Global awareness** to understand the global issues and working collaboratively to resolve them

13. **Financial, economic, business and entrepreneurial literacy** to know about economic trends around the world to make career, business and workplace choices

14. **Civic literacy** to recognize the environmental health, natural resource management and human wellness while using and applying scientific principles and theories(Partnership for 21st Century Skills, 2011; Partnership for 21st Century Skills, 2009).

15. **Health literacy** to know about human biology and role of humans in the environment. It involves thinking about the use and application of scientific knowledge for personal, family and public health and safety issues(Iowa Core K-12 21st Century Skills, 2010; Partnership for 21st Century Skills, 2011; Partnership for 21st Century Skills, 2009).

Conceptual Framework
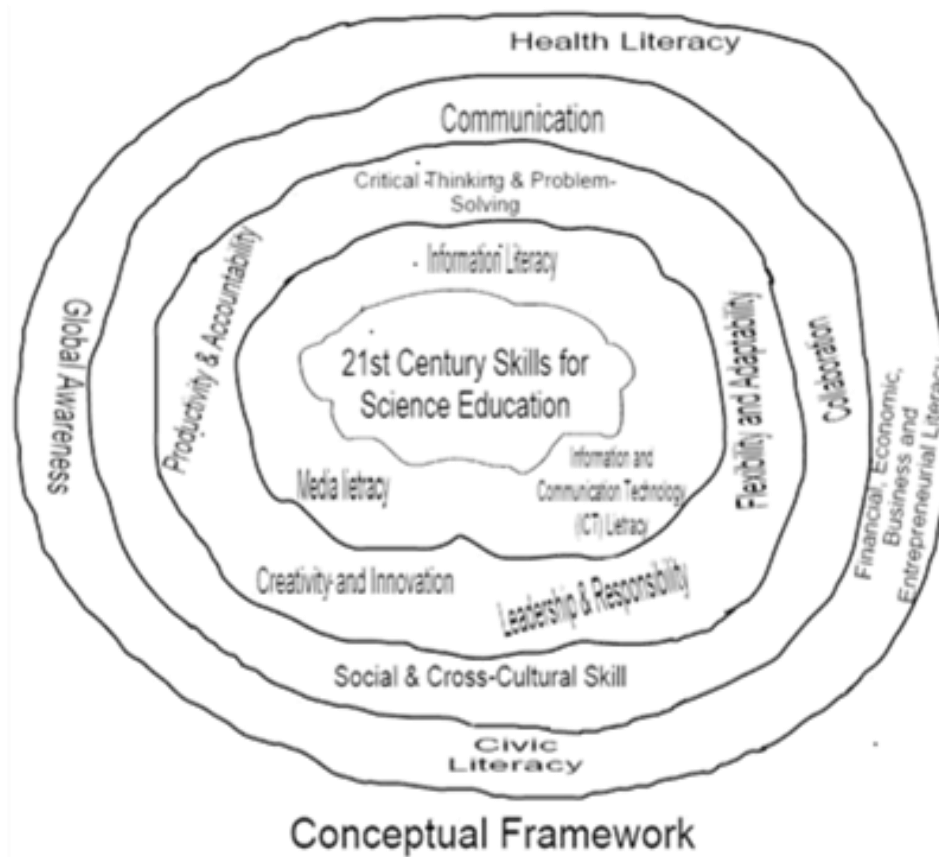
Analysis of Textbook of Biology

The biology curriculum for higher secondary school level consisted of theoretical concepts in the form of textbooks and a certain number of practicals i.e., 55 practicals, related to those concepts (Hussain, 2014). There are two textbooks of Biology for higher secondary school leveli.e., Biology Part-I is for 1st year and Biology Part-II for 2nd year of higher secondary school level. Biology Part-I includes major topics of Introduction to Biology, Biological molecules, enzymes, the cell, variety of life forms, animal and plant kingdom, bioenergetics, transport and nutrition. Biology Part-II includes topics of gaseous exchange, support and movement, homeostasis (haemostasis), coordination and control, reproduction, chromosomes and DNA, development and aging, evolution, genetics, biotechnology, biology and human welfare.

The researchers selected four chapters from Biology Part-II published by National Book Foundation, Islamabad for higher secondary school level i.e., Behavior, Development and Aging, Man and His Environment, Biotechnology and, Biology and Human Life, for content analysisin accordance with 21st century skills. The content analysis of selected four chapters of Biology part-II is given in the table below:

Table 7: Table of Content Analysis of Selected Chapters of Biology II

Sr. No.	Chapter Name 21st Century Skills	Behavior	Development and Aging	Man and His Environment	Biology and Human Welfare
1.	Creativity and Innovation	-	-	-	-
2.	Critical Thinking & Problem-solving	Non-Orientation Behavior	Human Embryonic Development, Disorders During Human Embryonic Development, Aging, Birth and Nursing	Nitrogen Cycle, Concept of Trophic Levels, Ecological Succession	Methods of Plant Breeding for Crop Improvement
3.	Communication	Learning, Innate Behavior, Animal Society and Aggregation, Agonistic Behavior	Aging, Premature Birth, Human Embryonic Development, Genetic Abnormalities and Spontaneous Abortion, Postnatal	Ecological Succession, Population Dynamics, Principles of Demography, Protection of Environmental Resources,	Vaccination and Integrated Disease Management, Latest Techniques Applied to Enhance Crop and Fruit Yields,

			Development		Role of Microbes in Industrial Production, Role of Bacteria in the Sewage Treatment Process
4.	Collaboration	Non-Orientation Behavior, Learning	Major events of organogenesis, structure of placenta	-	Home Gardening, Role of Microbes in Industrial Production
5.	Information Literacy	-	Genetic Abnormalities and Spontaneous Abortion	-	-
6.	Media Literacy	-	-	-	-
7.	Information and Communication Technology (ICT) Literacy	-	-	-	-
8.	Flexibility & Adaptability	-	Lactation/Nursing	-	-
9.	Social & Cross-Cultural Skills	Social Behavior	-	-	-
10.	Productivity & Accountability	-	-	-	-
11.	Leadership & Responsibility	-	-	-	-
12.	Global Awareness	-	-	Principles of Demography, Human Impacts on Environment	Role of Bacteria in the Sewage Treatment Process, Integrated Disease Management
13.	Financial, Economic, Business and Entrepreneurial Literacy	-	-	Environmental Resources and Their Depletion	Animal Husbandry
14.	Civic Literacy	-	-	Environmental Resources and Their Depletion, Xerarch Succession, Principles of Demography	Role of Microbes in Energy Production
15.	Health Literacy	-	Human Embryonic Development, Birth and Nursing,	Nuclear Power, Acid Rain, Ozone Depletion, Principles of	Role of Microbes in Human Welfare, Role of Vaccines in Preventing

	Disorders during Embryonic Development, Postnatal Development, Aging	Demography	Diseases

The analysis of selected chapters of Biology pat-II revealed that the content did not address the creativity and innovation skill. Few topics from the four chapter encouraged the very initial form of critical thinking among students with no questions or activities asking for the use of problem-solving ability. Majority of the content of the selected chapters followed an organized structure and sequence. The explanation of the concepts had a sequence of description of concept, example, uses and disadvantages. The language and words used were apprehensible. However, most of the pictures and diagrams used were not of high quality and clear. A well-organized written explanation can promote the ability to explain something clearly. But the variety of skills needed for verbal and nonverbal communication were not urged as any group activity or classroom activity for collaborative work was not suggested in the chapters. Moreover, opportunities to work with teams to accomplish a goal were not proposed in the content. Only one topic out of four chapters advocated the development of information literacy skill. Even the questions provided in the exercise can be answered just by looking at the information provided in the chapters.The information and literacy skills are demanded from students in the contemporary world to search and evaluate material from multiple sources to resolve a problem. But the development of media literacy, Information and Communication Technology (ICT) literacy, productivity and accountability, leadership and responsibility skills were not promoted through any of the content of the selected chapters. Only one topic addressed the promotion of skill of flexibility and adaptability. The advancement of social and cross-cultural skills were observed to be addressed by only one topic containing basic information about how an animal society is formed. There was no activity/project found in the chapters to encourage the development/exercise of the soft skills.As far as, the interdisciplinary skills are concerned, four topics addressed the need of students of global awareness. Only two topics of two chapters focused on the need of students about financial, economic, business and entrepreneurial literacy by suggesting careers in environmental study and animal husbandry. Four topics from two chapters focused on the need of students of awareness about civic literacy. A number of topics promoted the health literacy among students. However, it was noticed that the chapters were too much focused on the provision of large amount of information rather than developing and making use of information processing skill of students.

Conclusion & Discussion

The content analysis of selected chapters of textbook of Biology part-II revealed that it promoted the development of written communication and collaboration skills, global awareness, civic and health literacy among students of secondary school level. However, a gap was found in the textbook for providing any activity for the development ofsome of important skills of 21st centurylike critical thinking, problem-solving, creativity and innovation, productivity and accountability, leadership and responsibility, media literacy and, information and communication technology (ICT) literacy skillsin secondary school students.

It was noticed after content analysis that the textbook were developed by giving more preference to breadth of topics rather than depth of the concepts. As a result, a large amount of information is provided within the textbook without providing the opportunities to students to search for information from multiple perspectives and to work collaboratively to solve real-world problems. The transmission of knowledge and content does not promote the development of problem solving skill (Bergevin, 2010).

The clear well-structureddescription of topics were given in each chapter. The description of a topic followed an organized pattern of definition/introduction to the topic, history of the topic (if any), structure, functioning or use of the particular technique/process/instrument. This pattern of objective description can be helpful to clearly communicate the ideas to students. Additionally, it can be helpful to inculcate in students the ability tocommunicate clearly and objectively.However, it was surprising to notice that there was no interactive activities for collaborative/cooperative learning suggested in the textbooks. It was the indication that the textbook was not targeted at the development of social and cross-cultural skills, verbal and nonverbal communication skills i.e., the essential part of communication.

It was observed that the textbook was aimed at developing the holistic understanding of concepts and inter-connection between them. Interesting information was provided in the form of boxes named "Science Tidbits" and "Science Technology and Society Connections" containing real-life example and application of the concepts being studied; however, any activity, experiment or assignment was not recommended to ask students to apply those concepts in real-life. The provision of ready-made information will not encourage the development of 21st century skills in students. The students must be provided short assignments/tasks so that they must learn to apply the concept in real-life under the guidance of classroom teacher. In this way, the students can develop the critical thinking, problem-solving, leadership and responsibility skills.

In order to develop critical thinking skill in students, the questions in a special box were given at the end of a number of topics in textbooks. However, it was observed that the students were not required toprocess the information and

think critically to find the answer for the questions. Most of the 'critical thinking' questions were focused to ask information from students already stated in the chapter. Such practices are not conducive for developing critical thinking. Additionally, the questions and exercises for developing the problem-solving ability were not given in the textbook. A large no. of questions and tasks (Millar, 2011) must be provided to develop the critical thinking and problem-solving skills in students. The typically open-ended questions which do not have clear well-defined answers provide students opportunities to develop critical-thinking skills (Bergevin, 2010). The question-answer session between students and teachers, discussion, quizzes, activities, assignments and virtual experiments can be helpful to develop critical thinking, problem-solving, information literacy, productivity and accountability, and social skills (Turiman, Omar, Daud& Osman, 2012).

For further reading of concepts, the references of books and websites at the end of textbook of Biology Part-II were provided. However, it was observed that most of the books in "Further Reading" section were 10 to 12 years old. Additionally, the use of providing links of books and websites was not clear. As all the information asked from students in the form of questions can be answered by just looking at the description of relevant topic in the textbook. Mere providing the references for further reading did not encourage the development of information, media and, information and Communication Technology (ICT) literacy skills among students. The information and communication (ICT) literacy skill is very important skill among competencies required for living successfully in 21st century (Osman &Marimuthu, 2010). Through integration of Information and Communication Technology (ICT) literacy, the information can be accessed, created, shared and reflected upon (Pheeraphan, 2013). The use of modern Information and Communication (ICT) technology has widened the educational opportunities for students. The blogs, wikis, books, email and web-forum can aid in the development of communication skill of students (Sysoyev, Evstigneeva&Evstigneev, 2015), besides providing access to a large amount of information and assistance in learning. The need of the hour is to include such activities and questions which can be accomplished by reading the other books/resources besides the textbook.

The textbook did not address the development of flexibility and adaptability, creativity and innovation, and leadership and responsibility skills. Student-centered teaching-learning activities might be used (Sayre, 2013) for the promotion of critical thinking and problem-solving skills, flexibility and adaptability, leadership and responsibility. Inquiry, problem-based hands-on activities, laboratories and field work promote the development of scientific attitude and inquiry skills (Sorgo &Spernjak, 2012).

The interdisciplinary themes of global awareness, civic literacy, health literacy, and financial, economic, business and entrepreneurial literacy were not integrated into the majority of the content. Rather separate chapters were introduced to address this need. The need of the hour is to integrate and teach all the concepts keeping in view the interdisciplinary themes of 21st century.

Conclusion & Recommendations

Keeping in view the findings and discussion, it was concluded that the textbook of Biology for higher secondary school level does not meet the criteria necessary for the development of 21st century skills among higher secondary school students.On the basis of discussion, it is recommended that:

1. The textbook of Biology for higher secondary school level may be revised to include such content and exercises that encourage the development of 21st century skills i.e., creativity, innovation, leadership, responsibility, productivity, media and, information and communication technology literacy skills among students of higher secondary school level.

2. Problem-based activities, projects and fieldwork may be included in the textbook of Biology for higher secondary school level so that students can be able to assess information from multiple sources and apply knowledge to real-life situations.

3. There is a need to include in the textbook of Biology for higher secondary school level the cooperative learning activities for students.

4. There is a need to reformulate the questions in the Biology textbook for higher secondary level in a way to require critical thinking and problem solving skills from students.

5. The content of the textbook of Biology for higher secondary school level may be connected with the interdisciplinary themes of global awareness, civic literacy and, financial, economic, business and entrepreneurial literacy.

6. The textbooks for science subjects for secondary and higher secondary school level may be assessed for assessing their correspondence with 21st century requirements.

References

Bergevin, C. (2010). Towards Improving the Integraton of Undergraduate Biology and Mathematics Education. *Journal of Microbiology & Biology Education, 11*(1), 28-33. doi:10.1128/jmbe.vll.il.134

Faize, F. A. (2011). *Problems and Prospects of Science Education at Secondary Level in Pakistan* (Doctoal Thesis). Retrieved December 06, 2015 from http://prr.hec.gov.pk/thesis/1549S.pdf

Gillani, S. N. (2005). *Effectiveness of Instructional Technology in Teaching Biology to Secondary School Students* (Doctoral Thesis). Retrieved December 06, 2015 from http://eprints.hec.gov.pk/507//

Hagen, E. (2013). *Social & Emotional Learning: Comparing Frameworks*. Retrieved November 24, 2015, from http://www.extension.umn.edu/youth/research/sel/docs/issue-brief-comparing-frameworks.pdf

Higher Secondary Education:Its Importance and Scope. (n.d.). Retrieved December 06, 2015 from http://www.teindia.nic.in/mhrd/50yrsedu/q/34/3T/343T0301.htm

Hussain, I. (2014). *Issues in Uper Secondary Science Education: Comparative Perspective*. B. Vlaardingerbroek, & N. Taylor (Eds.). New York: PALGRAVE MACMILLAN.

IOWA Department of Education. (2015). *Science Standards Review Team Report*. Retrieved November 27, 2015 from https://www.educateiowa.gov/sites/files/ed/documents/2015-08-06ScienceStandardsReviewTeamReport.pdf

IOWA Core.(2012). *K-12 21st Century Skills: Essential Concepts and Skills with Details and Examples*. Retrieved November 28, 2015 from https://iowacore.gov/sites/default/files/k-12_21stcentskills.pdf

Khalil, M., Mazarowitz, R., & Hertz-Lazarowitz, R. (2014). Biology High School Curricula for the 21st Century. *Creative Education* (5), 1464-1478.

Millar, R. (2011). Reviewing the NAtional Curriculum for Science:Opportunities and Challenges. *The Curriculum Journal, 22*(2), 167-185. doi:10.1080/09585176.2011.574907

National Education Association. (2011). *Preparing 21st Century Students for a Global Society: An Educator's Guide to the "Four Cs"*.Retrieved November 29, 2015 from http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf

National Research Council. (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century.*Washington DC: The National Academic Press.

Osman, K., & Marimuthu, N. (n.d.). Setting New Learning Targets for the 21st Century Science Education in Malaysia. *Social and Behavioral Sciences, 2*, 3737-3741. doi:10.1016/j.sbspro.2010.03.581

Osman, K., Hiong, L. C., & Vebrianto, R. (2013). 21st Century Biology:An Interdisciplinary Approach of Biology, Technology, Engineering and Mathematics Education. *Procedia Social and Behavioral Sciences, 102*, 188-194. doi:10.1016/j.sbspro.2013.10.732

Partnership for 21st Century Skills. (2007). *21st Century Curriculum and Instruction.* Retrieved December 06, 2015 from http://pisd.edu/academy/documents/21st_century_skills_curriculum_and _instruction_learning_environment.pdf

Partnership for 21st Century Skills. (2011). *P21 Common Core Toolkit: A Guide to Aligning the Common Core State STandards with the Framework for 21st Century Skills.* Retrieved November 29, 2015 from http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf

Partnership for 21st Cenury Skills. (2009). *21st Century Skills Map.* Retrieved November 20, 2015 from http://www.p21.org/storage/documents/21stcskillsmap_science.pdf

Pheeraphan, N. (2013). Enhancement of the 21st Century Skilss for Thai Higher Education by Integration of ICT in Classroom. *Social and Behavioral Sciences, 103*, 365-373. doi:10.1016/j.sbspro.2013.10.346

Sayre, E. (2013). *Integrated Student-Centered Learning to Promote Critical Thinking in High School Social Studies Classrooms* (Graduate Thesis). Retrieved December 02, 2015, from http://etd.fcla.edu/CF/CFH0004486/Sayre_Elaine_N_201308_BS.pdf

Sogo, A., & Spernjak, A. (2012). Practical Work in Biology, Chemistry and Physics at Lower Secondary and General Upper Secondary Schools in Slovenia. *Eurasia Journal of Mathematics, Science & Technology Education, 8*(1), 11-19. Retrieved November 29, 2015, from http://www.ejmste.com/v8n1/eurasia_v8n1_sorgo.pdf

Sysoyev, P. V., Evstigneeva, I. A., & Evstigneev, M. N. (2015). The Development of Students' Discourse Skills via Modern Information and

Communication Technologies. *Social and Behavioral Sciences, 200*, 114-121. doi:10.1016/j.sbspro.2015.08.028

Turiman, P., Omar, J., Daud, A. M., & Osman, K. (2012). Fostering the 21st Century Skills through Scientific Literacy and Science Process Skills. *Social and Behavioral Sciences, 59*, 110-116. doi:10.1016/j.sbspro.2012.09.253

Zareen, R., Kayani, M. M., & Kayani, A. (2014). Higher Secondary Biology Instruction in Pakistan in Constructivist Perspectives. *Bulletin of Education and Research, 36*(2), 39-56. Retrieved November 28, 2015, fromhttp://pu.edu.pk/images/journal/ier/PDF-FILES/4_Rafia,%20Munir%20and%20Anisa.pdf

Motivation And Attitudes Of Teachers Towards English As Medium Of Instruction

Zawar Hussain Hashmi
National University of Modern Languages (NUML), Islamabad

Abstract

This study aimed to determine the attitude of teachers towards English as Medium of Instruction (EMI) and their motivation to use it as such in the classes while teaching. A survey questionnaire consisting of four open-ended items was distributed among the teachers teaching in the high schools of rural Punjab (a province of Pakistan). Qualitative methods were followed wherein 'thematic analysis' was used as a technique of data analysis. It was found that the teachers have a predominantly positive attitude towards EMI. They were quite optimistic about the future of this policy. However, they had serious doubts about its implementation at present because the teachers did not have adequate linguistic competence. According to them a lot of preparation beforehand was required for its successful implementation.

Keywords: *Language Attitude, Motivation, EMI, Teachers, Thematic Analysis*

Introduction

This study has been conducted in the wake of the policy of introducing English as Medium of Instruction (EMI) in the public sector schools of Punjab (a province of Pakistan). There were mainly two reasons for the selection of this topic. The first was the importance given to motivation in existing literature as a predictor of success in SL/FL learning and of readiness to use it in a given context. The second reason was importance of the role of teachers in the success or failure of this policy. The latter implies that the presence of motivation among teachers to accept and implement EMI could guarantee its success and the lack of it could result in the opposite.

The important point is that EMI did not come as a welcome policy for the teachers and was taken with the grain of salt by the scholars and educationists with regard to its method of implementation. It was promulgated without adequate language training of the teachers beforehand. According to a report, published in 2013 by Punjab Education and English Language Initiative (PEELI) in collaboration with British Council, 94% of the teachers had their proficiency level hardly above that of a basic learner's. The delicacy of the situation speaks for itself and the complexity - that it landed the teachers in - needs no mention.

This qualitative part of the study, conducted for doctoral thesis, was included to see the matter in greater detail by giving more open chance of self expression to the participants. The aim was to gain an insight into the perception of English as Medium of Instruction (EMI) among the teachers. It also aimed to probe;

1) the level of motivation existent among the teachers to use EMI,

2) the causes of such motivation if it is existent,
3) the causes of lack of motivation if there be such a case; and

4) the future prospects of success in using EMI as anticipated by the participants of this study.

Gardner's Socio-Education model (1985, 2006, 2007 & 2010) was used for the conceptual grounding and theoretical guidance in case of language motivation. The position taken in this study rests on the suitable postulates from his theoretical propounding. Guidance was taken for theoretical underpinning mainly in three areas i.e. language attitudes, reasons for learning FL/SL and the role of motivation as a strong predictor of achievement in the target language. Literature related to these points has been reviewed in the next section. The relevant arguments made by Gardner in regard of afore mentioned three areas will be taken as theoretical basis of this study.

Objectives of the Study

The objectives of this study were;

1. To learn the attitude of teachers towards EMI through their feelings about it.

2. To determine how far the teachers are motivated to use English in their classes while teaching.
3. To know the causes of motivation or its lack among the teachers.
4. To prognosticate the possibility of the use of EMI in future by these teachers.
5. To make recommendations for the success of EMI policy on the basis of the findings of this study.

Research Questions

1. How do the teachers view the policy of introducing English as Medium of Instruction?

2. How far are the teachers motivated to use EMI at present or in future?

3. What are the possible causes of teachers' motivation or lack of it to use EMI?

Literature Review

The area of language attitude and motivation has been tough bargain due more to the excess of literature not because of its dearth therein (Dornyei 1998). So in order to steer clear of any complexity a focused thematic review of the existing literature has been conducted in the following. The attempt has been made to highlight relevant themes to provide theoretical cover to the study.

Attitude is generally seen as a latent psychological construct which is indirectly related to behavior. Mckenzie (2010) cites Bohner and Wanke (2002) that they view attitudes as being determinants of behavior. Attitudes are considered evaluative by a large number of researchers (see for example Rhine, 1958 & Azjen, 1988 as cited by Mckenzie 2010; Fishbein & Azjen, 1975; Bazerman, 1997; Eagly & Chaiken, 1998; Maio & Haddock, 2010). For example Fishbein and Azjen define it as a general feeling that ranges from positive to negative or it is the evaluation a person makes of an incident, object or any other person or people. Eagly and Chaiken add to this view of evaluative nature of attitude by seeing attitude as a psychological tendency that is expressed in showing certain degree of favour or disfavor towards an entity.

Baker (1992) finds attitudes to have crucial importance for language in order to remain alive. According to him attitudes play an important role in the 'restoration preservation,

decay or death' of a language. Language attitude has a lot of importance in language policy and studies according to Lewis (1981) as cited in Baker (1992) any educational policy in order to be successful needs to take care of one of the three things. The first according to him is that the policy should be attuned to the expressed attitudes of those who happen to be the stakeholders in the implementation of that policy. The second to be done is to convince those who have negative attitudes about fairness of the policy and the last to be done is to address the causes of negative attitudes and remove them. He concludes with the note that in all the choices available knowledge of attitudes is must in order to formulate a policy as well as to execute it successfully.

Motivation is seen as hypothetical construct by some researchers which cannot be seen or felt but can be observed through its effects and by-products that indicate about the level of motivation that exists (Kanfer, 1990). According to Gardner (2010) motivation has very broad basis as a construct and has educational and cultural components which become important when it comes to language learning and teaching situations. He believes that it consists of three factors which are traditionally considered as components of attitude i.e. cognitive, affective and behavioural or conative. Motivation has got a very important and influential position among the factors affecting language learning achievement and performance. These factors include aptitude, language learning age, general ability, learner's beliefs and his preferences. Language motivation is the field that has been profusely productive in researches for which its importance for all the stakeholders in language matters has been great, be they teachers, learners or policy makers.

Gardner (2007) finds similarity in the concept of motivation as it exists in different models developed by different researchers at different times each one of which proved to be very influential in the L2 motivation studies. Language learning motivation according to him is that which comes into play when a language is to be learnt or acquired. He finds many influential models to have an agreement on this point which according to him include Socio-educational model (Gardner, 1985), the social context model (Clement 1980), Self-determination model (Noels & Clement 1996), the extended motivation framework (Dornyei, 1994) and Willingness to Communicate model (MacIntyre, Clement, Dornyei & Noels, 1998).

Motivation of teacher is generally considered an area that has been neglected by researchers dealing with language motivation (Dörnyei, 2001). There was a clarion call over the last decade for studying language teacher motivation but still the motivation of EMI teachers in the contexts where teachers themselves are non-proficient has not found much attention. However, some important attempts have been made by researchers in those countries where English exists as a foreign language and the teachers face problems of proficiency when English is to be used as medium of instruction.

A study conducted by Pandian and Ramiah (2003) in Malaysia has findings relevant to current study. Malaysia shifted to English as medium of instruction in Mathematics and Science at school level as imposed by the state in view of global developments and the emerging needs as a result. This study aimed to examine teachers' perception of the new development through a survey in which both interviews as well as questionnaires were used. It was found that teachers perceived the policy to be in the right direction but they needed required preparation in terms of their own proficiency in English language. Ibrahim (2004), in a study on university students and teachers, highlights the

importance of proficiency for teachers in order to successfully teach through English as medium of instruction. In Philippine, Vizconde (2006) studied teachers' attitudes towards English as medium of instruction.

Research Methodology

Qualitative techniques were followed in this study. A questionnaire consisting of four open-ended questions was distributed among 600 teachers from six selected districts of Punjab (province of Pakistan). The districts were selected on the basis of their Human Development Index (HDI) from a list published by Social Policy and Development Center (SPDC) in 2007 wherein all the districts of Punjab were ordered on the basis of their HDI. Selection was made in such a way so that two were selected from the top two from the middle and two from the bottom of the list to ensure the maximum representativeness of the sample. Out of 407 questionnaires, that were returned, only 257 had responses by the teachers.

The data collected was subjected to thematic analysis – a very important technique used for qualitative data analysis in order to capture diversity of meaning across the data (Guest, MacQueen & Namey 2011). Besides its importance, "it is the most commonly used method of analysis in qualitative research" (Guest et al. 2011, pg 11).

This technique is used for analysis of qualitative data whereby themes are searched as general categories across data. It can be done following both inductive as well as deductive approaches. In the former, categories are drawn from data itself through careful scrutiny. The labels as well as categories depend on the trends or meaning shown by data. In the latter data is arranged under the categories drawn from theory or worked out before carry out analysis. Thus, thematic analysis may be divided into two types; inductive analysis and deductive analysis. For this study inductive thematic analysis was followed as data analysis technique. It was done in an attempt not to reduce the purview of the study that might have curtailed the insight resulting in biased conception of the researcher misled by theoretical restrictions.

Further, 'open coding' was used as an analysis technique instead of 'relational coding'. In the first simply categories are created whereas in the second relationship among the categories is also identified, defined and interpreted.

Following steps, propounded by Braun & Clarke (2006) and Clarke & Braun (2013) were used in sifting data for thematic strands through data, codification, evaluation and interpretation of data.

Step 1: In this step familiarization with data was aimed at. It involved reading of notes to understanding the information for better familiarity with the underlying thought content. For this purpose 257 questionnaires, furnished with responses by the participants, were sifted for insight into thought content provided by the responses. They were gone through repeatedly to trace pattering across data.

Step 2: In this phase initial codes were generated and assigned to the clusters of similar ideas traced through data by critical study of the notes and by highlighting. Definitions were provided to the codes and their scope was specified.

Step 3: This step has a lot of importance for involving critical understanding of themes within codes. In this step themes were linked with their context to produce meaning

and render interpretation. The possible causes and explanation of the responses contributing to particular themes were looked for to reach a conclusion.

Step 4: This step involves revision of themes. It is necessary because elaborate thematic understanding – as in step 3 – provides new insights into the codes and categories whereby their new arrangement becomes necessary. Certain codes may need to be merged under super codes (e.g. A and B under C) and certain others may need to be split into two or more sub-codes (A into A1 and A2). Themes may be redefined and/or given new scope as well. Therefore, the codes categories and themes were revised for the said purposes in this step.

Step 5: After revision of themes in step 4, the need to redefine themes for greater clarity becomes inevitable. So, the labels and thought content contained in each theme were described and demarcated for a final touch. It was ensured that each theme had a clear purpose, focus and scope. In the end, interpretation was provided in the discussion section and report was prepared in black and white.

Step 6: The frequencies and summaries of themes are presented in a tabulated form followed by a detailed discussion. It includes construal analyses, critical views and interpretation of the themes within the context of the study.

Data Analysis And Discussion

Thematic Categories, Frequencies and Definitions

Q1. How do you feel about English as medium of instruction in our schools?
Table 1: Data from item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Support	104	40.5	45.8	45.8
	Conditional Support	43	16.7	18.9	64.8
	Students' Problems	20	7.8	8.8	73.6
	Anti – EMI	27	10.5	11.9	85.5
	Bilingual Orientation	16	6.2	7.0	92.5
	Social Environmental	2	.8	.9	93.4
	Should be Optional	5	1.9	2.2	95.6
	Students' Issues	2	.8	.9	96.5
	Only as a subject	2	.8	.9	97.4
	Both English and Urdu as MOI	1	.4	.4	97.8
	At a particular level	4	1.6	1.8	99.6
	From grass root level	1	.4	.4	100.0
	Total	227	88.3	100.0	
Missing	System	30	11.7		
Total		257	100.0		

Thematic Categories: The answers in this case have been divided into thirteen different categories on the basis of variety of themes identified. These categories have been briefly explained in the following;

1. **Support:** It implies the answers which showed an unequivocal support to the policy of English as medium of instruction.
2. **Conditional Support:** The answers in this category showed support for EMI policy but expressed certain preconditions to be fulfilled before its successful implementation.
3. **Students' Problems:** It consists of answers showing lack of readiness on the part of students as being the biggest hurdle in the way of this policy.
4. **Anti-EMI:** This category implies rejection of English as medium of instruction. It includes the answers which do not favor English as medium at school level at all.
5. **Bilingual Orientation:** It includes the answers placing any local, especially Urdu (the national language) in most of the cases, above English in importance as medium of instruction.
6. **Social Environment:** This category reports existing environment in the rural areas to be unfavorable for promotion of English not in terms of any negative attitude or perception but because of low literacy rate, complete absence of English as language in daily life, no exposure to it in rural areas and poor quality education.
7. **Should be optional:** This category implies that English should be taught but its status should be as merely an optional subject.
8. **Only as a subject:** The respondents in this category are of the view that English should maintain its old status as a compulsory subject and should not be introduced as medium of instruction.
9. **Both English and Urdu as MOI:** It means that both English and Urdu should work as mediums of instruction side by side and the students have the option to go for either of the two.
10. **At a particular level:** The answers in this category suggest for introduction of English at a particular level.
11. **From grass root level:** This is again a suggestion about a suitable level of introducing EMI. According to this proposal English needs to be introduced at primary level because it can be very helpful for the students when they reach their high school level.

Q2. If you think that teachers are motivated to use English as medium of instruction please enlist the reasons for their motivation.

Table 2: Data from item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
	Instrumental	76	29.6	31.5	31.5
	No idea	48	18.7	19.9	51.5
	Impossibility of Motivation	52	20.2	21.6	73.0
	Motivated	9	3.5	3.7	76.8
	Motivated but lack qualification	27	10.5	11.2	88.0
	Perks and privileges	5	1.9	2.1	90.0
Valid	Ineffective training	11	4.3	4.6	94.6
	Lack of confidence	1	.4	.4	95.0
	Facilities and Incentives	4	1.6	1.7	96.7
	Urdu over English	3	1.2	1.2	97.9
	Optional	2	.8	.8	98.8
	Revision of Syllabus	1	.4	.4	99.2
	Proficiency courses	1	.4	.4	99.6
	Global aspect	1	.4	.4	100.0
	Total	241	93.8	100.0	
Missing	System	16	6.2		
Total		257	100.0		

Thematic Categories: The answers in this case have been divided into sixteen different categories on the basis of variety of themes identified. These categories have been briefly explained in the following;

1. **Instrumental:** This category includes pragmatic reasons involved in teachers' motivation towards English. It shows instrumental value attached to English by the teachers which according to Gardner's model is conceptualized as practical end or utilitarian purpose of learning any language (English in this case).
2. **No Idea:** A large number of participants expressed their ignorance regarding motivation level of teachers and its causes.
3. **Impossibility of Motivation:** This category includes the idea that teachers cannot be motivated for English as medium of instruction.
4. **Motivated:** This category shows that teachers are already motivated to use English as medium of instruction.
5. **Motivated but Lack Qualification:** This category shows that teachers want to use English but they are not competent enough.
6. **Perks and Privileges:** This category demands incentives in the form of perks and privileges which means in other words material benefits for the teachers
7. **Ineffective Training:** It means that teachers are not properly trained in English language which implies that they lack adequate proficiency in English language.
8. **Lack of Confidence:** It covers fear or anxiety the respondents face while using English as medium of instruction.

9. **Facilities and Incentives:** The answers included in this category suggest provision of facilities to the teachers in the form of audio-visual aids and incentives in the form of better salaries etc.
10. **Urdu over English:** The responses which prefer Urdu (national language of Pakistan) as medium of instruction over English have been included in this category.
11. **Optional:** It implies that English as medium of instruction should be up to the choice of the students.
12. **Revision of Syllabus:** Answers in this category express the need for the syllabus to be revised.
13. **Proficiency Courses:** Teachers have suggested that effective language proficiency courses should be arranged for the teachers to help them to be motivated in using English as medium of instruction.
14. **Global Aspect:** Teachers believe that status of English as an international language makes it important for them to learn it.

Q3. If you feel that teachers lack motivation to use English as medium of instruction please enlist the reasons for their lack of motivation.

Table 3: Data from item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
	Inadequate qualification	125	48.6	54.1	54.1
	No idea	18	7.0	7.8	61.9
	Anxiety related factors	10	3.9	4.3	66.2
	Conservatism	7	2.7	3.0	69.3
	Lack of interest	8	3.1	3.5	72.7
	Students' issues	34	13.2	14.7	87.4
Valid	Ineffective training	10	3.9	4.3	91.8
	Lack of interest	7	2.7	3.0	94.8
	Rejected as FL	4	1.6	1.7	96.5
	Low salary	3	1.2	1.3	97.8
	Urdu over English	4	1.6	1.7	99.6
	Ideological	1	.4	.4	100.0
	Total	231	89.9	100.0	
Missing	System	26	10.1		
Total		257	100.0		

Thematic Categories: The answers in this case have been divided into thirteen different categories on the basis of variety of themes identified. These categories have been briefly explained in the following;

1. **Inadequate Qualification:** Lack of motivation among teachers has been attributed to low and poor qualification by a dominant majority of the respondents.
2. **No Idea:** This category includes answers showing ignorance of the respondents regarding lack of motivation among teachers to use English as medium of instruction.
3. **Anxiety Related Factors:** The answers in this category show that teachers do not feel affectively at ease while using English which makes them shy away from doing so.
4. **Conservatism:** It involves answers expressing non-progressive approach of old teachers who prefer to continue traditional method in teaching and resist anything new especially English as medium of instruction.

5. **Lack of Interest:** The answers which attributed lack of motivation of teachers to mere lack of interest on their part have been included in this category.
6. **Students' Issues:** This category involves problems related to the students. The most important among these is inability of the students to understand what is taught to them through English medium.
7. **Ineffective Training:** It involves answers which identified lack of proper training as a cause of lack of motivation among teachers to use English as medium of instruction.
8. **Rejected as FL:** This category involves answers which consider foreignness of English as a factor that has a negative effect on teachers' motivation in accepting and using English as medium of instruction.
9. **Low Salary:** Obviously answers in this category attribute lack of motivation to low pay packages.
10. **Urdu over English:** This category specifies bilingual reasons for lack of motivation. The respondents prefer Urdu as MOI (medium of instruction) over English.
11. **Ideological:** This category includes ideological basis of lack of motivation among teachers to use English as MOI.

Q4. Do you think this policy (of English as Medium of Instruction) will help our teachers at present or in future to be able and willing to lecture in English? Why or why not?
Table 4: Data from item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bright prospects	56	21.8	23.4	23.4
	No idea	19	7.4	7.9	31.4
	Not present but future	35	13.6	14.6	46.0
	Fruitless	36	14.0	15.1	61.1
	Necessary steps required	57	22.2	23.8	84.9
	Counterproductive	8	3.1	3.3	88.3
	Inadequate qualification	2	.8	.8	89.1
	Rgidity of old teachers	4	1.6	1.7	90.8
	Global aspect	2	.8	.8	91.6
	Contextual issues	3	1.2	1.3	92.9
	Ambivalent role	1	.4	.4	93.3
	Students' issues	2	.8	.8	94.1
	Ineffective training	2	.8	.8	95.0
	Urdu over English	4	1.6	1.7	96.7
	Suggestions	8	3.1	3.3	100.0
	Total	239	93.0	100.0	
Missing	System	18	7.0		
Total		257	100.0		

Thematic Categories: The answers in this case have been divided into sixteen different categories on the basis of variety of themes identified. These categories have been briefly explained in the following;

1. **Bright prospects:** The views that envision bright prospects of policy of English as medium of instruction have been included in this category.

2. **No Idea:** It includes expression of ignorance or indifference on the part of the respondents.
3. **Not present but future:** Views in this category see this policy successful and productive in future but not at present.
4. **Fruitless:** The views which find this policy to be completely fruitless in terms of improving teachers' skills and their proficiency in English.
5. **Necessary steps required:** This category views certain preparations as a prerequisite before introduction of English as MOI.
6. **Counterproductive:** This category shows completely anti-EMI views. It includes views which consider introduction of English as MOI damaging in its effect for the output of our educational system.
7. **Inadequate Qualification:** It means that teachers are not qualified enough to use English as medium of instruction.
8. **Rigidity of Old Teachers:** It is same as conservatism of old teachers.
9. **Global aspect:** It includes views of the teachers that English is inevitable in future for progress due to its global role as a language and also as a language of science and technology across the world.
10. **Contextual Issues:** This category entails the problems related to the environment where English has to be used as medium of instruction.
11. **Ambivalent Role:** It includes views of the teachers that English as medium of instruction can have double role i.e. it can prove both to be a bane as well as a boon.
12. **Students' Issues:** It is similar to the themes identified in question no 1 as *'Students' problems'* and in question no 3 as *'Students' issues'*. It has emerged as an important issue in this study.
13. **Ineffective Training:** It is in response to the training arranged by the government for these teachers which shows their dissatisfaction with this training.
14. **Urdu over English:** Answers related to this factor have come in response to all the open-ended questions. It has been discussed by Gardner (2010) as 'bilingual orientation'. Bilingual orientation has emerged as an important factor in motivation to use English as MOI.

Discussion

Item 1

The first question aimed to measure the attitudinal input of the respondents towards English as medium of instruction. It involved evaluative predisposition (Rhine, 1958; Bazerman, 1997; Eagly and Chaiken, 1998; Maio and Haddock, 2010) of the teachers. The categories induced from the answers are not all precisely related to the question but in any case they provide very significant information about the topic of research so they have been considered for the analysis. Such categories provide those factors which have not been included in the design and plan of this study but are very important for in-depth understanding of the situation.

There are only five factors with the frequency in double figure and only three with the percentage so. It can be found that a remarkably higher number of the respondents support English as medium of instruction unconditionally. However, a good number of the respondents give it conditional support. This support cannot be seen in line with the high motivational level that the teachers have shown towards English as an important language in general. It also cannot be counted in support of English as medium at the

current time. Naturally, it cannot be counted as their support for English as medium for which necessary steps are required according to them before its introduction and implementation.

There is no doubt that a feeling is found existent among the teachers about the importance of English. At the same time it can also be found that they feel themselves ill-equipped as teachers for the demands that its implementation makes. There is anti-EMI feeling as well but it is not significantly high to counterbalance the exhibited support. Among the hurdles in the way of EMI as pointed out by the teachers irresponsiveness of the students is serious one. A solution for it has been suggested by the teachers themselves according to which effective teaching of English has to be ensured at primary level.

There are teachers who favour Urdu against English but the number is insignificant and the possible reason can be personal in terms of lack of competence or socio-cultural and ideological signification in the backdrop of which English is possibly viewed by them. There are some other suggestions which cannot be given much importance in view of their frequency being so low as to render them insignificant.

Item 2

Question 2 focuses on eliciting two things; 1) the perceived motivation level reported by the respondents as teachers about themselves and their colleagues as the first hand observers and the participants of the situation and 2) the possible causes according to the respondents for this motivation. Some categories enlisted in the table are definitely irrelevant as answers to the given question but still significant in providing useful information in the same way as some did in the first question. All the categories whether relevant or irrelevant provide important information which could surely help in understanding different dimensions of English as medium of instruction with relation to teachers and teaching.

The highest percentage of first category in the table i.e. Instrumentality highlights two things; the first that a clearly greater number of respondents feel that the teachers want to use English as medium of instruction and the second that the most important cause of motivation among teachers according to the respondents is the instrumental value of English for them in ensuring better opportunities for them in terms of financial benefits, academic and social prestige, as well as in career and social mobility. This result supports Dornyei's (2003) view that in the contexts where English is foreign language Instrumental reasons are relatively more important than the integrative motives in causing language motivation.

There are five themes under this question which have their frequency in double figure and only four with their percentage so. The second most frequent theme is expression of a bleak situation which states that teachers can never be motivated. It has very serious implications for the success of EMI policy at the current time as well as in future. It relates to a very important theme under item no 4 where the respondents have clearly demanded necessary steps before imposition of EMI. Hence, it is very important to make required preparation - the most important being the language training of the teachers - so far as the future prospects of EMI are concerned lest this policy should fizzle out. The category labeled as 'No Idea' has very significant statistical value. The lack of knowledge on the part of respondents regarding the level and causes of motivation shows lack of seriousness, commitment and dedication on the part of teachers because

they take it all very lightly. The possible cause for this indifference is a perceived lack of seriousness on the part of government in taking necessary steps to prepare grounds and to implement it.

Lack of adequate qualification is found to be a very important factor of motivation towards EMI. It has been traced as a theme in three out of four open-ended items. It is found to be the most frequent theme in item no 3 with a frequency that is highest among all the categories in all the four open-ended items. Thus qualification emerges as the most important factor in this study. Training which definitely means language training of the teachers has also been emphasized a lot by the respondents. Monetary benefits, academic and general facilities have also been reported as important motivational factors. Bilingual orientation has also been of some relevance here.

Item 3

Question 3 was framed to elicit teachers' lack of motivation and its reasons. Certain interesting facts can be identified here. The first and the most significant in this connection is the absence of any irrelevant thematic category. All the categories here relate to the point in question i.e. the extent of lack of motivation and reasons for lack of motivation.

It is very important to note that lack of adequate qualification has emerged to be the most important reason for lack of motivation and inability of the teachers to use English as medium of instruction. The respondents do not simply mean level of education by qualification but basically knowledge and competence of English which according to them is in direct relation to qualification. The percentage value of this category is the highest among all the categories of all the four questions. Thus qualification has proved to be one of the most important and crucial factors in this study. Language education and training is very important for success of this policy in the light of such results. Motivation and use of English according to the respondents is to great extent dependent on good education and language training of the teachers.

The percentage of only five categories is in double figure. After the category having theme of lack of inadequate qualification the second highest percentage is that of the issues related to students which cause lack of motivation among teachers. The major problem of the students is not having background in English to be able to understand lectures in English. It is attributed to the poor primary education of the students which failed to develop their proficiency in English to the minimum required level. Language training of the teachers has also emerged as an important theme here.

It is very significant to note that only one response has pointed to the damage English could do to Islamic ideology of Pakistani society according to the respondent. It has come in complete contrast with the general perception. Pakistanis have probably gone beyond this phase of ideological debate.

Some respondents have given preference to Urdu as medium over English which is an important theme because of its presence in other items as well. The point to be noted here is that preference of Urdu over English does not imply an overall anti-English attitude. It means that English can be studied as language but should not be introduced as medium of instruction against Urdu. There is also a feeling among the respondents that a foreign language cannot be fruitful as medium of instruction. Low incentives and pay packages also stand in the way of EMI according to some respondents.

Item 4

Question 4 is related to the future prospects of EMI policy. The aim was to know the level of optimism existing among the teachers which would indirectly indicate their commitment while, at the same time, predicting its success. It can be found that five categories have their frequency in double figure and only four have their percentage in double figure. The most frequent theme is an expression of the need to take necessary steps before implementation of this policy. Necessary steps actually mean the preparations which are required to be made in terms of teacher training, revision of syllabus, incentives for the teachers in the form of better remuneration etc.

Thus a lot of focus can be found to have been on preparation of grounds where English has to be implemented as medium of instruction. The most important preparation that needs to be made is language training of the teachers which has been enunciated by the respondents under different labels. It has been verbalized as qualification, teacher training, lack of confidence, and lack of interest; all purporting that teacher need to be linguistically prepared for EMI before its use.

The second most frequent theme is that the policy of EMI has bright prospects and is expected to be fruitful for teachers in terms of their preparation. It is also important to note that there is a reasonable frequency of the idea that the policy of EMI has no utility in terms preparing ground for English as medium of instruction. There are people who think EMI to be counterproductive for its supposed beneficiaries. Qualification is one of the most important factors found important in language motivation. Problems related to students have emerged as important category here also like in other items.

Overall it can be found that majority of the teachers are of the opinion that the existing situation is not ready for implementing English as medium of instruction. However, optimism can be traced in idea that this policy can have promise for future provided necessary arrangements are made. There are many categories which are common among all or more than one questions. It has been implied that the respondents give them a lot of importance as key factors.

Conclusion, Recommendations and Suggestions

The step of government is seen positively by majority of the teachers and they believe it to be productive in the long run. However, the need, on the part of government, is to remain persistent. It is of prime importance that the problems highlighted by the teachers especially the linguistic training are addressed properly. It is direly needed that such trainings have their focus primarily on developing sufficient oracy skills among the teachers. Following recommendations are made in the light of the findings of this study;

- Government should arrange intensive language training of long duration for the teachers which should focus mainly on developing their oracy skills.

- The focus of government should center more on primary education. Short-term teacher training that is already introduced by the government should give more importance to the primary teachers. A mechanism to ensure the use of English as MOI at primary level may be made.
- A directorate/institution/body etc. may be established on the pattern of IELTS that should grant proficiency certificates to the teachers. The evaluation should be only on the basis of oral proficiency (oracy). These certificates should be

made compulsory for all the teachers already in-service and the new appointments should be made subject to the possession of this certificate. Incentives should be offered on earning such a certificate.

- Government should use the competence, experience, exposure and skills of the elitist English medium schools of the country and in this regard an MOU can be signed with such school systems. Workshops can be conducted in collaboration with such schools during summer vacation.

- Steps should be taken to change the evaluation method in English. Oracy can be introduced with nominal credit in terms of marks as a first step towards this end. It can be started with 10% or even 5% of the total marks in the first step.

Suggestions for Future Studies

A very important area for future research can be the effectiveness of training being provided to the teachers of public sector schools of Punjab to answer three broad questions:

a. How far have such trainings been successful in equipping the teachers with adequate skills to be able to use English as medium of instruction effectively?

b. How far have these trainings been successful in motivating the teachers to use English as medium of instruction?

c. What are the possible reasons in case of failure of such trainings?

References

Baker, Colin. *Attitudes and language*. Vol. 83. Multilingual Matters, 1992.

Bazerman, Max H. *Environment, ethics, and behavior: The psychology of environmental valuation and degradation*. Lexington Books, 1997.

Braun, Virginia, and Victoria Clarke. "Using thematic analysis in psychology." *Qualitative research in psychology* 3, no. 2 (2006): 77-101.

Clarke, Victoria, and Virginia Braun. "Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning." *The psychologist* 26, no. 2 (2013): 120-123.

Clément, Richard. "Ethnicity, contact and communicative competence in a second language." *Language: Social psychological perspectives* 147154 (1980).

Dörnyei, Zoltán. "Motivation and motivating in the foreign language classroom." *The modern language journal* 78, no. 3 (1994): 273-284.

Dörnyei, Zoltán. "Motivation in second and foreign language learning." *Language teaching* 31, no. 03 (1998): 117-135.

Dörnyei, Zoltán. *Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications*. Oxford: Blackwell, 2003.

Dornyei, Zoltan. *Teaching and Researching Motivation. Applied Linguistics in Action*. Pearson Education Limited, Edinburgh Gate, Harlow, Essex, CM20 2JE, England. 2001.

Eagly, Alice H., and Shelly Chaiken. "Attitude structure and function." (1998).

Fishbein, Martin, and Icek Ajzen. *Belief, attitude, intention and behavior: An introduction to theory and research*. 1975.

Gardner, R. C. "Motivation and second language acquisition". Porta Linguarum, 8 (2007): 9-20

Gardner, Robert C. "The socio-educational model of second language acquisition: A research paradigm." *Eurosla Yearbook* 6, no. 1 (2006): 237-260.

Gardner, Robert C. *Motivation and second language acquisition: The socio-educational model*. Vol. 10. Peter Lang, 2010.

Gardner, Robert C. *Social psychology and second language learning: The role of attitudes and motivation*. Arnold, 1985.

Guest, Greg, Kathleen M. MacQueen, and Emily E. Namey. *Applied thematic analysis*. Sage, 2011.

Ibrahim, Jusuf. "The implementation of EMI (English Medium Instruction) in Indonesian universities: Its opportunities, its threats, its problems, and its possible solutions." *k@ ta* 3, no. 2 (2004): 121-138.

Kanfer, Ruth. "Motivation theory and industrial and organizational psychology." *Handbook of industrial and organizational psychology* 1, no. 2 (1990): 75-130.

MacIntyre, Peter D., Zoltán Dörnyei, Richard Clément, and Kimberly A. Noels. "Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation." *The Modern Language Journal* 82, no. 4 (1998): 545-562.

Maio, Gregory R., Geoffrey Haddock, Russell Spears, and Antony Stephen Reid

Manstead. "Attitudes and intergroup relations." *Handbook of prejudice, stereotyping, and discrimination* (2010): 261-275.

McKenzie, Robert M. *The social psychology of English as a global language: Attitudes, awareness and identity in the Japanese context*. Vol. 10. Springer Science & Business Media, 2010.

Noels, Kimberly A., and Richard Clément. "Communicating across cultures: Social determinants and acculturative consequences." *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement* 28, no. 3 (1996): 214.

Pandian, Ambigapathy, and Revathi Ramiah. "Mathematics and science in English: Teacher

voice." *The English Teacher* 33, no. 11 (2004): 2004-50.

Rhine, Ramon J. "A concept-formation approach to attitude acquisition." *Psychological Review* 65, no. 6 (1958): 362.

Visconde, C. J. "Attitudes of Student Teachers towards the use of English as Language of Instruction for Science and Mathematics in the Philippines." *Editors: Paul Robertson and Joseph Jung* 1, no. 3 (2006): 7.

Guidelines for Authors: The authors should keep in view following guidelines while submitting articles to JRSS:

1. Language: The submitted manuscripts should be written in English, (American or British usage is accepted, and however it should not be a mixture of both) and must be in double spaced. Manuscripts should be free from grammatical errors.

2. Format: Manuscripts should be composed according to APA (American Psychological Association) 6th edition format.

3. Title: Title should be a brief, not more than fourteen words it should be written in Times New Roman Font Size 14 Bold and centered. The title page should include the author's/ authors' full name affiliation and email address.

4. Abstract: Abstract of the manuscripts should be concise self-explanatory with maximum 150 words length. Abstract should be written in past tense. The abstract should be clearly written and readily comprehensible. It should provide a concise summary of the objectives, methodology (including the species studied), key results, and major conclusions of the study. It should be written in complete sentences, without subheadings.

5. Key Words: Provide maximum 6 key words of the manuscript.

6. Abbreviation: If there are some non-standard abbreviations are used in the article, then the author/ authors should be a list of these abbreviations at the end of article after list of references.

7.Introduction: The Introduction should provide a clear statement of the problem, the relevant literature on the subject should be cited. Methods and procedures used in the research should be described in detail. Results should be clearly described and should provide a comprehensive picture of results. Previously published findings should be written in the present tense. Detailed interpretation of data should not be included. In discussion section findings should be interpreted in view of the present study results and results of past researches in that area. Conclusions should be given at the end of article. Discussion section should describe briefly the major findings. It should describe the validity of observation and other published work dealing with the same type of findings. Tables should be kept to a minimum and be designed to be as simple as possible.

8. Plagiarism: JRSS believes in quality research and consequently, observes zero tolerance for plagiarism.

9. If the research project is funded by some funding agency, or some people have provided any assistance/ support, such facts can be acknowledged briefly at the end of the article.

10. Submission of a manuscript to JRSS implies that the work submitted has not been published before; that it is not under consideration for publication elsewhere; and that if when the manuscript is accepted for publication, the authors agree to transfer of the copyright to the publisher. All manuscripts submitted to JRSS are sent for 'double blind' peer-review process in order to produce quality researches through JRSS.

Articles can be submitted to JRSS through following email id:
chief.editorjrss@numl.edu.pk
Chief Editor: Prof. Dr. Sufiana Khatoon Malik