

Positive emotional impact of teaching in native language among female School teachers of Hyderabad City

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Abstract

Emotions play a vital role in communication. Teaching in a native the language has a more positive emotional experience than teaching in non-native language. The present study aimed to investigate the positive emotional impact of teaching in the native language among female school teachers of Hyderabad, city. The sample of the study comprised of 100 female schoolteachers including 50 native female language teachers and 50 non-native female language teachers aged between 25 to 45 years, working in public sector schools in Hyderabad city. Purposive sampling technique was used for data collection. For the measurement of the variables of the study three valid and reliable scales were used.1. Personal information questionnaires based on demographic variables of the participants of the study I.e. name, age, and teaching experience and for the measurement of teachers' emotions ,2. The Positive and Negative Affect Schedule (PANAS) was used to assess moods distributed among female school teachers. The Cronbach Alpha reliabilities of PANA scale were found .89 for PA and .85 for NA. The result of the study finds significant positive emotional communication related to the teaching in the native language (B=.479, t= 6.789, p=.000) than teaching in a non-native language (B= .276, t= 3.76, p= .001). It is concluded that for female School teachers of Hyderabad city teaching in native language has a positive emotional experience. Lack of proficiency and command of English language nonnative teachers experience less positive emotional experience of teaching.

Keywords: Emotional impact, teaching, native language, female school teachers

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Introduction

Native language is known as language of emotions, and communication in the native language has a strong emotional impact on self-identity and cognitive process (Hemberg, 2019). Compared to non-native language it is easy to express feelings and emotions in your native languages. Cultural norms and values of a particular group are reflected by native language. There is a relevance between emotions and the native language identity. Markas and Nastas (2018). During communication native language reflects in the experience and expressions of emotions. (Hoque, 2017). By nature, teaching is an emotional profession (Šedová et al., 2017), Being emotionally attached is a common factor in both teaching and native language. Teachers experience positive and negative emotions during teaching. During teaching, teachers' emotional expressions also effect on students and teaching practices. (Gokonu, & Miller 2023). Teaching in the native language has numerous benefits for teachers including intellectual, personal, and cultural development, and easy to make teaching material. Teachers teach more effectually in their native language (Braine, 2013). Good teaching does not only require content knowledge or subject matter it can be enhanced with passion, positive emotions, and being connected with students. (Jiang, and Vauras et al., 2019). Unfortunately, the role of emotions related to teaching in the native language has always been ignored. (Richard, 2022). The credit to give importance of positive emotions in teaching goes to the introduction of positive psychology in applied linguistics, which emphasized on a facilitating character of positive emotions in the experience of teaching and learning. (Dewaele and Afawazan, 2018). Researchers in the field of education are taking more interest in teacher physical and psychological wellbeing, positive activities and emotions rather than teachers stress and burnout. (Mercer, 2020; Fathi and Mohammad dokht, 2021; Greenier et al., 2021). In the past emotions in native language teaching were regarded as factors related to affects and received less importance as compared to cognitive factors. (White, 2018). However, research has always supported the idea that the use of positive emotions increases positive attitude, personal growth, self-confidence, empathy and motivation. (Jennings & Greenberg,

2009). There is a strong role of emotions in everyday learning and there is a bilateral benefit of teaching in the native language which includes an increase in the effectiveness of teaching for native language teachers and gaining knowledge for students. (Nishathi., 2020).

There is a lack of research on the positive emotional impact of teaching in native language in Pakistan generally and in Sindh particularly. To date, the present research is the first quantitative research study on the aforesaid topic. Hyderabad is the second largest city of Sindh, majority of the citizens of Hyderabad are Sindhi or Urdu- speaking. Government schools of Hyderabad teach all subjects in Sindhi and Urdu except English subject. However, students have a choice to learn all subjects in English which is optional but the majority of the students select to learn in their native language Sindhi or Urdu. Moreover, for teachers 'it is also relatively easy and close to heart to teach in the native language, past research also supports, that teaching and learning in a second language is an emotionally charged experience. (Richards, 2020).

Literature Review

The roots of the history in the field of research can be traced back to Language as a communication tool is used to express feelings and emotions. Researches has always support the importance of culture and language on learning and cognitive development. Emotional benefits of native language have been documented in researches in a variety of ways. Pavlenko, (2012) explored in his European study by pairing L1 and L2 in advertising slogans respondents showed more positive emotional expressions towards those advertising slogans written in their native language as compared to those written in their non- native language. Taşç and Aksu Ataç' (2020) in their comparative study interviewed English native teachers having 2 to 11 years teaching experience. Results on the basis of interview and observation revealed teacher's positive attitude towards teaching L1 (English) as a medium of instruction. Two more studies are also in the line of same results conducted by Mcmillan and Rivers' (2011), Yıldız and Yeşilyurts' (2016). Results of the both studies revealed teacher's positive approach towards the use of native language in teaching foreign language. Wach and Monroy (2020) Finds teachers' willingness and favor to teach in

native language especially in the case of lower proficiency attitude. Emotions are essential for teaching and learning

Contribution of research in literature and society

The study has significance in understanding the importance of school teachers' positive emotional experience of teaching in their native language. The education policymakers think tanks to take serious steps to improve the non- native language especially English language training, workshops, and refreshing courses for school teachers to improve their non-native language. The proficiency of language increases their confidence level and they will feel positive emotions in teaching non-native language as well. Till date being the first research, the article will contribute in literature to open a window for future researchers, to conduct researches on other related aspects of the issue.

Objective of the study

To analyze the emotional impact of teaching in native language among teachers.

Hypothesis

Teaching in the native language would predict positive emotional impact among female school teachers.

Operational definitions of the variables Native Language

Native language refers to the first language humans learn from birth and the medium of interaction with fellow members of the same community language. (Kambala, 2021).

Non-native language

The language of speech outside of the community where it is commonly spoken. (Mansor, 2017)

Research Methodology

It was a co-relational study. The Survey method was used with questionnaire technique. Non-probability purposive sampling technique was used for data collection.

Measures

1. Personal information questionnaire,

The Personal information questionnaire includes the demographic variables of the study I.e. name, age, teaching experience, and subjects assigned to teach.

2. **The Positive and Negative Affect Schedule (PANAS) (Watson, Clark, & Telligent 1988)**

The PANAS is used to assess moods and distinguish the difference between positive and negative emotions. It is a self-report measure of positive and negative emotions. There are 20 items, which measure the responses on 5 point Likert scale. (1 = very slightly/not at all to 5 = extremely). It can be applied to assess the mood on various time scales. The time scales consist of moment, today, past few weeks, year and general mood. High scores on PA, indicate the extent individual enjoys pleasurable activities, the high emotions of alertness, and enthusiasm, whereas sadness and lethargy reflect low PA. Subjective distress and unpleasant engagements are signs of high NA, and the absence of these signs indicates low NA. The PANAS is a valid and reliable instrument to measure mood. The Cronbach alpha reliabilities of the PANAS were PA.89 and NA .85

Sample

The participants of the study were 100 female school teachers including 50 native language teachers, teaching Urdu or sindhi subjects, and 50 non- native language teachers teaching English subjects working in Government schools of Hyderabad city. Aged between 24 to 45.

Procedure of the Study

The data of 100 female school teachers was collected from 10 Government Schools in Hyderabad city. Before data collection, we briefed the purpose of our visit to the Headmistress of the school

and got permission for data collection. Researchers asked teachers about their participation in the study and told them that their participation in the study would be voluntary the information they gather from them will be used for research purposes only and the information will be kept confidential. First, of all researcher distributed a personal information questionnaire including questions about their name, age, teaching experience subjects they teach, and the language of the subjects taught in school among school teachers. It took 15 minutes for each teacher to complete it. After that we distributed PANAS among them which took 20 minutes.

Data Analysis and Results

Data was analyzing with the help of SPSS version 26. For descriptive analysis Mean, SD and T-test was computed and for inferential statistics multiple linear regression was computed.

Table 1

Descriptive Statistics of the variables of the study positive and negative emotions of female Government school teachers of Hyderabad city

	N=100	Mean	SD
Non-Native Language teachers	50	2.56	.64
Native Language teachers	50	2.87	.59

Table 1 is showing the mean, and standard deviation of the scores of the participants I.e. 50 native language teachers and 50 non-native language teachers on The Positive and Negative Affect Schedule (PANAS). According to the findings of the study there is a significant mean difference in the mean value of native language teachers (Mean=2.28746) is higher than non- native language teachers (Mean=2.5617). The hypothesis of the study, teaching in the native language would predict positive emotional impact among female school teachers is confirmed.

Table 2

Regression analysis: Predicting positive emotions from teaching in native language

<i>Predictor</i>	<i>R</i>	<i>Un-std Beta coefficients</i>	<i>SE std Beta</i>	<i>t</i>	<i>p</i>
Native language & Non-native language	.649	.998 .276 .479	.248 .272 .519	4.028	.000
<i>R-Squared</i>		.422			
<i>Adjusted R-Squared</i>		.411			

Dependent variable: Emotions
Predictors: native and non-native

Multiple linear regression was computed to examine the variance in native and non-native language effects in emotional communication of teaching. The model was able to explain 42.2% of the sample outcome variance (adj. r square =.422) which significantly predicted outcome $p < .000$ two of the predictor variables significantly contributed to the model. There is a more positive emotional impact of communication-related to native language ($B = .479$, $t = 6.789$, $p = .000$) than non-native ($B = .276$, $t = 3.76$, $p = .001$). Thus the hypothesis of the study teaching in the native language would predict positive emotional impact among female school teachers is confirmed.

Discussion

The study was designed to investigate the positive emotional impact of teaching in the native language among female school teachers in Hyderabad city. The Hypothesis of the study states teaching in the native language would predict a positive emotional impact among female school teachers. Results of the study confirmed the hypothesis of the study that native language teachers

as compared to non-native language teachers received greater scores on positive emotions on subscales of the PANA Scale. Past studies indicate the importance of teacher's positive emotions in facilitating teaching and learning (Mendez Lopez & Aguilar, 2013; Zinsser et al., 2016). Native language has a significant positive impact in learning a second language I.e. English for teachers and students. (Khalaf, 2023) Whereas Teacher's negative emotions in class result in anxiety and hurdle in adaptive learning. (Jin & Dewaele, 2018). Teachers experience different emotions in teaching different subjects, especially in a second language. (Franzel, et al 2021). Second language(L2) and teaching anxiety have a long history in the field of educational research. (Teimouri, Y.,2018). The participants of the study were female school teachers in Hyderabad City.

Hyderabad is the second largest City of Sindh Pakistan, in the Government schools in Hyderabad, the medium of teaching is in a native language (sindhi, or Urdu). Apart from the fact that the background of Pakistan is colonial and in the subcontinent, English was introduced in the 17th century and has been in official use since 1857 but still English is considered to be the language of the elite class in Pakistan. (Khan, et al 2017). Only private schools in Hyderabad teach all subjects in English, except Sindhi, Urdu, and Islamiat. After gaining independence Pakistan replaced their native languages as the medium of instruction in schools. Teachers in Government schools of Hyderabad city communicate with their students in their native language, there are several reasons for this, and one possible reason is the lack of training, workshops, and refreshing courses for Government school teachers. educational institutes are not arranging training, workshops are refreshing courses for school teachers to improve their English, lack of command of English language is also a barrier for them to teach in the English language. Compared with teaching in a non-native language teacher feel easy and emotionally attached to teaching in the native language. In the native language teachers communicate with their students more fluently (Gill and Reborva, 2001) Past studies suggest that the presence of positive environmental conditions facilitate effective learning. (Green and Batool, 2017), and positive emotions in communication and empathy are helpful factors in teaching and learning. (Barcelos,2015; Barcelos & Araga o, 2018).

Conclusions

Teaching in the native language has a positive emotional impact on school teachers. There are two main reasons behind it. Psychologically native language is always close to heart, it is easy to teach in their native language for teachers because they have clear concepts in their native language. The second reason for teachers' positive emotional impact of teaching in the native language and teaching in non- native language is emotionally charged activity for them is due to loss of proficiency and command in English subject. Pakistani Government schools in general and schools in Sindh in particular School teachers as compared to teaching in the native language lack the efficiency and skills to teach the English language as a foreign language. As a result, they feel difficulty teaching in a foreign language (I.e. English). The aforesaid issue can be resolved with teacher's training in English language. When teachers understand the English language and have a command of it they will also feel positive emotional experience in teaching nonnative language (English) as well. They should also have the freedom to explain the terms the in their native language when they teach a foreign language I.e. English in this way the understanding of the terms and vocabulary students and teachers both feel good and positive.

Recommendations

Present research is focused on school teachers only it is recommended that the problem should be investigated on college and university teachers. The study is limited to female teachers in future studies male teachers emotional impact of teaching in native language should also be analyzed. The data is collected from only 100 female school teachers, in future researches sample size should be increased to gain the broader view of the problem.

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