

The Effects of Medium of Instruction on Motivation in Learning English

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***Abstract:** English language is in high demand everywhere. Parents usually prefer their progeny to learn English language so that their children may not lag behind in the world of knowledge and learning. Generally, it is observed that when students are admitted to the schools/ colleges, the medium of instruction facilitates their language learning as they get quite familiar with the target language in the domestic domain. The present study is exploratory in nature as it aims to explore the possible effects of medium of instruction on English learning motivation.*

***Keywords:** Motivation, English, Medium of Instruction, Language Learning.*

Introduction

Pakistan has a multicultural and multilingual history where medium of instruction, in academic domains, is a debatable phenomenon. English is the official and Urdu is the national language of Pakistan. A medium of instruction is generally the use of language to impart knowledge to the learners. This specific language may be the official language of the state or the local or national language of the students. The use of local or regional language as the medium of instruction is few and far between in Pakistani context. The medium of instruction usually in the American and Western countries is English. It has been noticed that medium also plays a significant in the learning of the students. To explain some specific information, the use of mother tongue or the local language can also be significant.

Motivation is an important factor in L2 achievement and attitude is more than ability (Akram, 2013). Since Gardner's and Lambert's (1959) pioneering social psychological approach to the study of Second language learning motivation, the research done in the past 50 years clearly illustrates the context in second language learning motivation. It provides the main incentive to initiate learning a foreign language and later the determination to preserve and sustain the learning process. The importance of motivation in human activity has been recognized in the field of social psychology and education for decades (Noels, Pelletier & Vallerand, 2000 cited in Akram, 2013).

As far as second/foreign language learning is concerned, motivation is believed to be at least as important as language aptitude in predicting second language achievement '(Gardner and Clement, 1990). Motivation might be defined as the state of mind, the drive force that causes something or someone to do something. So to say it can be called an inspiration and the energy source that stimulates a person to undertake an activity or to achieve a goal (the learning of the English language), (Akram, 2013).

With the wake of the use of modern technology and globalization the use of English as a lingua franca is highly commendable. This is especially the case for new immigrants who do not understand the language of the country. According to Akram (2013), “the medium of instruction also paves the way for the problems to come in learning English. There are elitist English medium schools and then non elitist English medium schools in Pakistan (Rahman: 2002). This leads towards social class distinction and thus causes a problem in learning for the poor students who do not have any access to elitist English medium schools where instruction is much better”.

According to Al-Mahrooqi R., Shahid A., Cofie C. (2012), “motivation plays a pivotal role in foreign language learning since it’s the primary dynamic stimulus that initiates a mental and physical activity and it is the driving force that maintains the desire in the long and exhausting learning process”. Motivation is a complex phenomenon, “it includes factors such as: value of the task, estimation of the chances of success by students and reasons behind the successes and failures of the task” (Dörnyei & Ushioda, 2011 cf. Koran, 2015). Dital (2012) opines that learners are highly motivated both instrumentally as well integratively if they have a positive language attitude towards language learning.

The present study is novel in this respect that it claims to be the first ever research to study the effects of the role of medium of instruction on English learning motivation. Usually, the researchers have found the relationship between motivation and language proficiency but this study will add this extra dimension in language learning research.

Method

The quantitative method has been used to collect data through questionnaire used in Akram’s (2013) doctoral dissertation to measure the attitudinal and motivational factors on English language learning. A language proficiency test was also conducted to find out the possible correlation of the test with language learning motivation.

Participants

There were 240 participants from different colleges of Punjab who participated in this research study. The participants were aged between 17-21 years. All the participants were intermediate level students. The majority of the participants studied through the Urdu medium. There were only 50 participants who studied in English medium institutions.

Findings and Discussion

A t-test of independent samples was calculated to find the difference between English and Urdu medium students in mean score. The following table shows the result.

Results of T-Test for Difference in Achievement Test and Medium of Instruction

Variables	English (n=50)		Urdu (n=190)		t-test	Sig. 2-tailed
	M	SD	M	SD	t	p
Achievement Test	41.24	8.453	41.01	8.746	.166	.868

Table 1: T-Test Results

The result of t-test shows that the mean score of English medium students was 41.24 and those of with Urdu medium mean score was 41.01. The value of t was calculated as .166 and the p value was calculated as $p > 0.05$. This shows that statistically there is no significant difference between medium of instruction and achievement. The result indicates that medium of instruction does not affect the achievement of the students.

Variables	English (n=50)		Urdu (n=190)	
	M	SD	M	SD
Parental Encouragement	38.58	4.966	37.92	5.104
Degree of Instrumentality	33.28	3.758	32.69	4.311
Degree of Integrativeness	31.38	4.481	30.98	4.765
Attitude toward Learning English	37.56	5.311	37.78	5.977
Attitude toward English People	17.10	3.183	16.99	2.986
English Class Anxiety	15.84	3.733	15.92	4.376
Ethnocentrism	29.18	5.090	30.01	4.615
Cultural Identity	12.86	4.086	12.92	3.804
Need for Achievement	32.54	4.097	32.56	3.746
Interest in Foreign Language	36.08	5.070	37.46	5.699
Motivational Intensity	20.18	3.988	20.28	3.693
Desire to Learn English	19.48	3.309	19.68	2.918

Table 2: Mean Score in All Motivational Constructs

The above table clearly indicates that all the motivational constructs have been measured. The mean score of Urdu medium students regarding the parental encouragement is found 37.92 whereas the mean score of English medium students was found 38.58 that means there is no significant difference. The mean score of Urdu medium students for instrumental motivation was found 32.69 and the mean score of English medium students was 33.28 i.e. slightly higher than Urdu medium students but statistically not significant. The mean score of Urdu medium students for integrative motivation was found 30.98 and for English medium students it was 31.38 i.e. no significant difference was found. The mean score of Urdu medium students for attitude towards learning English was found 37.78 and that of English medium students was 37.56 i.e. not significant. The mean score of Urdu medium students for attitude towards English people was 16.99 and English medium students' score was 17.10 i.e. no difference. The mean score of Urdu medium students for English class anxiety was 15.92 and those of English medium students had 15.84 i.e. no difference was found. The mean score of Urdu medium students regarding ethnocentrism was 30.01 and for English medium students it was 29.18. the mean score of Urdu medium students for cultural identity was 12.92 whereas for English medium students it was found 12.86 that shows no significant difference. The mean score of Urdu medium students for need for achievement was found 32.56 and for English medium students it was found 32.54 which indicate that there was no difference in the mean score of both groups of students. The mean score of Urdu medium students regarding interest in foreign languages was found 37.46 and for English medium students it was found 36.08. The mean score of English medium students regarding motivational intensity was found 20.28 and for English medium students it was found 20.18. The mean score of Urdu medium students for desire to learn English was found 19.68 and for English medium students it was found 19.48 that clearly highlights that there is statistically no significant difference between the students of English medium and Urdu medium.

Conclusion

The findings of the study indicate that there is no significant difference between the language proficiency of English medium students and Urdu medium students. The study also shows that

the medium of instruction does not affect the motivation of English learning. The findings of the study are contradictory to Ahmed et al. (2014) who found it difficult to unify all the schools for single medium of instruction. The study shows that along with the medium of instruction, to enhance the language interest of the learners, needs analysis is also necessary to find out the need to learn the language and pragmatic values of particular language concerned as Koran (2015) believes.

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