

# **An Empirical Study of Motivation of Students for studying in Urdu and English Medium**

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## **ABSTRACT**

*In communication and in the transmission of knowledge, language plays a very important role. The goal of this research work to identify the motivation of students towards studying the Urdu as well as English medium instructions. The attributes of students get affected through the medium of instruction such as motivation of learning. The medium of instruction must be understandable for both teachers as well as students, which can make both of them satisfied in the process of learning. A native language must be used for teaching to make it effective learning and bring excellence. Followers of different languages also advocated that teaching must be mother or national language. The achievement of a person is the result of the motivation he or she receives. It is recommended that the students must be motivated by their teachers to learn and promote their positive attitude towards Urdu and English. At grass-root, level there must be satisfactory English medium that will make it effective as most of the students in Muslim countries have their medium of education as Urdu. A sample of 180 respondents in which 57.22% "male" and 42.78% "female" has been considered by a "standard questionnaire" created on five-point interval scale.*

**Keywords:** Medium of instruction, Urdu Language, English Language, Students' motivation, motivational orientations, language policy.

## **INTRODUCTION:**

An individual can achieve a goal or target if he or she is motivated well enough. The motivation to a person makes a person energized and excited, no matter how tough the goal is, motivation makes them achieve it and make them successful in every phase of their life. The sources as well as factor of motivation are changing with the passage of time. However, it is fact that a person needs motivation in every stage of their life to get successful. It is a well-known fact that in imparting instructions, language is a medium of instruction for any subject, at any level. At every level, the medium of instruction was a controversial issue, mainly in those societies where different system of education is followed. In transforming education, the medium of instruction plays a very important role and it makes it easy or difficult for student in understanding. Language is a crucial aspect of culture. The transformation of cultural values may be new or old becomes easy through the tool of medium of language. The personality of person is developed in context of his own cultural pattern that includes language. The attitude of Muslim students has changes from the opposition towards English language as an image of colonial rule in few decades after the independence to a keen acceptance of English medium. Not even a single learner of English Medium rejected it on the basis on it being a language of English people. Different policies related to the medium of instruction who were trying to replace English with Urdu failed due to positive attitude of students towards English (Khalid, 2016). Rwandan's are the East Africans; they were living abroad as refugees and later came back to home after many years. Many of these people were staying in English speaking countries and were studying in

English medium. However, in education system of Rwandan, the language of instruction is French and Kinyarwanda that is used. As per the students, Rwandan motivates their students to study in English medium were mainly in line with instrumental motivation through the fact of integrative motivational. By motivating Rwandan students who had been till now studying in French and Kinyarwanda, to shift towards English, which helped and opened lot of job opportunities for those students and facilitated them to understand other subjects that were taught in English in English speaking countries (Tabaro, 2015). Divide in Urdu and English medium is a fact for all citizens of Pakistan. It is surprising to know that there was not any “discourses of resistance” on public forums, as well as any debates related to such challenge that was faced by different schools of Pakistan. As per the Pakistan Constitution, 1973, the national language of Pakistan was Urdu and the official language was English. The range of provincial and regional language was recognized by the Constitution, but there were no clear guidelines of their usage in the business of state, education and in everyday life.

### **LITERATURE REVIEW:**

Atli & Ozal (2017) studied that putting aside total motivation and sub-categories of high motivation, and taking into account, integrative and instrumental orientations, it was accepted that the students are motivated potently and instrumentally, mainly those who have strong career goals.

From this viewpoint, it can be concluded that English Medium Instruction (EMI) makes a difference on the motivation of students.

Ahsan, Ghani & Khaliq (2016) found that in the study that was conducted to find the usage of Urdu medium, the teachers those have participated in the study showed positive perception towards making use of Urdu in the class of foreign language. According to teachers, introducing Urdu in the class was proved beneficial for the students in their learning. It was believed that teaching students in their national language become easy to make them understand the subject and it also easy for the teachers. Teachers as well as students were highly encouraged to use Urdu while teaching, learning, as well as writing both.

Qadri (2017) concluded from his research work, that as compared to male students, female students are better in the dimensions of achievement, motivation, hope for success, standard, making future plans, quality of leadership and overall achievement etc. Therefore, this study claims to motivate more of male students to grow and become more accountable and show their devotion towards their duties. Another finding of the research work was a significant difference was identified in the dimensions of achievement motivation based on the medium of instruction. It was found that as compared to English medium students, the students of Urdu medium were found to be better with reference to high standers, hope of success, optimism, overall achievement motivation, etc.

Noreen, Ahmed & Esmail (2015) concluded that it is the responsibility of teachers to motivate their students to learn English language and promote their positive attitude towards English. At the basic level, English medium will be more effective as the students of Muslim countries belong to rural areas have their mother tongue as Urdu. Students must be provided with the programs that are in English language as it will help them to learn the language easily and will increase their interest in learning. In order to lessen the nervousness of students in learning English, the teachers must conduct proper learning drills. Some students were not found to be eager and excited to learn English language. Some of them want to learn it just for the need of communication purpose.

Radu (2015) found that as a medium of instruction, English language is used in higher education, in business and in education as well. By making changes in the external environment and by changing the methods of teaching the culture of academic institutions can be transformed. Different methods of teaching should be used rather than traditional method of teaching, old system of lectures, seminars, and laboratory work as it found to be more useful for the future of students. With reference to proficiency in English, students were asked to self-asses themselves in the four main areas, reading, writing, speaking and listening.

Bashir & Batoor (2017) studied that it has been over a century now when English has been a medium of instruction in private schools. There has been a notable decline in the educational environment due to a sudden enforcement of English as a medium of instruction in private schools. Old generation of Urdu medium students belonged to mixed class and started to learn English from class sixth. Many of the students dropped out school due to English, as they were not comfortable with it. Teachers motivated their students to learn English as it is important for their development as well as for the development of the nation.

### **OBJECTIVES:**

1. To know how students are motivated for studying in Urdu & English medium.
2. To know how teachers motivate their students to learn Urdu & English language.

**METHODOLOGY:**

The present study is exploratory in nature. A survey method was used to collect the primary data from teachers as well as students, for which a structured questionnaire was developed and used to validate the hypothesis of this study. A sample of 180 respondents has been considered. The sampling method was purposive sampling. Mean and t-test was applied to find out appropriate results of the study.

**FINDINGS OF THE STUDY:**

Table 1 shows that number of Male respondents are 57.22% and female respondents are 42.78%, respondents. Respondents with the age group of 15 to 20 years are 33.89%, those who are between the age group of 21 to 26 years are 24.44%, those who were between 27 to 31 years were 16.67%, and the respondents with 32 years & above are 25%. With reference to the occupation of the respondents, Teachers were 55% and students were 45%.

**Table 1: Demographic profile of the respondents**

Variables	Number of respondents	%age
<b>Gender</b>		
Male	103	57.22%
Female	77	42.78%
<b>Total</b>	<b>180</b>	<b>100%</b>
<b>Age group</b>		
15 to 20 years	61	33.89%
21 to 26 years	44	24.44%
27 to 31 years	30	16.67%
32 years & above	45	25%
<b>Total</b>	<b>180</b>	<b>100%</b>
<b>Occupation</b>		
Teachers	99	55%
Students	81	45%
<b>Total</b>	<b>180</b>	<b>100%</b>

**Table 2: Motivation of students to study in Urdu and English Medium**

Sr. No.	Statements	Mean Score
1.	Studying in English medium will make students friendly with English speaking community and nations	4.10
2.	Urdu is mother tongue in Muslim countries and will help students understand the teaching in better way	3.99
3.	Teachers must use motivational teaching strategies to motivate their students	3.69
4.	Teachers must organize debates and speech competition to motivate students	4.12
5.	Studying in English medium will improve the social status of students and their nation	4.18
6.	Urdu being the first language of students, it was easy for them to study	3.78
7.	Studying in English medium will help students in travelling abroad	4.15
8.	Studying in Urdu and English medium will give lot of job opportunities to students	3.68
9.	Teachers must motivate students to learn English, as it is the most used language in the world	4.30
10.	Students feel motivates when they taught in their national language, it may be Urdu or English	4.76

Table 2 shows the Mean value for the statements with reference to the “motivation of students for studying in Urdu and English Medium.” With reference to the first statement “Studying in English medium will make students friendly with English speaking community and nations” has recorded the mean value of 4.10, next statement “Urdu is mother tongue in Muslim countries and will help students understand the teaching in better way” the mean value is 3.99. Third statement is “Teachers must use motivational teaching strategies to motivate their students” the mean value for this statement is 3.69; another statement is “Teachers must organize debates and speech competition to motivate students” the mean value for this statement is noted as 4.12. Fifth statement is “Studying in English medium will improve the social status of students and their nation” 4.18; next statement of the topic is “Urdu being the first language of students, it was easy for them to study” the mean value is recorded as 3.78. Seventh statement is “Studying in English medium will help students in travelling abroad” the mean value is 4.15; statement “Studying in Urdu and English medium will give lot of job opportunities to students” has the mean value of 3.68. The mean value is 4.30 for statement “Teachers must motivate students to learn English, as it is the most used language in the world” and the last statement is “Students feel motivates when they taught in their national language, it may be Urdu or English” the mean value is noted as 4.76.

**Table 3: Motivation of students to study in Urdu and English Medium**

Sr. No.	Statements	Mean Score	t Value	Sig
1.	Studying in English medium will make students friendly with English speaking community and nations	4.10	9.745	0.000
2.	Urdu is mother tongue in Muslim countries and will help students understand the teaching in better way	3.99	11.093	0.000
3.	Teachers must use motivational teaching strategies to motivate their students	3.69	2.632	0.005
4.	Teachers must organize debates and speech competition to motivate students	4.12	8.859	0.000
5.	Studying in English medium will improve the social status of students and their nation	4.18	7.646	0.000
6.	Urdu being the first language of students, it was easy for them to study	3.78	3.805	0.000
7.	Studying in English medium will help students in travelling abroad	4.15	10.386	0.000
8.	Studying in Urdu and English medium will give lot of job opportunities to students	3.68	2.808	0.003
9.	Teachers must motivate students to learn English, as it is the most used language in the world	4.30	10.922	0.000
10.	Students feel motivates when they taught in their national language, it may be Urdu or English	4.76	16.179	0.000

Table 3 shows that all the above statements with reference to the motivation of students for studying in Urdu and English Medium are found to be significant, as the t-value for all the statements are positive and significance value is less than 0.05.

### **CONCLUSION:**

It is concluded that in present study the main goal is to motivate students to study Urdu and English medium on instruction, as both of these languages are found to be effective for students in their future. For most of the students in Muslim countries, Urdu is their mother tongue and according to teachers if students are taught in their mother tongue it is easy for them understands the topic or subject. However, at the same time, learning in English medium is very useful and effective for students, as English medium assist students for the development of personality and for the development of the nation as well. In most of the countries, Urdu and English medium schools are running side by side and students of both the mediums are motivated to learn both the languages simultaneously. The level to which the motivation influence student to learn a language is difficult to determine. “Mean” and “t-test” been applied to find out the motivation of students to study in Urdu and English Medium.

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