

# Teachers' Perception about English as a Medium of Instructions: Evidence from the Government Higher Secondary Schools of Sindh, Pakistan

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**Abstract**—This case study inquires the perceptions and experiences of teachers about the English as a medium of instructions at government higher secondary schools of Warah city of Sindh, Pakistan. It witnesses that a large chunk of the population is diversified to use their provincial or regional languages as destined by socio-political heritage. Because English was remained a paramount part of educational context in Pakistan during British rule. In Sindh, students learn English from their teachers at their schools, who by no means really acquire the required proficiency in the English language. The research design undertaken was qualitative in nature and revolved around the semi structured interviews. English as a medium of instruction has a daunting and remarkable role to set to be set up across the globe. The mother tongue has the supreme role to play in the organized system of social institutions, which has massive resources of linguistics pouring down to the common people in the forms of superb streams of dialects with definite code of syntax, semantics and pragmatism. The extra reading materials with the support of technology, the English lessons can play a pivotal role to give internalization and adaptation of English language as a medium of instruction.

**Index Terms**—perception, English as a medium of instruction, Lingua Franca, and globalization

## I. INTRODUCTION

### A. General Background

English, in Pakistan after its advent in 1947, has arguably remained as subject-matter of debate in its education system generally and at a higher secondary level particularly. Educational policy due to trichotomical nature at national plan with regard to languages as medium of instruction (MoI) has been divided into three languages i.e. English as lingua franca; Urdu as national language; and other third language(s) is recognized by each province. In Sindh province, either the English or the local language i.e. Sindhi have been ascertained (Canagarajah & Ashraf, 2013; Mahboob & Jain, 2016). Contextually, this study is undertaken and researched at government higher secondary schools; the MoI has been partially English and Sindhi; especially in subjects i.e. arts, humanities and social sciences. The usage of Sindhi as mentioned has been the focus of academicians to propagate the instructions just in theoretical subjects. On the contrary, the content subjects' i.e. general science, biology, chemistry, physics and mathematics can be taught in better way in English language as explored by Solangi, Sahito and Abbasi (2010) that majority of students were feeling easy and learned quickly the mathematics terminology in English. Furthermore, the mathematics teacher of Hong Kong brought strategic use of English and mother tongue in her class to shift the medium of instruction for better understanding (Tavares, 2015), which was also explored by Sahito (2007) that students of experimental study were suggested to conduct classes in mixed languages i.e. English and mother tongue.

### B. Purpose, Limitations and Research Questions of the Study

The purpose of this case study research is to inquire the perceptions and experiences of teachers about the English as a MoI at government higher secondary schools through a semi-structured interview protocol, which was developed and validated by researcher(s) with the help of coauthors and some field experts. It is necessary and essential to understand about English as MoI in detail, as many researchers explored its importance to learn easily in it (Solangi et.al, 2010) in order to prepare youngsters to deal with the challenges of globalization (Wijayatunga, 2018), which can be done through the improvement of English language skills (Sahito, Siddiqui, Khawaja, Shaheen, Saeed & Laghari, 2017). Because it serves just like a body in which ideas are to be infused to make the process of instructions alive, which further explains that it is like a stuff carrier of subjects with well-designed procedure of communication. The limitation of this study was the risk management about teachers pertaining to their audio interviews especially conducted from

females because locality of the study was the remote area of Sindh province where the cultural environment was far more conservative in nature. Therefore, the situations were dealt with much sensibility and precaution in order to avoid any misconception and misinformation. Furthermore, the important timely managed statements were focused and later on detailed description was sketched. The present study was confined to only single city schools about English as MoI, which were addressed and attained; and the remedy of emerging issues was not in the scope of this research due to its delimitations. In this regard three research questions were designed to explore the answers from the collected primary data from teachers. The research questions were: (a). What are the perceptions of teachers about English as a MoI; (b). How teachers perceive English as MoI in higher secondary schools; (c). How English as MoI supports the teaching of science and mathematics subjects; and (d). How teachers experience English as a MoI to improve the quality of education at their schools?

## II. LITERATURE REVIEW

The literature review for this study has been done extensively by using research papers, reports, books, etc., which has been divided into two main categories i.e. English as a MoI in global perspectives and English as a MoI in Pakistani perspectives in order to understand the existing phenomenon properly.

### A. *English in Global Perspectives*

English language occupies a major position among other languages of the world and known as the 'lingua franca', because of today's globalized perspective, where the world is considered and counted as a global village. Where the global village extends its areas and relations of teaching and learning from internal to external connections i.e. the support of father, mother, teachers, friends, classmates, public and media to support and appreciate learners' willingness to communicate in English (Kalsoom, Soomro & Pathan, 2020) to increase and enhance the motivation and confidence (Fallah, 2014). The importance of English language cannot be ignored due to someone's physical, personal, psychological and sociological status and contribution (Varela, Polo, Garcia & Mertinez, 2010) towards the growth and development of the world and humanity to maintain peace and prosperity, which is considered as sociopolitical demand (Mansoor, 2003). Nowadays, the demand of learning English is increasing but the proficiency of learners (students) is decreasing at all levels (Awan & Shafi, 2016) that majority of learners' proficiency is not up to the mark (Waseem, Naveed & Aziz, 2015). This condition is very much disappointing that students can't write an error free simple paragraph in their own words and even can't communicate orally, fluently and confidently (Nath, 2016). Majority of them lack in all four language skills (Dar & Khan, 2015), despite that they spend thousands of rupees monthly to learn English (Waseem, Naveed & Aziz, 2015), which make them failure to enter in to world class national and international universities to study. Because lacking proficiency in English affects deficiently on students' knowledge, understanding and grades in other academic subjects, whose MoI is English.

The usage of English language has been in an unsettled position where the majority of the population of the country has first another language (Dearden, 2014), which is debated by Allami and Naeimi (2011) that pertaining to globalization and English language have paved the way for nations to enhance their commitment and dedication. It has been clearly described in Pakistani National Education Policies (NEP) that the English language as a medium of instruction in government schools must be implemented (NEP, 2009; NEP, 1998-2010). The country utilizes English as a MoI for the school curriculum, teaching and assessment because of the great need for its people to be connected to the rest of the world (Mohamed, 2013), which can be confirmed from the Pakistani diversifications in terms of linguistics with the rate 0.802 on Greenberg Index. This diversification on the Greenberg Index can be calculated from the population of every language as a proportion to their aggregate population. It witnesses that a large chunk of population is diversified to use their provincial or regional language as destined by socio-political heritage. English has remained paramount part of educational context in Pakistan, which has been described by the Education Ministry of Pakistan (Education, 2009) that 68.3% of public sector schools have Urdu as the MoI; and 15.5% institutions in Sindh use Sindhi as MoI; while 10.4% educational institutions use English as a MoI and the rest 9.5% use other languages as MoI. It is crystal clear from the above statistics that teaching or instructing in English (foreign language) can be ambiguous and impedes students' comprehension; and on the other hand it ends the level of language of teachers directly casts impressions upon the quality of education (Lei & Hu, 2014).

Mathematical, scientific and technological subject discourses are mainly based on research journals and magazines (Halliday, 1998; 1993), which replete their own mode of communication (Crandall, 1987). They propagate some other things than the needs as Halliday and Martin (1993) explored that the students learn words of different languages but apply the concepts of another language in their lives. In this connection, Sherer (2009) added that the most of the scientific texts are the persons' explanations that are literary support and available in their styles. The available scientific researches and texts are difficult to those who are just aware of the general idea behind the text. Others learn English from their teachers in low fee schools, who by no means really acquire proficiency in the English language, which are ghettoized in job market and never reach lucrative jobs. Because, the language policy in Pakistan is multi-cultural but as ordained by the constitution 1973 that the official language in Pakistan is English, and 77 more languages are talked across the country and 72 are regarded as indigenous and other 5 languages are linked with

immigrants (Ethnologue, 2016). The linkage shows the importance of language as a medium of instruction to acquire the knowledge and its understanding to resolve the issues and problems in daily life routines (Solangi et al., 2010).

### *B. English in Pakistani Perspective*

English is taught as a compulsory subject from primary to University in Pakistan, where the failure in English means failure in all other subjects, which is essential for achievement and success of all concerned academic subjects (Ozowuba, 2018). For this success, the growth and development of English medium schools in urban and rural areas of Pakistan is increased day by day (Aftab, Sheikh & William, 2014) based on the demand of acquisition of English language (Aftab, 2012), which has been witnessed from the findings of Zohrabi, Sabouri and Behroozian (2012) that most of the students in the world work hard to acquire English language proficiency for their bright future success through inspirational communication skills (Kumar, Ahsan, & Negi, 2017). English proficiency and computer skills are most common requirement of jobs in Pakistan, publish in job advertisements, and consider the basic requirements of success in educational and professional career (Nunan, 2003, p. 605).

In Pakistan, many local languages are used as MoI in the remote educational institutions that have obstacles for students to communicate fluently in the lingua franca of the country. Thus, it has put them on discriminatory role of state owners to deploy them in official services. English as MoI only in metropolitan cities has divided the society in factions in terms of competency leading to class stratification. In order to avoid the problems, English teachers should have a concerned educational qualification, expertise, and proficiency in English language to communicate well their contents of lesson, which are the necessary requirements of English teachers to be well versed in English linguistic aspects (NEP, 2009; 1998-2010) to manage their classroom properly. Moreover, teachers pose questions fluently to students and in return get feedback and use different types of assessment in order to assess their students properly and authentically (Freeman, Katz, Garcia Gomez, & Burns, 2015). Research on English as MoI has manifested that low language competence affects deeply upon the teaching styles, learning contents and consequently limited language expertise and adversely affects the classroom interaction, explanation, and illustration (Ball & Lindsay, 2013; Coleman, 2006; Hahl, Järvinen & Juuti, 2016; Margic & Vodopija-Krstanovic, 2017; Mauranen, Hynninen & Ranta, 2010; Vinke, Snippe & Jochems, 1998). Weakness on the part of the teacher can lead to difficulty for him or her to improve in the class, adapting students' needs by the lessons and skills to rephrase the contents of subjects. The students' who lack English language proficiency require more knowledge, skills and disposition to discuss their lessons within their classes to improve their English language competency (Jabeen, 2010), and confidence. Perception and attitude of stakeholders is a strong connection towards code switching ability of students to design discipline peculiar language capabilities that shadows upon their ability to contribute and learn (Dreyfus, Humphrey, Mahboob & Martin, 2015).

In spite of the policies framed in the favor of mother tongue or regional language has not been implemented throughout the country. In exception to Sindh, approximately half of the area covered by Sindhi language and on the other hand no uniform policy is prevalent in the province, which is segregated in terms of civic sense ascribed by the concept of the country side or the metropolitan cities. Across the country English language is on the board, whereas local or regional languages have been internalized as social and cultural ghettos (Rehman, 2003). No country can comply with the remote dialect to be the medium of instruction. It is quite difficult for the students to perceive and imagine the phenomenon with other sensory organs (Rehman, 1997). In china a massive number of people are in favor of the English and deem it suitable for their kids to be imparted and taught as a global language, which highlights to understand the importance of the scientific books, journals, economy and other universal activities (Xiaoyang, 2014) in detail.

## III. METHODOLOGY

The research design under taken for this study was qualitative in nature and revolved around the semi structured interviews, conducted from twelve English teachers. The interview protocol was made, reviewed and refined by authors themselves. For further modification, authenticity and credibility, the interview protocol was sent to two field and language experts. After finalization of protocol version, the approval was taken for piloting and then permission from the heads of the respective educational institutions for data collection. The bird's eye view and out lines about subject matter of the research were given to the employed sample in order to get authentic, reliable and accurate primary data with regard to the research problem (Sparkes & Smith, 2014; 2009), which were further inquired with demeanor and dealt with amicability. The research questions were asked in soft manner that the cluster of characteristics was shown with social relationship. Furthermore, the awesome tactics and strategies were set to meet and comply with the criteria that paved the way for reliable, valid and usable study (Smith, Sparkes & Caddick, 2014).

In this sort of case study, the thematic-narrative analysis was made, whereas this type of analysis was more appropriate to have the personal ideas in the form of self-explanatory narratives. These narratives were replete with the valuable and remarkable experiences and experiments that work at individual relationship and experiences to obtain so far. Fascinating interaction with all stakeholders of institution was at ease to be executed. For those, who are concerned with instructing, teaching and learning process through English as MoI, were provided with necessary information to have the glimpse of overall logical effects of the study. The pivotal concentration of the study was to maintain topical

richness and loftiness; its utility to the existing literature; its organization in objective manner; its proclamation to the proposed data; requisite of the topic; and its compliance with size of the sample (Tracy, 2010).

The prime aim of this research was to collect, analyze and evaluate the data through thematic-narrative analysis, which was provided as tool to its transcriptions. The interviewed participants' were twelve (12) in number and structure was semi in nature. The number ranges from 1 to 30 and 40 (Creswell, 2012), in order to get desired objectives at optimum level. The process of conducting semi-structured interviews is viewed as much more productive to investigate about the research topic that has tinge of personal perspectives. The interviews conducted were of prime importance where the ambit was designed to articulate the perceptions about the usage of English as a MoI. Reflections of all teachers were deemed as suitable indicators and elements of the research asset. Thus primary data for the research was taken from six male and six female employed in the boys and girls higher secondary schools respectively. The themes were produced through the process of recording, selecting, coding and analyzing the primary data of the participants.

#### IV. RESULTS

The interviews' sub-themes were incorporated into larger and comprehensive themes to give them proper shape as per professional experiences of teachers. By means of face to face talks that yielded to be productive for the study to analyze the primary data in its culmination in the form of main themes.

##### A. *Perception of Teachers about English as Medium of Instruction*

It was aptly remarked by teachers that Perception is the one of the faculties of the mind to observe the phenomenon with regards to English language and then to comprehend and give fruitful meaning to the observed linguistic objects. This is the general aspect of the English language and all English teachers were differing in their stance towards the English as MoI. Almost teachers were of the view that in spite of cultural, social, and economic restraints, English has played a vital role while giving exposure to teachers and the students at the global level, especially in the field of science, education, economy, politics and technology. Few of teachers were of the opinion that those students and teachers who have close social, cultural and ethnic affinity and proximity with their native languages are made vulnerable to violate in terms of second language acquisition.

##### B. *English as a Medium of Instructions at Higher Education Level*

Teacher (T-2) was of the view that "most of useful tools that had enabled and empowered teachers in terms of proficiency and communication within the English are learnt very well at higher education level". Whereas, the teachers (T-12) said that "It is as an overmastering language, which is being talked by almost 60% of population in more than 70 countries of the world, who also recommend the English as official language at their higher education level, especially for research degrees". It has opened new horizons and opportunities to those who have good English back ground. Teacher (T-8) added that "the learners seek the information with regard to subject matter to develop and boost the confidence and morale level. Communication, arts, and technical experience are only possible to coin and create when the confidence level of the learners is at optimum level that is going well at graduate and postgraduate levels". Teacher (T-9) drew the attention towards "the learners who have good access in the English comprehension and linguistic terminology are supposed to be the part and parcel of 21st century education. The teachers are resource persons to familiarize students about the inevitable role of English language in the scientific, technological and mathematics subjects". Teacher (T-4) further extended the discussion and said that "the teachers convey the ideas in order to manipulate the technical information by means of activities and workshops. In wake of time and efforts that are concerted and centralized to meet the tuff task of second language acquisition in schooling of future generation, because English is the language of 21<sup>st</sup> century".

##### C. *English as a Medium of Instructions at Basic Education Level*

Few of the interviewed teachers were of the view that English as MoI has cast bad impression upon the psyche of the students at basic and elementary level. As teacher (T-7) added that "the students from different backgrounds in terms of language, culture and adaptability to the specific environment are not at ease to use English as MoI at the school level". While, teacher (T-11) revealed that "I convey my ideas and discourse either in regional or Sindhi language to impart education to the students. I found my students happy and relaxed when they understand well to be capable to grasp of the notions and concepts with their applicability in the society". Teacher (T-6) further added in this regards that "most of the developed countries use their native or regional language as MoI in order to have students taught in natural setting where English works little". Teacher (T-3) has shown grave concern about the English as MoI and stressed that "ethnocentric ideas pertaining to regional languages and insisted much that learners must be instructed in the regional language. China, Denmark, Finland, Germany, Italy, Japan, Korea, Netherland, Norway, Russia, Sweden and Switzerland are the major countries who have their mother tongue as MoI". He, further, expressed that "it would be unjust and unfair to our native language as it is being treated on disparity basis to instruct in foreign language. Policy makers should make major local languages compulsory for the process of teaching and learning in the subjects whether they are in theoretical or content in characteristics". Teacher (T-5) made conviction to use regional language as MoI and suggested that "literary translation of the linguistics, art, social and natural sciences into regional language should be

done on priority basis for the sake of enhancement of local language repository". Teacher (T-1) went on saying that "it is the first and foremost duty discharged by government or the state owners to get the educational subject matter translated and published into the regional language(s) while making it enriched and glorious for the development of the country. To use the second language as MoI is against the committee report of the UNESCO, which indicates that children's own language should be MoI because of its validity in the aspects of cognition, educational psychology and lingual order".

#### *D. English as a Medium of Instructions in the Perspective of Lingua Franca*

After mutiny in 1857 Britain got hold of subcontinent made the region operational in terms of activities and it was only possible when they did it through English language as their strategy to maintain the decorum and law and order in the sub-continent. They replaced the Persian language with English to propagate their message. Pakistan had remained the part of British colony. Teacher (T-10) remarked that "most of the literary legacy inherited to Pakistan was in English language, after the foundation of British rule in this sub-continent, the rulers used English as MoI not only in the education but also in other domains of governance across British subjugated areas in the region. Teacher (T-5) has aptly remarked that "English language has led towards the concept of British imperialism in the form of linguistic and cultural imperialism. Thus English ridden as MoI was more political move rather than educational process to oblige the British rulers and to maintain their right in the enslaved sub-continent".

#### *E. English as a Medium of Instructions to Promote Globalization*

Teacher (T-11) explained that "English as MoI has daunting and remarkable role to set to be set up across the globe. It is high time for its globalization. The modern age is era of science and technology, which has alluring and persuading objectives to develop and design the technical terms of scientific domain and business jargons well in English". Owing to this trend and tendency, which has over whelming influence upon the mentality and mindset of the person living in consumers' world? Teacher (T-2) further added and pointed out that "English language has become mass media, in which an English language teacher have paved the way to support the learners of mathematics and science subjects by means of application of objects in cultural context to demonstrate well in the daily life of individuals".

#### *F. English as a Medium of Instructions in Arts and Humanities*

Teacher (T-3) delineated that "MoI may be considered as a concept, phenomenon and may be both. English as a MoI in subjects i.e. arts, humanities and social sciences has been regarded controversial and ambiguous because our native languages can afford the linguistic standard and role to carry the message of culture, religion, ethics and other societal traits of our society". Teacher (T-5) underlined that "we have historical and ideological references and our province is rich in its super civilization of Indus valley. We have our sustainable script that is deep rooted into our primitive and splendid social system along with radiant fabrics of institutions. Our own language can foster dual roles, firstly, in written prescription and secondly, in spoken format, thus, it can be rather better to have communication through the media". Teacher (T-5) further added that "our mother tongue has the supreme role to play in organized system of social institutions. We have massive resources of linguistics pouring down to us in the forms of superb streams of our dialects with definite code of syntax, semantics and pragmatism".

#### *G. Teachers' Experience about English as a MoI to Improve the Quality of Education*

Teachers' shared their experiences in detail about the English as a MoI; especially teacher (T-12) said that "English as a MoI is suitable to meet the demands of millennium goals in order to stand the other nations of the world, which is a requirement of the global village. It's very difficult for teachers to cope with the problems and issues of the phenomenon". The problems and issues were described by another teacher (T-9) in detail that "teachers don't have an appropriate qualification(s) to deal with the issues and problems of MoI in a proper way to maintain the quality education. The majority of the teachers' possess degrees in English literature not in linguistics". This discussion further enlarged by another teacher (T-5) that "Bachelors or master's degrees in English with linguistics specialization play a highly effective role to upgrade the phenomenon of English as a MoI, which supports teacher and students to plan, deliver, and learn their lesson in a scientific and systematic way". The quality education was further described and supported by another teacher (T-2) that "MoI can play a vital role to maintains, manages and enhances the quality of education through improving the English language skills of the students and teachers, because teachers need continuous professional development training in their concerned field of specialization to lead their students in a proper and authentic way". Teacher (T-7) further explained the phenomenon and focuses that "good English teachers and books play a pivotal role to maintain quality education because both are important for MoI to improve the competency level of students and teachers. Students learn from their teachers and classmates through having a good grip and expertise on their book. Teachers learn from their senior teachers, management and organizational environment(s) through attending and conducting different activities i.e. training, conferences, discussions, etc." Conducting and attending different activities play important role to increase the confidence level of teachers and students.

## V. DISCUSSION

This case study is multiple embodied cases, which has manifested the instructional and language-related problems and challenges in the Pakistani context by the mechanism adopted to analyze the perceptions of teachers and students. This is disparity and inequality that English as MoI has been produced because of social, educational, and cultural diversity, prevalence throughout the Sindh province of Pakistan. Schools in the urban areas of metropolitan cities are having the teachers with much proficiency in the English language, whereas, schools in remote areas such as in the case of the researched schools don't have with mastery over English. They are not provided the opportunities to avail from the workshops, training, and other linguistic courses in order to be proficient in English. Due to teachers' incompetency it has made students average in their performance. Thus it has become mandatory to make teachers efficient in English before you may aspire to so well conversant and adopted in the process of instruction held in the English language as MoI.

The perception of teachers' about English as a MoI was found directly connected with the quality and effectiveness of instructions used worldwide concerned with language policy and planning (Kirkgoz, 2014). Because universities and higher education institutions are considered as the knowledge development industries to facilitate the communities through particular and specialized types of education and training to increase the number of highly qualified professionals (Hall & Rosenberg, 2010). It can be done only within the strong relationship of contact and competition with the rest of the world to increase the globalization and internationalization (Healey, 2008) with the materialization of English as the principal instructional language of science and technology (Ammon, 2001) in 21st century. The instructors' perception of English as the MoI was studied by Collins (2010) at a private university in Turkey and the study revealed that the majority of the instructors and teachers were found in the favor of English as a MoI. Only 41% of students agreed that English should be their MoI, while others were found in the fear of studying in English, which bring their lowered grades and success.

The positive and negative dimensions of English as a MoI were identified from the students' perspectives in the Thai higher education system by Hengsadeeikul et al, (2012). The positive dimensions were explained as the enhancement of English language proficiency is essential to increase and advance the communication skills to gain strong social prestige for better employment opportunities. While the negative dimensions were defined as the English language creates a huge burden on the students' comprehension to understand the instruction and day to day class and study activities. This same issue was also discussed by Hashimoto, (2013b) that the status of English as a MoI in Japanese educational policy documents has not yet been clearly and officially formalized, which is a crucial point to make decisions positively for strong and sustainable internationalization education. It is only the facilitation towards the co-existence of the national language with English (Hashimoto, 2013a).

English as a Medium of Instructions in arts, humanities and social sciences is also a consideration of prime attraction to understand and learn new knowledge through different books and research studies, which were confirmed from the finding of the study of Coşkun et al, (2014). The findings explored that pre-service teachers have received a profound understanding and highest scores in English and the settlement of classroom management issues (Gökyer & Özer, 2014); and the effect of the anxiety of foreign language on learning (Tunçel, 2014), who switch from mother tongue to another language later. These statements clearly defined and explained with proof of its findings that English as a MoI provide a wide range of opportunities to the individuals globally. Those people face problems and issues who don't have access, exposure and experience with English as a MoI in their earlier stages of study and learning at their schools. Later, they may overcome these problems and issues with their dedication, commitment and hardworking to stable and retain their knowledge, skills, and dispositions to become successful to avail global opportunities. In the two schools where the respondents showed signs of imbalance between the English within the school and outside the school revealed and indicated the widened gap lying between cramming and understanding the English language. In respondents' schools English as MoI has not made the mess to the extent as the artificial environment has done. Here students don't realize the significance of the English as MoI in their daily life routine. The two schools don't have a body of hard and fast rules or the standardized parameters that can suggest so much ratio of English usage within the class and outside the class of the researched schools.

During the implementation process of English as MoI, it has put on itself the question mark and shown so many challenges and pressing problems. Though development done by it can't be denied, the solution to these challenges and problems have not been fully sorted out (Suviniitty, 2012). It is of core significance to pinpoint the vital experiences and attitudes from the perception gained by all stakeholders (Tatzl, 2011). Teachers are partially divided into their perception of English as MoI. Our social, lingual, cultural, and educational diversity has influenced them to have the positive and negative perspective regarding the English, some of them expressed their point of views about it as perfect means and media to seek the development in all sectors of the society through this organized and globalized language. They stressed that teachers with effective management and sheer hard work can prosper and raise the present status quo of education. The teachers should perform an inspirational role to encourage students to mold them into a modern prototype or model of schooling. That is only possible, when all the educational stakeholders put their heads together to develop a conducive environment to overcome as such language barriers. Teachers have to be familiarized with the significance of English as MOI. they should consider it the bilateral process that promotes the learning of students and on the other hand develops the future of the society. They the teachers take it as positive in the context of evaluation that serves to intensify the linguistic skills. Teachers are well acquainted with the importance of English and its impact

upon the educational ambit. The English has a broad way forward to act as a middle end between learners and science and technology. On the contrary other teachers as respondents of study incline the mother or regional tongue used as MoI. They are of the view that English as MoI has beset teachers and students with difficulties in the process of real and lifelong learning rather than rote learning. They believe that indigenous language can cater job of conveying and imparting the instructions in as such language. The usage of the English language has also created problems for bilingual teachers to get learners to understand the concepts of things clearly. And it is not for the just sake of outcome desired so far.

For maintaining quality education, the mixed methods approaches would be used that mother tongue as a medium of instruction is the best solution for a lower level of schooling with English language learning flavor and English for tertiary level of studies to deal with research and its commercialization. Quality education can be achieved through two main intervention i.e. the quality books and quality teaching. Quality books can be made and published when quality writers and publishers work properly in the field. In this connection different studies have been done in Pakistan i.e. the significant differences were found in the perception of students' and teachers' about English Textbooks of higher secondary level in the province of Khyber Pakhtunkhwa, Pakistan to explore the effect of given contents on students' English language proficiency (Khan, Khan, Hayat, Ahmad & Raza, 2020). Textbooks are used as a primary source by English teachers to teach in their classrooms, which are considered an essential tool in any language classroom (Tabassum, 2018). Textbook contents address the needs, interests, and requirements of students (Angulo, 2014), which are never taken into consideration in Pakistan through need or situational analysis (Shah, Majeed, Waheed, & Anjum, 2013). That's why; the majority of the male and female teachers were found not satisfied with the quality of textbooks taught at the higher secondary level (Shoukat & Ghani, 2015). Therefore, it is concluded that the language learning must be interesting and interactive to learn through performing some activities (Tomlinson, 2010), which are to be designed through giving due consideration to the needs and requirements of targeted learners and teachers, and language learning principles before textbook development (Tomlinson & Masuhara, 2010) that are preferred by the majority of teachers for their class preparation (Tomlinson, 2008, 2010). The quality and language of published books in Pakistan were found not up to the test of the students and teachers. Low quality of books, pedagogy, inadequate teaching materials (Khan & Khan, 2016; Mansoor, 2003), lack of proper training and ineffective and outdated teaching methodologies and practices (Maldonado, 2018) were found major factors that are equally responsible for students' lack of proficiency and poor results in their subject of English. Therefore, they failed to promote linguistic skills among students, because of no balance among all four language skills (Lodhi et al., 2019).

The extra reading materials with the support of technology i.e. the English lessons can play a pivotal role taken by teachers to give internalization and adaptation of the English language as MoI that will resultantly provide the interactive platform. Reservations about the historical imposition of English upon the people of this region can be clarified with awareness among the masses using media that English has been inevitable in its role in the field of education. Teachers can avail from resource persons with the help of directed road maps as envisaged for the merger of the English language along with the support of socio-political programs. After getting training and attending workshops conducted by governmental departments on English competency, English teachers should be deputed in researched schools where there is a dearth of English language proficiency. Separate English training centers should be launched to facilitate the teachers as well as students, and these centers should be aimed at delivering assistance of material and non-material stuff. Those teachers who teach other subjects than English academic subjects should be given proper guidelines acquired through training to make them capable of conveying the information to the students in a more productive way. Through demonstrations and activities teachers can add in conceptualized learning. In vernacular or regional languages such as Sindhi in respondent schools, the humanities, arts, and other social science subjects should be taught to improve their language skills. The use of ICT in primary training courses should be implemented and made mandatory.

## VI. CONCLUSION

Based on the collected data and its analysis and interpretation it is concluded that the teachers and students wanted to learn their scientific subjects i.e. science, mathematics, technology, etc. in the English language to remain updated with the global world for their bright future. Many teachers and students want to go abroad for higher studies, which can be achieved through learning the English language. Therefore, they try their level best to learn their subjects in English from their school-age but they feel many issues and challenges in their regular learning routines to work well and be satisfied and motivated as Sahito and Vaisanen (2018) found that the English language competency increases the satisfaction and motivation level of teachers. Whereas, teacher satisfaction is directly concerned and connected with students' satisfaction and motivation to bring good results in the majority of the learning domains. However, it is further concluded that the English language competency or proficiency has a huge motivational power to create an interest among teachers and students to work hard for their success and lifelong learning to increase, improve and enhance the quality education (Sahito & Vaisanen, 2018). The English language competency or proficiency of teachers and students can be improved through good teachers, books, environment and organizational input.

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