

Received: **15 December 2023**, Accepted: **18 January 2024**

DOI: <https://doi.org/10.33282/rr.vx9il.148>

## **RECIPROCAL IMPACT OF LANGUAGE POLICY OF THE STATE ON LANGUAGE IN EDUCATION: PAKISTAN IN SOUTH ASIAN PERSPECTIVE**

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### **ABSTRACT**

*Language policy of the state and language in education* are vital questions of the present times. The questions have gained enormous value, as the contemporary world communities are mostly multilingual. Over and above, English has entered as a powerful player in the arena since the colonial times. This has created such chaos in many countries as seems to be irresolvable. Amongst all that are the clarion calls for legitimate place of national and local languages in education. The authors carried out their study in perspective of South Asia with special focus on Pakistan. The authors proceeded with their study with four objectives in mind: (1) to explore the language policies as manifested in proportionate place of English and local languages in social institutions; (2) to investigate the place of the same languages in education as medium of instruction and as subjects of study; (3) to inquire into the reciprocal effect of the language policies and the place of languages in education; (4) to fathom the chances of the local languages to gain the ground in education in Pakistan and other South Asian countries. The populations of the study were educationists, teachers and students. The samples comprised 30 educationists, 60 teachers and 120 students. The researcher used mixed method approach for data collection. The tools of the research were document analysis, questionnaires, interviews and discussions. The findings indicated stunning facts. In the light of the findings, recommendations were made for the rightful place of local languages and that of English in education.

### **1 INTRODUCTION**

Language in education has been a perplexing question for many nations of the world. Pakistan, along with other nations of the region, is no exception to it. The questions of instructional language and teaching of languages have not been settled throughout the history of the country. In this connection, advent of English and its globalization since the colonial times has further complicated the situation, especially in the formerly colonized countries.

The state of affairs has always led to chaos in educational, social and political spheres. Of and on there have been calls for rightful place of English, national language and local languages in education. There have been attempts to settle the issue as well. But lack of vision among the policy makers amongst the growing multiplicity of languages has always left these measures inconsequential. Prima facie, one major reason for failure is the neglect of the fact that the issue of language in education is linked with the language policy of the state. Perhaps both of the issues cannot be divorced. How powerful is the link between the two? This is what the authors wished to gauge in Pakistani context in particular and that of South Asian in general.

## 2 LINGUISTIC SCENE OF PAKISTAN

Pakistan is a land of language diversity. People of Pakistan are multilingual. On the one side, they are assemblage of various linguistic communities. On the other, these linguistic communities are multilingual themselves.

### 2.1 Major Linguistic Communities

Pakistani people comprise six major linguistic communities. They also mark the formation of administrative units of the country.

<b>MAJOR LINGUISTIC COMMUNITIES OF PAKISTAN</b>			
<b>S</b>	<b>Communities</b>	<b>Populations</b>	<b>Percentage of Populations</b>
1	Punjabis	91,379,615	56.1
2	Sindhis	55,245,497	22.6
3	Pathans	26,896,829	13.1
4	Baluch	13,162,222	5.1
5	Gilgitis-Baltistanis	1,800,000	0.81
6	Kashmiris	4,587,982	1.8
	<b>Pakistan</b>	197,361,691	100

Punjabis are the largest linguistic community (56.1%) in Pakistan. They form the largest province of Punjab as well. The province comprises speakers of Punjabi and Saraiki. Sindhis are the second largest population of the country. They speak Sindhi language. Pathans are the third largest community. Their language is Pashto. Baluchis are the smallest community. The population is divided into the speakers of Baluchi, Brahvi, and Pashto.

### 2.2 Languages in Pakistan

As per estimate of the philologists, Pakistani people speak 74 languages and dialects. Major languages include Urdu, Punjabi, Saraiki, Pashto, Sindhi, Baluchi, Brahvi, Shina and Kashmiri. These languages and dialects are rich in many respects. There are remarkable bodies of literature; they are brimming over with poetry; they are replete with folk songs; and they have vast treasures of spiritual quotes of their saints. Despite their distinctness, they have many commonalities in that they cultivate respect, love, fraternity and tolerance.

<b>Table 2</b>				
<b>MAJOR LANGUAGES OF PAKISTAN</b>				
<b>S</b>	<b>Languages</b>	<b>Estimate (2008)</b>		<b>Areas of Predominance</b>
		<b>Figure</b>	<b>Percentage</b>	
<b>National Language</b>				
1	Urdu	13,120,540	7.59	Urban areas of Sind and the other parts of the country
<b>Provincial Languages</b>				
2	Punjabi	76,367,360	44.17	Punjab
3	Saraiki	18,019,610	10.42	South Punjab
4	Pashto	26,692.890	15.44	Khyber-Pakhtunkhwa Baluchistan
5	Sindhi	24,410,910	14.12	Rural Sindh
6	Baluchi	6,204,540	3.59	Baluchistan
<b>Sub-Provincial Languages</b>				
7	Brahvi	4,000,000	1.5	Baluchistan
8	Shina	600,000		Gilgit_Baltistan
9	Kashmiri	124,000		Azad Kashmir

Urdu is national language of Pakistan. It is co-official language of the country. Majority of the people of Pakistan can understand and speak Urdu. A considerable population of 13,120,540 (7.59%) people speaks it as first language. It is spoken as mother tongue in Karachi, Hyderabad and urban areas of the country. Along with that there is a growing trend of the people in urban areas to adopt it as first language.

Punjabi is the most widely spoken native language (44.17%) in the country. Saraiki (10.42%) was not considered as separate language from Punjabi in the censuses of 1951 and 1961. If Saraiki is taken as a dialect of Punjabi, the latter becomes the language of the majority the people of Pakistan.

Pathans, as provincial unit, are the third largest population of the country. But they are second largest community – 26,692.890 people (15.44%) – as speakers of Pashto language. It is because Pashto has its speakers in Federally Administrated Tribal Areas (FATA) and Federally Administrated Northern Areas (FANA) and Baluchistan.

Sindhi is the third largest spoken language with 24,410,910 speakers (14.12%) in the country. The speakers make almost one fourth of the population of the country.

It must be noted that English, despite not being first language of the country, is used everywhere. Needless to say, it is former colonial language and present language of postcoloniality.

### **3 PLACEMENT OF LANGUAGES IN SOCIAL INSTITUTIONS**

Language policies of the state are manifested in the proportionate presence of its languages in the social institutions and their use among the people. Here is the state of affairs in Pakistan.

#### **3.1 Administration**

One of the strongholds of languages is the administrative setup. It is what is likely to shape the linguistic realities of a people in a most powerful manner.

**3.1.1 Federation**

Linguistic details in the Federation give a great deal of enlightenment to understand the state of affairs.

<b>SN</b>	<b>Institutions/Activities</b>	<b>Languages</b>	
1	Presidential Secretariat	English	
2	Prime Minister Secretariat	English	
3	Pakistan Secretariat	English	
4	Senate	English	Urdu
5	National Assembly	English	Urdu
6	Supreme Court	English	Urdu
7	Islamabad High Court	English	Urdu
8	Lower courts	English	Urdu
9	Islamic Ideology Council	English	
10	Administration	English	
11	Communication with provinces	English	
12	Aviation	English	
13	International diplomacy	English	
14	International trade	English	

The Presidential Secretariat uses English as Its official language. On the one hand, President of the country and his office are the signs of integrity of the nation. On the other, Urdu is the national language of the country. Presence of English as official language, when juxtaposed with these facts, is indicative of contradiction at the very top.

Prime Minister Secretariat is the highest administrative office of the county. It also uses English as medium of communication and for official records.

Pakistan Secretariat enjoys the highest status after the President Secretariat and the Prime Minister Secretariat. All the correspondence and record keeping is carried out in English in the Secretariat.

Proceedings of the Senate are carried out in English or Urdu. The Chairman and the members may use either language to conduct the sessions. Similarly, the senators may use either language to make speeches or carry out discussions. Simultaneously the correspondence and record keeping is carried out in English. Again, laws are compiled both in English and Urdu.

The state of affairs in the National Assembly is the same as that in the Senate. The Speaker conducts the sessions either in English or Urdu. Members of the Assembly take part in the proceedings in either language. Corresponding and record keeping is made in English. Laws are compiled in English.

Language of the Supreme Court and Islamabad High Court is basically English. Hearings of the cases are overwhelmingly carried out in English but sometimes the lawyers use Urdu language as well. Both English and Urdu are used for correspondence, record keeping, and for carrying out hearings.

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Volume: 9, No: 1, pp. 3362-3385

ISSN: 2059-6588(Print) | ISSN 2059-6596(Online)

Islamic Ideology Council uses Urdu for correspondence, record keeping and carrying out all proceedings.

All the administrative offices in all the Departments use English for correspondence and record keeping. Oral proceedings may be held in Urdu.

Communication with the provinces is made in English. Despite it is internal communication in the country, Urdu is not used for the purpose.

The language of aviation is English. It cannot be avoided as long as English is used as *lingua franca* at global level.

International diplomacy is carried out in English. Again, English would remain the language of international diplomacy as long as English-speaking nations are politically and economically dominant in the world and English remains the official language of international institutions.

International trade is also executed in English. This is also because of the status of English history has bestowed upon it. Unless history changes its course, the state of affairs is likely to continue the way it is there presently.

English language continues to hold its ground as colonial legacy in almost all institutions.

### 3.1.2 Provinces and Azad Kashmir

An overview of the placement of languages in the provincial institutions is also a source of insight into the state of affairs. Coupled with the power of intellect, it may turn out a means to pave the way to solve the relevant issues.

Table 4							
PLACEMENT OF LANGUAGES IN PROVINCES AND AZAD KASHMIR							
S	Institutions Activities	Languages					
		Punjab	Sindh	KPK	Baluchistan	Gilgit-Baltistan	Azad Kashmir
1	Presidential Secretariat	English	English	English	English	English	English
2	Governor Secretariat	English	English	English	English	English	English
3	Prime Minister Secretariat	English	English	English	English	English	English
4	Chief Minister Secretariat	English	English	English	English	English	English
5	State Secretariat	English	English	English	English	English	English
6	Provincial Secretariat	English	English	English	English	English	English
7	Legislative Assembly	English	English	English	English	English	English
		Urdu	Urdu	Urdu	Urdu	Urdu	Urdu
8	Provincial Assembly	English	English	English	English	English	English
		Urdu	Urdu	Urdu	Urdu	Urdu	Urdu
			Sindhi				

9	Supreme Court						Urdu
10	Appellate Court						English
							Urdu
11	Chief Court						English
							Urdu
12	High Court	English	English	English	English		
		Urdu	Urdu	Urdu	Urdu		Urdu
			Sindhi				
13	Lower courts	English	English	English	English	English	
		Urdu	Urdu	Urdu	Urdu	Urdu	Urdu
		Punjabi	Sindhi	Pashto	Baluchi Brahvi	Shina	
14	Administration	English	English	English	English	English	English
							Urdu
15	Communication with Federation and other provinces	English	English	English	English	English	English

Table 4 manifests linguistic state of affairs in the 04 constitutional provinces 01 executive province and Azad Kashmir.

**Punjab**

The state of affairs in Punjab is almost the same as in the Federation. There are only minor differences.

Like that of President Secretariat, Prime Minister Secretariat and Pakistan Secretariat, the official language of the Governor Secretariat, Chief Minister Secretariat and provincial secretariat respectively is English.

The linguistic realities of the provincial assembly are similar to those of Senate and National Assembly. The notable fact, however is that this is Assembly of the Punjab but there is no scope of Punjabi in it.

The linguistic format in High Court and lower courts is also the same as those of Supreme Court, Islamabad High Court and lower courts in the Federation. There is a small difference in case of lower courts. Hearing is carried out in English and Urdu but, occasionally, Punjabi is also used in these courts.

Administration of all departments uses English for correspondence, documentation and record keeping. There is no use of Urdu in any case. It is like the state of affairs in the Federation.

All the departments use English for communication with offices in the Federation. Neither Urdu nor other languages are used for the purpose.

**Sindh**

The state of affairs in all offices and institutions is parallel to that in Punjab. However, there are some differences.

Official languages for speeches and participation in the proceedings of the assembly are English and Urdu. However, Sindhi is also used for the purpose.

Hearings in lower courts of rural areas are carried out in Sindhi along with English and Urdu.

### **Khyber Pakhtunkhwa**

The linguistic realities of Khyber Pakhtunkhwa are parallel to those in Punjab and Sindh with some differences.

Speeches in the provincial assembly are made in Urdu and rarely in English. There is almost no use of Pashto for the purpose.

### **Baluchistan**

Linguistic state of affairs in the administration of Khyber Baluchistan is almost parallel to that of other provinces of Punjab, Sindh and Khyber Pkhtunkhwa.

One of the differences is that speeches in the assembly are made in Urdu. English is used occasionally. Baluchi and Brahvi are rarely used.

### **Gilgit-Baltistan**

Linguistic state of affairs in the administration of Gilgit-Baltistan is again almost parallel to that of other provinces. Among the exceptions is the fact that Shina is not used anywhere in the administration of the (executive) province.

### **Azad Kashmir**

Linguistic scenario in the administration of Azad Kashmir has similarities with that of the provinces of Pakistan. Along with that there is a major difference. Official language of the Supreme Court, High Court and lower courts is Urdu. It is used for all purposes of correspondence, documentation, record keeping and oral presentations for hearing. Another aspect is the fact that a considerable part of the administration is gradually adopting Urdu as for their managerial purposes.

## **3.2 Media**

Media is another powerful factor that influences the linguistic realities of a community. It would be interesting to have an overview of the placement of languages of the country in electronic and print media.

### **3.2.1 Electronic Media**

Electronic media is comparatively newer in the world of communication. It goes without saying that it has an extremely powerful impact upon the intellectual bent and life style of the people. Here is the state of affairs in this arena. The data of the electronic media is delimited to news channels of television.

<b>S</b>	<b>Languages</b>	<b>No of News Channels</b>
1	English	01
2	Urdu	30
3	Punjabi	00
4	Saraiki	00

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Volume: 9, No: 1, pp. 3362-3385

ISSN: 2059-6588(Print) | ISSN 2059-6596(Online)

5	Pashto	02
6	Sindhi	02
7	Baluchi	01
8	Brahvi	00
9	Shina	00
10	Kashmiri	00

[https://en.wikipedia.org/wiki/List\\_of\\_television\\_channels\\_in\\_Pakistan](https://en.wikipedia.org/wiki/List_of_television_channels_in_Pakistan)

As the table shows, overwhelming majority (30) of news channels are Urdu channels. There is only 01 English channel. Pashto and Sindhi channels are 02 each. And there is only 01 channel of Baluchi language. There are no news channels in Punjabi, Saraiki, Brahvi, Shina and Kashmiri languages.

The establishment of the largest majority of Urdu news channels is just because Urdu is *lingua franca* in Pakistan and that almost all the people of the country understand it. The existence of only 01 English channel is indicative of the fact that very few people understand English because of very poor literacy rate. Even those who know English are poor listeners of it. The presence of 02 Pashto, 02 Sindhi, 01 Baluchi and no Punjabi channel is reflective of the importance that the respective governments give to the promotion of their local languages. Governments of Khyber Pakhtunkhwa, Sindh and Baluchistan appear to be more responsible than that of Punjab. Only 01 Baluchi language channel is proportionate to the population of the province – native speakers of Baluchi, Brahvi and Pashto. Lack of new channels in Punjabi, Saraiki, Brahvi, Shina and Kashmiri languages speaks of almost no commitment of the governments of the relevant provinces to the promotion of these languages. This lack in case of Punjabi and Saraiki is especially tragic, as Punjab is the largest provinces with more than 50% of the population.

### 3.2.2 Print Media

Print media has much longer history than that of electronic media. It has no less power to influence the thoughts of the people. Here is an overview of the data in the print media.

S	Languages	No of Newspapers
1	English	19
2	Urdu	34
3	Punjabi	04
4	Saraiki	01
5	Pashto	01
6	Sindhi	11
7	Baluchi	00
8	Brahvi	00
9	Shina	00
10	Kashmiri	00

[https://en.wikipedia.org/wiki/List\\_of\\_newspapers\\_in\\_Pakistan](https://en.wikipedia.org/wiki/List_of_newspapers_in_Pakistan)

The data shows the largest number of Urdu newspapers (34). Second largest number (19) is that of English newspapers. Third position in publication of newspapers (11) goes to Sindhi newspapers. There are 04 Punjabi and only 01 Pashto and Saraiki newspaper each. There are no newspapers of Baluchi, Brahvi, Shina and Kashmiri languages.



Publication of 34 Urdu newspapers is nothing unexpected. As stated earlier, Urdu is *lingua franca* of Pakistan. Similarly, 19 English newspapers are compatible with the population foreign readership in Pakistan. Number of 11 Sindhi newspapers is also up to the expectations. This shows interest of the Sindhi people in the development of their language. The fact of no newspapers in Baluchi, Brahvi, Shina and Kashmiri languages testifies the lack of allegiance of the intelligentsia among the speakers of these languages with the development and promotion of these languages. The state of affairs is tragic in case of all the four languages.

### 3.3 Competitive Examinations

Competitive examinations are a major factor that contributes in shaping the linguistic realities of Pakistan. They include administrative and judicial examinations.

#### 3.3.1 Civil Service Examinations

The Federal and provincial governments of Pakistan conduct civil service examinations. The nomenclature is a bit different in case of Federal and provincial governments.

<b>Table 7</b>				
<b>LANGUAGE OF CIVIL SERVICE EXAMINATIONS</b>				
<b>S</b>	<b>Examinations</b>	<b>Languages</b>		
		<b>English</b>	<b>Urdu</b>	<b>Vernacular</b>
1	Central Superior Services	*		
2	Provincial Civil Services of Punjab	*		
3	Provincial Civil Services of Sindh	*		
4	Provincial Civil Services of Khyber Pakhtunkhwa	*		
5	Provincial Civil Services of Baluchistan	*		

(Information collected from Federal and Provincial Public Service Commissions)

The data clearly demonstrates that there is no competitive examination conducted in Urdu or any of the local languages. This is colonial legacy, and the country has not been able to come out of it. The fact is also linked with the placement of languages in the social institutions of the country.

#### 3.3.2 Judicial Examinations

The Supreme Court conducts judicial examinations at federal level and High Courts do it at provincial levels.

<b>Table 8</b>				
<b>LANGUAGE OF JUDICIAL EXAMINATIONS</b>				
<b>S</b>	<b>Examinations</b>	<b>Languages</b>		
		<b>English</b>	<b>Urdu</b>	<b>Vernacular</b>
1	Islamabad	*		
2	Punjab	*		
3	Sindh	*		
4	Khyber Pakhtunkhwa	*		
5	Baluchistan	*		
6	Gilgit-Baltistan	*		

(The information collected from legal personnel)

The data shows the same state of affairs of judicial examinations as that of civil service examinations. They are all conducted in English. None of them is conducted in Urdu or vernacular languages. The reasons are also the same.

#### **4 LANGUAGE REALITIES AND LANGUAGE POLICIES**

Needless to say language policies of Pakistan have been designed in perspective of the given realities and their historical background. These policies reflect the real or artificial constraints and confusions of the policy makers. These confusions are manifested in the form of contradictions regarding their decisions on language in education.

#### **5 ADVENT OF ENGLISH**

As the wheel of the history moves on many civilizations, cultures and languages prevail in the world and many others become extinct. In the wake of the Renaissance English language appeared as the most powerful language of the world. Onward socio-political developments on the globe further consolidated the fact. English became the need of the time.

The linguistic scene in India changed with the domination of the British in the country. As official language and language of learning and education, English replaced the local languages like Arabic, Persian and Sanskrit. Lord Macaulay's decision in favour of English in 1835 came as a turning point in the history of the great Sub-Continent. It brought an end to the Oriental and Anglican language controversy. The necessity of English became multiplied in 1854, as the eligibility to the government service was restricted to those who had got education of English. (Mansoor: 1993)

#### **6 LANGUAGE POLICIES**

After the independence in 1947 the ruling classes did not find it possible to change the inherited bureaucratic mode of government at once. So the use of English continued to dominate the system of government. English got an apex status in Pakistan. Presently, it occupies a significant role in the major domains of power. It is used in the civil bureaucracy, defence forces – Army, Navy and Air Force – and in all federal and provincial government proceedings. Furthermore, English is a compulsory subject from class one to graduation in all academic institutions of Pakistan. (Gulzar and Farooq 2009: 04-06) No certificate or degree can be achieved without success in English. It is medium of instruction in most of the academic institutions.

The question of the medium of instruction has been a puzzle throughout. The development of the issue looks like a zigzag.

After independence, the political leaders felt that only Urdu could be used to integrate the diverse nationalities of the country. Therefore, they advocated the uni-national thesis. That is, Pakistanis are one nation. So, they chose Urdu as the national language. Based on the uni-national thesis an official Language Committee was formed in 1949 to replace English with Urdu in 1955. It was recommended that secondary education should be in Urdu. In addition, Urdu should replace English even in the universities. However, despite the consensus that Urdu should replace English, elitist institutions with English medium of education got multiplied. (Gulzar and Farooq 2009: 06)

President Ayub Khan appointed a Commission of National Education – commonly named as Sharif Commission – to solve linguistic and educational issues. The Commission of National Education 1959 observed that English would continue to hold the field as it was the only effective means of communication with the world and the most adequate source of

information on the latest developments in science and technology. (Gulzar and Farooq: 2009: 06) Therefore, paradoxically, on the one hand, the Education Policy 1959 says:

Boards should be set up immediately for the development of national languages, one for Urdu and another for Bengali. Their sphere of work should be wide enough to cover all aspects of language and literature. (GOP: YPNP: PNP)

On the other hand, the period assigned to the transfer from English medium into Urdu medium in this report was fifteen years. (Mansoor: 2005: xxiv) This was a covert way of providing English the opportunity to hold the ground.

Afterwards President Yahya Khan appointed a committee in 1969 under the chairpersonship of Air Martial Noor Khan to overhaul the education system. The committee recommended that English should not remain the medium of instruction in the country. Instead, Urdu and Bengali should be used and the transformation should be completed by 1975.

Then in Prime Minister Zulfikar Ali Bhutto's government nothing substantial was done to promote the use of Urdu in the domains of power.

During General Zia-ul-Haq's period Muqtadira Qaumi Zuban (National Language Authority) was set up in 1979 to establish the status of Urdu language. However, at the same time English was allowed as medium of instruction in many schools. Since then English has been used as medium of instruction in elitist institutions. They include institutions of Intermediate, Graduation and Post-graduation education, and all the universities.

During the recent years the Government of Pakistan has given multiplied importance to education. More than one plans have been constituted and projects initiated at the central level. All these roads are logically bound to lead to metabolic changes in syllabus along with other structural changes in ELT system.

President Pervez Musharraf's government started Education Sector Reforms (ESR) in 2001. This is Action Plan for 2001-2005 built on ten-year perspective development plan 2001-2011. The programme has been initiated with consultations with more than 600 stake-holders. The ESR calls for metamorphic changes in the education system of the country. (Shami: 2006: 03) The policies are continued in the present government of President Asif Ali Zardari. As manifested in the upcoming details, change of syllabuses is one of the major segments of the plan.

Education policies have made diverse and complex effects on the status of English as official language and medium of instruction. Almost all the education policies, commissions or committees established in the history of Pakistan have stressed upon the need and given a plan of gradually replacing English with Urdu as the official language and the language of instruction. But the stark reality is that whatever the reasons might be, none of them has been successful in their objective.

## 7 A CRITIQUE OF THE PLACEMENT OF LANGUAGES IN SOCIAL INSTITUTIONS

Placement of languages in social institutions is a point of vital significance. There is a foremost question of rightful place of English, Urdu and local languages social institutions. A peep into the corridors of the past and a look at the scenario of the present are likely to be a source of enlightenment.

### 7.1 English

English enjoys the most privileged status in Pakistan. It is official language of the country. “It is used in all domains of power – government, bureaucracy, military, judiciary, commerce media, education and research.” (Rahman 2005: 24) The competitive examinations of both administration and judiciary are given in English. It is also the language of some portion of electronic and print media. It is a passport to the corridors of power. This high status of English has its bearings in the history of the great subcontinent of Indo-Pakistan during British rule. As Siddiqui puts it:

The significant position of English language in the subcontinent owes greatly to the British rule here. During that period of time, being the language of the rulers, it enjoyed special privileges and prospered in a congenial environment by getting the status of the language of courts and offices. Acquiring English language would guarantee top class jobs in the United India. (2010: 173)

The state of affairs continued to exist even after independence. There are a variety of reasons for that. Firstly, when Pakistan came into being, the reins of its power went into the hands of the group of people who belonged to Ali Garh school of thought. And Ali Garh has been advocating English since its inception. Shahid points out in this connection that “... Sir Syed Ahmed Khan’s Educational movement managed to convince a large number of Muslims that English language was crucial for their survival” (2010: 173) Secondly, the people in power had their links with Britain and America – the major English speaking nations and former colonial and present imperialist power respectively. Thirdly, the country did not have its constitution for nine years. The state machinery was run by the British laws. Many of these laws are still in force. The business classes had their trade relations with America, Britain and European countries. First two countries are English speaking. They have English language as their native language or as *lingua franca*. These factors combined to retain English in all the key institutions. As a natural corollary, it continued to be a stair to climb to upper social circles and reach the pinnacles of power.

### 7.2 Urdu

Urdu is the national language of Pakistan. It is not mother tongue of the majority of the people of country. Yet it has got the status of the national language. There are various explanations for that. First, it had an affinity with different local languages and hence it could be the *lingua franca* of the people of the country. Second, after the loss of unity among the people of India in the wake of the British rule, people of the country also fell prey to the linguistic conflicts. In tragic communal bifurcations, Hindi was linked with Hindus and Urdu with Muslims. This emotionalized attachment of Muslims with Urdu became a reason for the language to get the status of national language. Third, it was the language of the powerful people who came to power immediately after the creation of the country. Last, it was overwhelmingly the language of the electronic and print media. The junction of all these factors provided the foundation for the language to achieve the position of national language.

### 7.3 Local languages

No local language has been able to achieve its rightful place in the social institutions. None of them is used in any social institution, except for in the lower courts. And that is limited to oral presentations during the hearing of cases (information provided by the lawyers of the country). The position of English as official language and that of Urdu as national language have overshadowed every language. Overall native speakers are not interested to develop their languages. Unpatronized, some of them have suffered a complete loss of them, especially in northern areas.

### **8 LANGUAGE IN EDUCATION**

Facts about language in education comprise two aspects, namely, choice of instructional language, and English and vernacular languages as subjects of study. English has always been placed in education as instructional language and as a subject to be taught. The purpose has been pursued through various types of schooling in the past and present. The details in this connection are likely to spotlight the fact that the position of languages in education is decided by the placement of languages in social institutions, and language policies in words and deeds.

#### **8.1 Historical Perspective**

A cursory view of the past will reveal many facts. These facts may assist to solve the riddle of the language in education in the country. Here is a brief description of linguistic facts of the past.

During British rule, Indian people witnessed two types of English teaching institutions. They were: first, chiefs' colleges, and second, European or English schools including English teaching schools and armed forces schools. The former were meant for hereditary aristocracy and the later for newly emerging professional classes. All the subjects were taught in English in these institutions. English schools has their systems on the pattern of British public schools, irrespective of their administration being missionaries or otherwise. (Rahman 2005: 25) In Pakistan, these schools are generally found in big cities.

#### **8.2 Present Facts**

Linguistic realities of the past have shaped the present. Despite the provisions of the constitution and announcements made in language policies, Pakistan has not been able to come out of the shackles of English.

##### **8.2.1 Languages of Instruction**

The parallel system of English medium schools continued to exist even after the establishment of Pakistan. The number of schools continued multiplying as these classes kept expanding after 1960's.

Various Departments of the state administer these institutions. Federal government runs its own English medium institutions. Federal Directorate of Education runs 20 Model Colleges. They are English medium. The Directorate also runs 11 other colleges. They are Urdu medium. (Documents of the Federal Directorate of Education) The armed forces run 88 English medium institutions in cantonments and garrisons. (Rahman 2005: 27) There are elitist public schools under Boards of Governors. They are English medium. They include Boys' Public School and College in Abbotabad and Sadiq Public School in Bahawalpur, and cadet colleges. (Rahman 2005: 27) Other government departments like Water and Power Development Authority (WAPDA), Pakistan Railways, Department of Customs, Department of Police and Telephone Foundation also run English medium academic institutions. (Rahman 2005: 27) Non-elitist system is run in Urdu. Local languages are not used as medium of instruction. In some cases, however, Sindhi and Pashto are used for the purpose. (Rahman 2005: 27)

##### **8.2.2 Instruction of languages**

Teaching of languages in education system has some notable facts. It calls attention of the intelligentsia.

### English

Previously English as subject used to start from Class VI in state-run academic institutions. General Pervaiz Musharraf officially announced the policy to start it from Class I. It is taught as compulsory subject from Class I to Class Graduation level (14 years of education).

### Urdu

Urdu as subject is compulsory from Class I to Intermediate level (12 years of education).

### Local Languages

Local languages are only taught as elective or optional subjects at Intermediate or Graduation level.

## 9 A CRITIQUE OF THE LANGUAGE IN EDUCATION

Britishers introduced their language-in-education policy in India with their own philosophy, ideology and objectives behind it. The policy of the country after independence has been continuation of the same.

### 9.1 Before Independence

In British India, both chiefs' colleges and English schools had their socio-political objectives. The chiefs' colleges were meant to Anglicise young rulers, to encourage loyalty to the crown, and preclude events like those of 1857. (Rahman 2005: 25) This was a manifestation of the European principle of 'indirect rule'. (Mangan 1986: 125 cited in Rahman 2005: 25)

### 9.2 After Independence

There was no tangible change in the state of affairs after the creation of Pakistan. The fact is that the rulers and the civil and military bureaucracy came from the elitist classes. They constantly supported English as medium of instruction and teaching of English as subject. They provided exuberant support to English medium schools in their policies.

The education policies throughout the history of Pakistan clearly reflect this fact that the ruling classes have either been confused or they have had double standards. These policies have been discussed earlier in (6). Here is a flashback of them with an attempt to probe into the mindset behind them.

HamoodurRahman Commission supported the missionary schools in the name of religious freedom for Christians and excellence for other citizens. The commission rejected the view that these institutions produced snobs. The commission's advocacy of these schools reveals the actual mindset of the elitist classes. The commission took the position that these institutions were meant to produce military and civil administrative elite. (GOP 1966: 17-18 cited in Rahman 2005: 26) But the commission had to accept that this was violation of the constitution that says, "All citizens are equal before law". (Paragraph 15 under Right No. VI cited in Rahman 2005: 26)

General ZiaulHaq's education policy declared Urdu to be the medium of instruction from Class I or KG from 1979. (*Pakistan Times*, 4 February 1979 cited in Rahman 2005: 26) Ministry of Education, in the wake of that, declared that the nomenclature English medium schools would also be abolished. (*Dawn* 18 February 1987 cited in Rahman 2005: 26) Strikingly, students and parents along with the supporters of English medium schools opposed the move. What is notable is that contrary to his declared policy, General ZialulHaq appeased the supporters of English medium schools that English would not be abandoned altogether. (*Pakistan Times*, 12 November 1987 cited in Rahman 2005: 27) He allowed them to continue using English as medium of instruction. He gave legal protection to O Level and

A Level system of education through Martial Law Regulation 115. (*Pakistan Times*, 6 October 1987 cited in Rahman 2005: 27) “The reversal of the 1979 education policy, the most momentous step taken in favour of Urdu, was allowed to take place almost silently”. (Editorials, *The Nation* and *The Muslim*, 13 November 1987 cited in Rahman 2005: 27) The first point in this connection is that General ZiaulHaq had the inheritance of the linguistic views of the previous of the founders of the country and his predecessors. The second point is that perhaps he could not withstand the pressure of the Westernized elite.

The fact is that throughout the history of Pakistan, the same elitist classes have been ruling the country. And they have always wanted to sustain their rule. For that purpose, they have heavily invested to establish a parallel system of education for themselves. More strikingly, this system is run through public funds (Rahman 2005: 27).

### 10 VIEWS OF THE STAKEHOLDERS

In an attempt to accomplish the analysis of the linguistic realities in social institutions and education systems, the researcher also proceeded to seek the opinion of the educationists, teachers of English and students. He administered three questionnaires for the purpose – one for each category. The sample size was 30 educationists, 60 teachers of English, and 120 students.

#### 10.1 Place of Languages in Social Institutions and Language Policy

Questions were asked about the place of languages in social institutions and language policies of the country. The researcher managed to seek their opinion as to what should be the language of major government institutions.

<b>Table 9</b>					
<b>Language of the Supreme Court</b>					
		<b>English</b>		<b>Urdu</b>	
		#	%	#	%
1	Educationists	21	70	9	30
2	Teachers	45	75	15	25
3	Students	87	72.5	33	27.5

Large majorities of respondents among educationists (70%), teachers (75%) and students (72.25%) supported English as language of the Supreme Court of Pakistan. Only small minorities of educationists (30%), teachers (25%) and students (22.50%) asked for Urdu as language of this supreme institution.

It is nothing else than the aftermath of colonialism that large majority of all the three segments among the Pakistani people recommend English as language of a supreme institution of Pakistan. It cannot be expected from the people of independent nations in the real sense of the word. They support their own language instead of a foreign language.

<b>Table 10</b>							
<b>Language of the High Courts</b>							
		<b>English</b>		<b>Urdu</b>		<b>Provincial Languages</b>	
		#	%	#	%	#	%
1	Educationists	24	80%	0	0%	6	20%
2	Teachers	24	40%	27	45%	9	15%
3	Students	75	62.5%	30	25%	15	12.5%

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ISSN: 2059-6588(Print) | ISSN 2059-6596(Online)

An overwhelming majority of educationists (80%) supported English as language of the High Courts while a small minority (20%) voted for provincial languages as language of the High Courts. Strikingly, only a minority of teachers (40%) supported English, and a considerable percentage (45) recommended Urdu and a small minority of 15% advocated for provincial languages as language of the High Courts. A majority of 62.5% students asked for English, a small minority of 25% favoured Urdu, and a still minor minority of 12.5% supported provincial languages as language of the High Courts.

The state of affairs is interesting on the question of language of High Courts. There are certain factors behind this state of affairs. Favouring English as language of High Courts from educationists and teachers of English is nothing else than postcoloniality. It is pleasantly surprising that only minority of the teachers of English support English as language of High Courts.

<b>Language of the Senate and National Assembly</b>							
		<b>English</b>		<b>Urdu</b>		<b>Provincial Languages</b>	
		#	%	#	%	#	%
1	Educationists	21	70%	9	30%	0	0
2	Teachers	33	55%	27	45%	0	0
3	Students	78	65%	30	25%	12	10%

A large majority (70%) of educationists favoured English as language of the National Assembly. Only 30% of them favoured Urdu for the purpose. Though simple, yet majority of teachers (55%) favoured English as language of the National Assembly. A minority of 45% teachers supported Urdu. A notable majority of 65% of students supported English as language of the National Assembly. Only 25% of them put their weight in favour of Urdu. A minor segment of them (12%) took their side with provincial languages.

The state of affairs is striking. It manifests the continuation of imperialism in the wake of colonialism. Prolonged history of colonialism, its aftermath in the form of the legacy of the rulers of the same mindset and ideology, imprints of the inevitability of English from a variety of angles propagated by the colonizers and their local heirs successfully brainwashed the people associated with education. They have lost the potential to think critically and revisit the history and analyze the present. National thinking is almost dead. In this milieu no other responses could be expected than what was received. But it must not lead to hopelessness.

<b>Language of the Provincial Assemblies</b>							
		<b>English</b>		<b>Urdu</b>		<b>Provincial Languages</b>	
		#	%	#	%	#	%
1	Educationists	15	50%	9	30%	6	20%
2	Teachers	27	45%	33	55%	0	0%
3	Students	63	52.5%	24	20%	33	27.5%

As per data collected, the opinion of the educationists is evenly divided between English (50%) on the one side and Urdu (30%) and provincial languages (20%) on the other. A



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ISSN: 2059-6588(Print) | ISSN 2059-6596(Online)

minority of teachers (45%) supported English language, and 55% favoured Urdu. None of them supported provincial languages. As many students as 63% favoured English, 24% sided by Urdu and 33% of them supported provincial languages.

Here the situation is bit different from that of the Senate and National Assembly. All segments of the population support English with almost half of their numbers. The state of affairs is lamentable in that these educated persons prefer a foreign language to their own languages as language of communication and documentation in the provincial assemblies instead. This is indicative of harsh facts. Pakistani people are overawed by colonial language. They wish their political leaders to use a language that is not known to them. They do not realize that this will further lead to the legislation in English. Consequently, people will remain ignorant of laws and the constitution. And the fact is the same. The constitution of Pakistan was written in English. Urdu version of the constitution is also available. It is constitutionally admitted that in case of any ambiguity, English version will serve as authority. Not to speak of the people, even many of the members of the parliament cannot read it. How can they demand its promulgation and enforcement from the government? How can they carry out further legislation? How can they protect the constitution?

		English		Urdu		Provincial Languages	
		#	%	#	%	#	%
1	Educationists	24	80	6	20	0	0
2	Teachers	36	60	15	25	9	15
3	Students	87	72.5	27	22.5	6	5

The data manifests that an overwhelming majority (80%) of educationists favoured English as language of administrative institutions. Only a small minority (20%) of them favoured Urdu for the purpose. None of them favoured provincial languages. So far as teachers are concerned, a simple majority (60%) of them supported English as language of administrative institutions. Only 25% of them supported Urdu and 15% supported provincial languages for use in administrative institutions. As far students, a large majority (72.5%) of them preferred English as language of administrative institutions. A minority (22.5%) of them preferred Urdu, and only 06% of them preferred provincial languages for the purpose.

The state of affairs is disturbing in a variety of ways. No segment of the selected population comes up to the intellectual and ideological expectations:

Intellectually speaking, no segment considers that the use of a foreign language in administration creates a barrier between the rulers and the people. Neither the rulers can understand the people, nor the people can understand the rulers. That leads to social chaos and political instability.

In ideological terms, the selected segments of the population manifested a complete unawareness of the linguistic aspect of ideological underpinnings of a nation. Language is a major instrument of identity of a nation. It is a source of strength of it. It is a symbol of representation for a people. It is one of the main factors of concept of a nation. It is a major factor in the formation of a nation-state. Intellectually loaded people cannot overlook these facts. But unfortunately, the respondents of this research certainly did it.

<b>Table 18</b>							
<b>Language of State Representatives for Speeches in International Ceremonies in Pakistan and Abroad</b>							
		<b>English</b>		<b>Urdu</b>		<b>Provincial Languages</b>	
		#	%	#	%	#	%
1	Educationists	21	70	6	20	3	10
2	Teachers	18	30	30	50	12	20
3	Students	39	32.50	57	47.50	24	20

The data clarifies that a vast majority (70%) of the educationists were of the view that the state representatives should use English for speeches in international ceremonies in Pakistan and abroad. Only a small minority (20%) of them forwarded their opinion in favour of Urdu for use in international ceremonies. Only an unnoticeable minority (10%) of them recommended provincial languages for the purpose. So far as teachers are concerned, half of them supported Urdu for speeches in international ceremonies. A minority (30%) of them recommended English for these occasions. A smaller minority (20%) of them asked for provincial languages. Coming to the students, a comparatively larger faction (47.50%) of them favoured Urdu for speeches in international ceremonies. A smaller part (32.50%) of them favoured the use of English in these ceremonies. A still smaller portion (20%) of them recommended provincial languages for the purpose.

The linguistics mindset of the people viewed from this angle again presents a gloomy picture with only a thin ray of hope.

The veteran persons in the educational arena have the old fixation of mind overwhelmed by the supremacy of English language. They are not even aware of the traditions of the world leaders to pronounce their national passions and views in their own languages. On the contrary they, perhaps, take pride in the obsessed idea that their leaders can speak English in the international ceremonies. Only a minority of this segment of population seems to have national consciousness.

The teachers demonstrate comparatively more enlightenment on the point, as only half of them supported English for use in international ceremonies. Though the score is not ideal but it is encouraging. It might be so as they comprise larger proportion of younger persons. The ravages of time might have made them more conscious of the global web of imperial powers. The feasibility of the use of provincial language on these occasions, suggested by a minority of 20% of them, is still to be assessed. But it is indicative of their attachment with the local language.

The data of student respondents reflects only a bit weaker score than that of teachers but that is still optimistic. The reasons may be the same as those in case of teaches. There might be incompatibility notable with the data of students in this case and that in response to other questions but here the trend seems to stem out of the passion of national honour.

<b>Table 19</b>							
<b>Language of Local Trade and Commerce</b>							
		<b>English</b>		<b>Urdu</b>		<b>Provincial Languages</b>	
		#	%	#	%	#	%
1	Educationists	3	10	24	80	3	10

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ISSN: 2059-6588(Print) | ISSN 2059-6596(Online)

2	Teachers	27	45	24	40	9	15
3	Students	42	35	66	55	12	10

The data in the table manifests that 10% educationists recommended English for local trade, while an overwhelming majority of 80% of them asked for the use of Urdu for the purpose and again 10% of them favoured provincial languages for the purpose. As for teachers, 45% of them supported English, 40% supported Urdu and 15% supported provincial language. A gaze at the data of students shows that 35% of them favoured English, 55% supported Urdu while only 10% voted for provincial languages for use in local trade.

The state of affairs is certainly disturbing with only a tinge of hope. That only a small ratio of the educationists favoured the use of English for local trade and commerce is heartening. Though even this small ratio is unacceptable, yet this can be ignored in perspective of the constantly fed ideology in favour of English and English-speaking nations. The fact of overwhelming majority being in favour of Urdu and provincial languages is indicative of the growing realization of the national requirements and awareness of the natural requirements of society. Along with the heartening state of affairs with the educationists, the state of affairs in case of teachers and students is not that much encouraging. Only a simple majority of teachers and a bit larger majority of students favoured Urdu and provincial languages for use in local trade and commerce. Though the facts are tilted towards the positive side, yet they are not reflective of very healthy intellectual and social conditions of the people. Quite a considerably large number of people favour English. This is disappointing. But this is again a manifestation of postcoloniality of the people of the country.

### 10.2 Language in Education

The question of language of instruction has been a burning question almost throughout the history of Pakistan. The ruling classes as well as intelligentsia have not been able to come out of confusion. Lack of clarity has prevailed during almost all phases of the history.

The perusal of the data comprising views of the informants on the question of language in education are likely to be interesting. Pakistani readers may face a shock as well. As per concept of language in education explained in the beginning, the survey includes the questions on languages of instruction and instruction of languages.

#### Language of Instruction

Table 22							
Primary Level							
		English		Urdu		Local Languages	
		#	%	#	%	#	%
1	Educationists	15	50	9	30	6	20
2	Teachers	24	40	27	45	9	15
3	Students	54	45	36	30	30	25

Half of the educationists were of the view that language of instruction should be English at Primary level of education. A minority of 30% of them voted for Urdu and a smaller minority of them forwarded their opinion for local languages as language of instruction at Primary level. So far as teachers are concerned, a large segment (45%) of them favoured Urdu, a relatively smaller segment (40%) supported English and a small minority of only 15% stood for local languages. The students' data reveals that a considerable portion (45%) of them expressed their opinion in favour of English. Only a small segment of 30% of them supported Urdu, and a still smaller portion of 25% asked for local languages.

Equal divide of the educationists on the question of language of instruction is indicative of the fact that half the work of the change of mindset of the intelligentsia is still to be done. The sense of inevitability of English is so much inculcated in the minds of even the intelligentsia that they set aside the natural laws of learning that necessitate the use of mother tongue at least at primary level. In case of teachers, the state of affairs is a bit encouraging but still far from complete satisfaction. Students who support Urdu and local languages as medium of instruction have majority but this majority is just marginal. The fact is that despite the instruction of fourteen or even sixteen years, the students, in general, face difficulties in all the four basic skills. This condition of theirs might lead them to the idea that had they been instructed in English from Primary level, they would not have been facing difficulties in English at later stages. The tragic aspect of the state of affairs is that they do not think of challenging the conditions they are bound to use English in. All that state of affairs is nothing else than postcoloniality.

<b>Table 23</b>							
<b>Above Primary Level</b>							
		<b>English</b>		<b>Urdu</b>		<b>Local Languages</b>	
		#	%	#	%	#	%
1	Educationists	18	60	07	23.33	05	16.66
2	Teachers	17	28.33	28	46.66	15	25
3	Students	45	37.50	45	37.50	30	25

In response to the question of language of instruction after Primary level, majority (60%) of educationists opined in favour of English. Only 23.33% of them supported Urdu for the instructional purposes. Still a smaller fraction (16.66%) of them advocated the use of local languages for the purpose. Among the teachers, a minority (28.33%) of them supported English as instructional language. A considerable percentage (46.66) of them supported Urdu for use as medium of instruction. A small minority (25%) supported local language in this connection. So far as students are concerned, two even factions of considerable sizes (45% each) advocated English and Urdu as medium of instruction. Only a minority of 25% of them favoured local languages in this regard.

The state of affairs in this context represents more than one fact. First, not to speak of students and teachers, even the educationists do not care much about paying heed to the principles of learning. No doubt use of mother tongue for primary education is a must. But its need as instructional language cannot be overlooked even up till Intermediate level. Second, they lack clarity on the function and place of languages in education. Last, they have not been able to come out of the effects of colonialism. This is especially the case with educationists. The result of all this is the linguistic chaos that is manifest.

### Civil Service Examination

Question of language of Civil Service and Judicial Examination is vital in the linguistic arena of the country.

<b>Table 24</b>							
<b>Language of Central Civil Services Examinations</b>							
		<b>English</b>		<b>Urdu</b>		<b>Local Languages</b>	
		#	%	#	%	#	%
1	Educationists	20	66.67	10	33.33	00	00
2	Teachers	37	61.67	23	38.33	00	00
3	Students	85	70.83	32	26.67	3	2.5

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January, 2024

Volume: 9, No: 1, pp. 3362-3385

ISSN: 2059-6588(Print) | ISSN 2059-6596(Online)

A glance at the table indicates that a majority (66.67%) of educationists supported English as language of Central Civil Services Examinations while a minority (33.33%) of them supported Urdu for the purpose. No one asked for local languages of this use. As for as teachers are concerned, a bit lower ratio but still majority (61.67%) of teachers advocated for English for use in these Examinations. a minority of them favoured Urdu on this point. No one supported the use of local languages for the purpose. As regards students, they crossed both the groups in favour of English. A majority of 70.83% of them voted for English to use for the purpose. Only 26.67% of them favoured Urdu, and a negligible minority of 2.5% went on the side of local languages.

State of affairs in this case is again disturbing. No segment of the population seems to perceive the intense linguistic and sociopolitical implications of the fact. Educationists are expected to be intellectually more piercing; teachers are faced with the pedagogical problems; students experience difficulties of learning; yet all of the three communities seem to be struck with postcoloniality. None of them seem to understand the core issues of nationalism or even nationalism, part from pedagogical issues. A metamorphic change of mindset is required.

<b>Table 24</b>							
<b>Language of Provincial Civil Services Examinations</b>							
		<b>English</b>		<b>Urdu</b>		<b>Local Languages</b>	
		#	%	#	%	#	%
1	Educationists	21	70	6	20	3	10
2	Teachers	30	50	29	48.33	1	1.66
3	Students	60	50	58	48.33	3	2.50

As the data shows, as large a majority (70%) of educationists supported English as language of Provincial Civi Services Examinations, while a minority of 20% of them favoured Urdu for the purpose, and only 10% of them wished local languages to be the language of these Examinations. Talking of the teachers, half of their population supported English, a comparatively considerable faction (48.33%) sided with Urdu, while a thinnest minority (1.66%) of them favoured local languages. As far as students are concerned, again, half of them voted positively for English, the same proportion (48.33) as that of teachers supported Urdu, and a negligible faction (2.50%) of them supported local languages.

Not to speak of national language, there seems to be no sensitivity about local languages – mother tongues – in most of the cases. The attitude towards local languages is shocking, while, in most of the cases, these local languages are the mother tongues. People are expected to be thoroughly imbued with love of the mother tongue. But here the case is contrary to the universal truth. There is a scope of the point that these people do not think local languages as developed as to execute the ideas of most of modern sciences.

<b>Place of English and Urdu and Local Languages</b>													
<b>Table 25</b>													
<b>Place of English, Urdu and Local Languages at Primary Level</b>													
		<b>English</b>				<b>Urdu</b>				<b>Local Languages</b>			
		compulsory		optional		compulsory		optional		compulsory		optional	
		#	%	#	%	#	%	#	%	#	%	#	%
1	Educationists	26	87	4	13	7	23	23	77	9	30	21	70
2	Teachers	30	50	30	50	30	50	30	50	14	23	46	77
3	Students	92	77	28	23	44	37	76	63	30	25	90	75

The data speaks that an overwhelming majority (87%) of the educationists, half of the population of teachers, and a simple majority (77%) of students thought that English should be compulsory language at Primary level of education, while 13%, 50% and 23% of them respectively were of the view that it should be optional at this level of education. A minority of 23% of educationist, 50% of teachers and 37% of students preferred Urdu to be compulsory at Primary level while 77%, 50% and 63% of them respectively recommended Urdu to be optional at this level. So far as local languages are concerned, only 30% of educationists, 23% of teachers and 25% of students wished to place them as compulsory languages while 70%, 77% and 75% of them respectively asked for local languages to be optional.

Primary level of education is linguistically crucial. Study of mother tongue or first language – Urdu is almost like first language for Pakistani people – is a necessity to have insight into the intricacies of social and natural sciences. It is also a need to get rooted in your culture. It is a requirement to gain understanding of literature of the motherland. It is a pre-requisite to be son or daughter of the soil. It is a need to be confident to face the world. Primary level is significant in this connection. But none of the segments of society seems to be insensitive of all these aspects. Another factor may be domination of English in social institutions.

Table 31													
English		Urdu				Local Languages							
		compulsory		optional		compulsory		optional		compulsory		optional	
		#	%	#	%	#	%	#	%	#	%	#	%
1	Educationists	24	80	6	20	20	67	10	33	15	50	15	50
2	Teachers	56	93	4	7	45	75	15	25	17	28	43	72
3	Students	60	50	60	50	70	58	50	42	15	12	105	88

The data indicates that a large majority (80%) of the educationists, dominant majority (93%) of the teachers, and half of the population of students thought that English should be compulsory after Primary level of education, while 20%, 7% and 50% of them respectively were of the view that it should be optional after Primary level of education. A majority of 67% of educationists, a considerable majority of 75% of teachers and a simple majority (58%) of students preferred Urdu to be compulsory after Primary level while 33%, 25% and 42% of them respectively recommended Urdu to be optional after this level. Talking of local languages, half of the population of educationists, 28% of teachers and 12% of students recommended to place them as compulsory languages while 50%, 72% and 88% of them respectively favoured local languages to be optional.

As discussed in the context of the previous question, the significance of first language or mother tongue and their foremost place in education. Primary level is the most critical but levels above are no less important. But global domination of English and local supremacy of it have had distorted the intellect of even the academia of the country. No segment seems to gauge the intensity of the national and international requirement. They seem to fail the answer the calls of the time.

### 11 SOUTH ASIAN PERSPECTIVE

The conditions are not particular to Pakistan only. All South Asian countries along with other formerly colonized countries display the same situation.

### 11.1 India

Indian society is marked by a myriad of languages. The country “presents a mosaic picture of co-existence of languages”. (Akhter 2012: 107) Indian language policy is characterized by a three-language formula. The formula aims at protecting the group identities of various linguistic groups (mother tongue and regional languages), their national pride and unity (Hindi), and administrative operations and technological progress (English). (Akhter 2012: 107) The policy seems to be the best among the South Asian countries with the scope for improvement.

### 11.2 Bangladesh

The governments of Bangladesh seem to have confused on language policies. There has been a lack of clarity on the issue of co-existence of the national language Bangla and language of the former colonial masters English. The confusion is also reflected in the facts of language in education. Policies on use of English as medium of instruction and teaching of English as subject have been like a zigzag as in Pakistan. The governments took successively changing decisions on the very point of the level of classes to start the teaching of English. In the wake of the reports on declining standards of education, the governments took many policy shifts. The governments have had “no definitive, well-coordinated or well-concerned concerted effort ... to formulate a language teaching policy befitting the country.” (Khan 2004: 118 cited in Akhter 2015: 108) The fact is that

### 11.3 Sri Lanka

Sri Lanka does not have that much linguistic complexity. It has simply two major languages, namely, Sinhala and Tamil. English is the third largest language of the country. English is mainly a requirement of employment. This necessitates the use of English as medium of instruction and study of English as subject. (Akhter 2012: 108) “A study on English and employment in Sri Lanka shows that English is the working language of 11% people in private sector, and that of 62% people in public sector. (Raheem and Gunasekaran 1996 cited in Raheem and Ratwatte 2004: 99-100 cited in Akhter 2012: 108) Like in Bangladesh, the language policies of the country have been liable to changes. This is also a commonality with other South Asian countries.

## 12 RECOMMENDATIONS

On the basis of the data, its analysis and discussion, the researcher has the following recommendations.

### 12.1 Placement of Languages in Social Institutions

1. Urdu may replace English in Federal institutions.
2. Provincial institutions may use Urdu or local languages.
3. Provincial assemblies may use provincial languages.
4. Competitive examinations for civil services may be given in and taken in Urdu.
5. Competitive examinations for judiciary may also be given and taken in Urdu.
6. English may be used as language of aviation, diplomacy and international trade.
7. There may be more TV channels in local languages.
8. There may be more newspapers published in local languages.
9. English may be removed as compulsory requirement for employment.

### 12.2 Language in Education

1. There may be a uniform education system.
2. Local language may be used as medium of instruction up till primary level at least.
3. English may be retained as language of research and university education.
4. English may be taught as foreign language.

5. There may be a choice of learning English as foreign language for all.
6. Local languages may be included as subject after primary level.

### 13 CONCLUSION

If there is a will there is a way. The governments of the South Asian countries and those of other formerly colonized countries must come out of postcoloniality. They have to introduce structural changes in socio-economic, political and academic arenas. If they have clarity of thought and act accordingly, the future is theirs.

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