

PERCEPTIONS OF TEACHERS TOWARDS URDU LANGUAGE IN PRIVATE PRIMARY SCHOOLS IN RAWALAKOT

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ABSTRACT

This study explore the understanding of primary school teachers view and experience Urdu as a language of communication. Objectives of this study were to explore the perceptions of teachers towards Urdu language as a mean of communication in private primary schools in Rawalakot. Ten teachers from different private schools were purposefully selected for in-depth semi-structured interviews using a qualitative study approach. The results show that English is more often preferred by private school teachers over Urdu, with reasons given for claimed benefits such increased student confidence and better opportunities for global exposure. This tendency is consistent with the beliefs of the colonial age, in which English is still seen as superior. On the other hand, some teachers stress the necessity for balanced language training and understand the need of fostering Urdu to preserve cultural identity.

Keywords: Perception, Urdu, Language, Private, primary schools

INTRODUCTION

Language is vital for communication in academia, careers, and social relationships. It conveys thoughts, emotions, culture, norms, literature and history between people. Pakistan has a linguistically diverse landscape with around 72 native languages (Summer Institute of Linguistics, 2004). Rahman (2010) argues this number is exaggerated as many belong to the same families, reducing the count to 69. Urdu is Pakistan's national language, spoken by less than 8% as their mother tongue (Mushtaque & Zaki, 2019). However, it was selected to promote unity and integration across ethnic groups. Urdu is preferred for public sector schooling though English dominates in private schools. In recent years, Urdu has been neglected while English is viewed as the prestige "language of power" for Pakistan's economic and technological success (Rahman, 2001).

This has created a socioeconomic hierarchy where English sits atop followed by Urdu and regional languages at the bottom (Powell, 2002). Pakistan's complex language policy balancing modernization needs against recognition demands from linguistic

groups poses difficulties. Urdu itself suffers from inadequate support while English remains the official language, despite nationalistic assertions otherwise (Mahboob, 2007). Deep inequalities exist by the medium of instruction utilized. Research shows clear linguistic prejudice with English schools catering to elites and Urdu for the underprivileged (Shamim, 2011; Rehman 2004). Students learning in a different language than their mother tongue face huge disadvantages. This hampers literacy, school quality, and socioeconomic mobility - perpetuating unemployment and frustration (Rahman 2010).

In multilingual countries, lack of culturally attuned medium of instruction risks severe social, political and economic consequences by fueling tension along identity lines (Azam et al., 2020). Over the last 20 years, low-cost private schools using English have mushroomed, ostensibly to teach English to lower middle income youth.

Despite Pakistan's multilingual reality, only select languages are recognized in policy and education. Significant disagreement persists around embracing a singular national language. Formally, Urdu retains

preeminent national language status, including in schooling. Yet, complex opinions exist regarding its implementation.

Pakistan's complex sociolinguistic terrain, as characterized by researchers like Rahman (2010), poses important questions for education policy and practice. Investigating teacher attitudes provides critical insights applicable for this context (Azam et al., 2020). Given most private schools utilize English as the communication medium (Mahboob, 2007), examining teacher perspectives on Urdu can inform the long-running debate over its neglect in higher status tiers despite national language status (Mushtaque & Zaki, 2019). Whether private school teachers feel adequately fluent to teach in Urdu and their relative opinions on effectiveness for student learning carry valuable policy implications - especially concerning impact on more disadvantaged students (Shamim, 2011). As Rehman (2004) discusses, English as an elite instruction medium exacerbates inequality of opportunities and outcomes. Hence probing where private educators stand on these issues via perception studies advances practical understanding of suitable language measures for this setting.

This study analyzed private school teachers' perceptions towards utilizing Urdu as the communicative medium (Azam et al., 2020). The aim was understanding preferences for national versus foreign language use in Pakistani classrooms to inform vernacular language policies. As Rahman (2010) discusses, the complex sociolinguistic hierarchy in Pakistan has implications for educational equity and access. Examining teacher language attitudes provides insights into if and how policy measures could mitigate disadvantages for non-English mother tongue students. Investigating language perceptions aligns with wider debates over implications of the English versus Urdu (and other Pakistan mother tongues) policy divide as studied extensively by researchers like Mushtaque & Zaki (2019) and Mahboob (2007) in the specific Pakistani context over years.

The purpose of this research work was to analyze the views and opinions of teachers of private schools about the use of Urdu and English language as a means of communication in the class.

OBJECTIVES

To explore the perception of teachers towards using Urdu language as a means of communication in primary level private schools in Rawalakot.

2. LITERATURE REVIEW

2.1. Language

Language is a structured system of communication that allows humans to convey meaning through both spoken and written forms. It's a fundamental aspect of human experience, shaping how we think, interact, and understand the world around us (Crystal, 2011). Language attitude research examines whether language shifts are underway within multilingual populations, which can illuminate wider issues around non-dominant language marginalization and even extinction (Crystal, 2000). As languages disappear globally at an alarming rate, studying community language perceptions provides important signals into usage and sustainability trends.

Language attitudes refer to evaluative orientations that groups hold towards particular languages (Iskandar et al., 2022). These studies advance understanding of whether certain languages face neglect or lowering prominence. Every person typically picks up languages from their social circles and environment over time, beyond what was initially learnt in early life (Iskandar et al., 2022). So language development and consequently, proficiency is strongly intertwined with surrounding linguistic contexts.

Within multilingual societies, unequal prestige or power becomes assigned to different languages. As dominant languages get privileged through official recognition or higher socioeconomic status of speakers, underprivileged languages can face encroachment in usage domains - representing a language shift towards potential endangerment according to usage disincentives. Language attitude examinations are thus well-poised to capture whether certain languages remain vibrant or might require formal efforts to maintain relevance. Findings carry important implications for community linguistics, cultural sustainability and ensuring diversity.

2.2. Origin of Urdu language

The origins of Urdu trace back to Sanskrit-based dialects, gradually integrating Persian and Arabic linguistic influences as Islamic rulers and traders

traveled into and consolidated control over the Indian subcontinent over centuries (Garcia, 2011). The ethnonym "Urdu" emerged around the late 18th century, with debated etymological roots - either stemming from the Turkish word for army or lacking definitive early textual evidence as some scholars claim (Garcia, 2011).

Literary scholars mark Amir Khusrau (1253-1325) as a pioneering Urdu poet whose works displayed proto-purist notions criticizing rural dialects while admiring emerging elite Muslim linguistic traditions centered in cities like Delhi (Rahman, 2010). As the Mughal dynasty commenced in 1526, flowering Persianate culture saw Urdu absorb lexicons and structures from Persian as the courtly language alongside Arabic (Garcia, 2011). Segregation of vocabulary differentiated Urdu's evolution from Hindi drawing heavily from Sanskrit. Through patronage of religious schooling and translation of scriptures by rulers like Muhammad Shah (early 18th century), standardized literary Urdu spread (Garcia, 2011).

Later British colonization shifted power dynamics, eventually positioning Urdu as a marker of Muslim identity against imperialistic suppression and Hindi-centric nationalism (Rehman, 1996; Garcia, 2011). Sir Syed Ahmad Khan's advocacy catalyzed Urdu as the emblem of the emergent Two-Nation Theory ideologies separately carving Pakistan. Yet contradictorily, pre-Partition Urdu also thrived with outstanding literary outputs across geographical bounds. Ultimately, religious and communalist agendas diminished syncretism that defined earlier linguistic stages (Garcia, 2011). Through examining the culturally entwined trajectory of Urdu as it confronted escalating politicization offers vital perspectives into fractious identity equations confronting South Asia still today.

2.3. Status of Urdu language in Pakistan in recent years

The status of the Urdu language in Pakistan has been a subject of significant discourse in recent years, particularly concerning its use in communication and education. Rahman (2004) notes that Urdu is widely employed for day-to-day communication in the country, while English predominates in official correspondence. In the realm of Higher Education, English serves as the primary medium, with a limited availability of educational materials in Urdu, thus

establishing it as a gateway to accessing higher academic pursuits (Rahman, 2019). The prevalence of English extends to elite class families who prefer it for daily communication. This linguistic landscape underscores the influential role of English in shaping societal interactions.

The importance of English language proficiency is further emphasized in the professional sphere. Haidar (2019) and Haidar & Fang (2019a) highlight the mandatory nature of English skills for securing high-profile jobs and engaging in international business relations. This linguistic requirement extends beyond mere communication, playing a pivotal role in the global market and international stakeholder engagement.

Gfeller and Robinson's (1998) investigation into language preferences indicates that children may learn more effectively through their local language, suggesting a potential cognitive advantage. A teacher in the study emphasized that children can express themselves more proficiently in their mother tongue. This underscores the importance of considering local languages in educational contexts for optimal learning outcomes.

In the multilingual context of Pakistan, Ashraf (2020) asserts that various languages serve different purposes across diverse social contexts. While individual languages represent ethno-linguistic identities, they are utilized for official, business, religious, entertainment, and educational purposes. Ashraf (2008) emphasizes the dual importance of English and Urdu in education, with English providing access to opportunities, employment, and the global economy, and Urdu nurturing local, cultural, and societal bonds. Particularly for girls, Urdu holds symbolic significance, representing familial values.

2.4. Private vs. Urdu medium schools; Language use

In Pakistan's educational landscape, English and Urdu medium institutions form a stark divide. Private, often English-medium colleges, particularly elite ones, cater to the wealthy and offer A/O levels, while public Urdu-medium colleges provide alternative intermediate programs (Tamim, 2021). This educational segregation reflects social realities, with English associated with higher status and Urdu serving the middle and lower classes (Darquennes et al., 2020). Elite students rarely consider Urdu

schools, while brilliant but financially restricted students from less privileged backgrounds may only access English-medium education through scholarships (Akhtar & Hussain, 2019; Manan, 2019).

This divide extends beyond mere language. English dominance pervades higher education, official communication, and elite professions like civil services and law (NEP, 2017, p. 110). This has sparked criticism, particularly towards high-fee, for-profit English-medium schools accused of exacerbating inequality and creating a class system (NEP, 2017). Further compounding the issue, many schools, both public and private, struggle to adequately equip students with English proficiency (NEP, 2017; PEELI Report, 2013). This is especially true in rural areas, where the majority of Pakistanis reside (NEP, 2017). The result is a complex and unequal educational system that perpetuates social divides and hinders upward mobility.

2.5. Use of Urdu (national language) in Pakistan

In Pakistan's complex multilingual landscape, Urdu occupies a unique position. While functioning as the national language and a symbol of social cohesion, its dominance as a medium of instruction faces challenges in the face of English's global spread and negative perceptions of Urdu-medium public schools (Jabeen, 2020). Despite its grammatical solidity, literary richness, and established educational role, Urdu's status seems to be waning, raising concerns about its ability to effectively educate and unify the nation's diverse population. This tension between Urdu's historical significance and contemporary challenges underscores the need for nuanced language policies that consider both national identity and optimal learning outcomes in a globalized world (UNESCO, GEM Report, 2016).

RESEARCH METHODOLOGY

Research Design

Research design is a broad framework that states the total pattern of conducting a research project. Morrison (2007) have shown qualitative research design as a practical design for exploratory research. This study has used a descriptive research design, which is typically concerned with describing Perceptions of teachers towards Urdu language in private primary schools. However, the purpose of

data analysis qualitative data analysis technique has been utilized in this research.

Population and Sampling

The participants of research were teachers of private schools in Rawalakot. Private schools are selected because Urdu language is neglected in private schools as a mean of communication. A purposive sampling technique was used to recruit 10 teachers were selected from eleven different private schools of Rawalakot city.. Purposive sampling enables the deliberate selection of research participants meeting specified criteria to generate information-rich qualitative data (Etikan, 2016).

Instrument and Data Collection

In-depth semi-structured interviews were conducted with the participants to collect data, using an interview protocol focused on understanding work scenarios causing teacher stress and impact on personal lives. The relaxed discussion format allowed teachers to extensively share experiences and insights around factors provoking work stress. All interviews were audio-recorded and transcribed verbatim for analysis.

Data Analysis

An inductive thematic analysis approach was employed as outlined by Braun and Clarke (2006) which involved familiarization with the qualitative dataset, generating initial codes, searching for and reviewing overarching themes, defining and naming themes, and synthesizing the analytic narrative. This facilitated systematic, rigorous and ethical interpretation of teachers' shared perceptions regarding occupational stress dimensions. Identifying common stressors and effects can inform policy decisions around faculty support services at the university level.

Data Analysis

Q no 1. Do you think that English should be used as a mean of communication in Schools?

Theme 01

- Urdu language as national language
- English as a tool of communication at international language
- English language as a need of hour

English has long been regarded as the universal language. The English language has assimilated into every area in the contemporary world. It has served as a universal language for commerce, science, ICT, art, and other endeavors. Teachers reported during interview that Urdu is important as it is our national language but to meet international standards “we need to learn and use English as well”. Previously, everyone was assumed to be literate based on their certifications, but in today's society, literate status is now determined by one's command of the English language.

“Yes, English should be used as mean of communication because in Pakistan, it is the official language and every student must understand it.”(T1) Despite the fact that English is a widely spoken language worldwide, persons who are fluent in it are regarded as being better qualified. Furthermore, English-speaking individuals now have access to a vast array of professional options everywhere. It is now a need for many professions, including those in electronics and medical.

“Yes, because in all professions English is mean of communication, so students should be prepared.”(T8)

We must learn about cutting-edge technology and all major disciplines of science in today's globalised society. A common language that young people throughout India can understand and in which all details and data is accessible is urgently needed. Additionally, English develops into a repository of historical and political information.

“Yes, English should be used as a mean of communication because it is foreign language. We can never progress in this world if we cannot communicate in English language.” (T3)

In American institutions where intellectual dialogue is conducted in English, the most current and most complex scientific and technological discoveries and creations are indeed being developed.

“I think English must be used as a mean of communication in schools because it is a need of hour.”(T9)

English is the primary language used by Internet users as a result of the fast rise of software development, particularly the internet. Even without English language, we cannot function effectively in the online environment. The internet now operates in

this language as well. Now, anyone may study English thanks to the development of online colleges. Even across nations, everyone has access to the web's services.

Every person in the globe now has access to new professional prospects beyond of their own nations because to the internet. Because more people are introduced towards the English language as it becomes the language of communication, the internet has also played a significant role in the promotion and development of the English language around the world.

“Yes, it is the age of social media communication in English enables the students to stable in this modern age.” (T10)

Q 2. Which language do you prefer personally to communicate?

Theme 02

- English language assist students to prepare for future challenges

- National language should be promoted

One might use the phrase to consider his place in society. The variety of languages any person has mastered will undoubtedly vary from each other; this is impacted by how each person learned their languages. As a result, those with a wide variety of languages and good communication skills are viewed as having a social advantage.

A minimum of two people must engage in conversation with one another for communication to occur. In this instance, the importance of the engagement process is stressed to enable the speakers and his audience to exchange comments.

“I prefer English to communicate with other people. It grooms my personality and in this way, students and other people attracted.”(T3)

All racial minorities in a nation speak the same language, which is known as the national language. National tongues bring people together. Similar to how people from various ethnic groups cannot come together if they are unable to communicate with one another, a state's national tongue is crucial. The majority of nations foster language learning beginning with the basic level of school. A few of the pupils start learning the language while they are quite young.

“I prefer Urdu at home and good way to promote national language.” (T8)

Q 3. What are your views on negation of language? Do you think it have long term consequences?

Theme 03

- Language is backbone of culture
 - Generation will lose their identity as nation
- Interaction and heritage cannot be detached because value system not just to specifies who is having a conversation to whom, what is being discussed, where the interaction takes place, however it also impacts how messages are encoded, their meanings, and the conditions under which they are received, understood, and transmitted. Actually, our entire repertory of behaviors is heavily influenced by the society in which we were raised, as was already stated at the outset of the subject. As a result, culture serves as the cornerstone of communication. Ethnic differences includes a range of communication styles as well.

“Yes, of course because language is representative of culture and if it is negated there would be huge space created between culture and us.”(T9)

Language is a crucial tool for understanding our interactions with other people. Language merges with a culture when it is utilized in a communication environment. It is thought to be a logical link between a person's social status and the language they speak. A communicator defines himself and is recognized as a participant in the group by his dialect, words, or style of conversation.

“Yes, it is because language is the backbone of culture and if it is negated it will have long-term consequences.”(T10).

Q 4. Does school management formulate any policy/ rules for use of language (English/ Urdu) as a mean of communication? If exist can you explain what is it?

Theme 04

- English language policy
- This law stipulates that provinces are allowed to decide on their own language policies and that Urdu would overtake English as the official language after 15 years. But even after and over three decades, Urdu has not yet supplanted English. Due to the "free transition" individuals have made from their native tongues to Urdu and English in order to compete for employment and positions of authority

in many versions, local authorities are unsure about their language policy.

“Yes, school management formulates rules for use of language. They can issue free class to students that they communicate with each other's and also watch English movies and English cartoons for better performance.”(T3)

English is the primary language of only a very small elite in Pakistan, despite the fact that English is the primary language of education in non-elite private schools and will soon be the primary language of instruction for several disciplines in public schools too.

“Yes, school management made rules to implement English language in school. For example, nobody can be international if he/she is not English speaker.”(T4)

There are three distinct types of educational systems in Pakistan as a consequence of the unclear policy that designates Urdu as the native language and English as the official language, which also separates against it indigenous languages. The majority of the leading private schools deliver instruction in English; the second-tier standard schools educate in Urdu; and the third-tier madrassas (religious academies) educate in Arabic and Urdu.

“As per school policy mean of communication will be English else Urdu and Islamyiat I think it is good because we are preparing our students for future challenges.” (T7)

Q 5. Do you encourage your students to use specific language (English/ Urdu) as a means of communication in schools? What are reasons?

Theme 05

- English Language is used as a specific language
- Progress in world

A person would need good communication skills in order to motivate their followers. This is connected to one's command of the language; if a person can communicate clearly and succinctly, it will demonstrate his or her control.

“Yes, we encourage our students to use English language because we believe that students must be able to communicate in target language.”(T1)

In today's computerized environment, the language of commerce has traditionally been English. Many businesses have experimented with outsourcing

manufacturing to other countries in an effort to reduce costs. In other words, businesses all over the world are engaged in the business with off and freelancing. English becomes the most useful language for commercial communication with individuals from various nations. To some extent, it serves as the international trading dialect. A solid command of the English language is essential for success in enterprise wherever in the globe.

“I encourage students for the use of English language the reason is that I want to enable them to compete the age, the technology.”(T10)

Q6. Do you really think that mode of communication/ language has any effect of student’s personality? What is motive behind your preferences for selecting language as a mean of communication?

Theme 06

- Language has effect on student’s personality
- Language reflects student’s ability
- Need of modern society and be confident

The role of English language has been enhanced by the sector of education. The majority of instructional tools, materials, and texts are written in English. The English language is a prerequisite of the international educational systems at institutions all over the world. English is used as an educational and communication tool by students who are studying overseas. Anyone who doesn't speak English is weak in the educational industry nowadays.

“Yes, speaking good language reflects the student’s personality. Learning multiple languages reflects student’s ability.”(T1)

The ability to effectively communicate is a language's very vital task. Consequently, the English language is a useful instrument for communication. One requires a dialect that is widely recognized by the majority of members of the communicative situation in order to converse effectively. English has long since established itself as the language that almost everyone understands and finds enjoyable. In other words, English becomes a useful tool for communicating with people everywhere. English proficiency is used in information technology to effectively communicate via the web and email.

“Yes, language has an effect on student’s personality the motive to prefer English as a mean of

communication is to prepare our students to communicate all around the world.”(T7)

Approximately 350 million of the approximately six billion individuals who call the world home today, it has been reported, are English speakers. It has evolved into the universal business tongue. English is widely used for government in many nations throughout the world. Effective English communication strengthens connections between nations throughout the world. Nations have different languages. The English language serves as a lifeline for communication when we travel internationally.

“Language has great effect on student’s personality. Motive of preference is that language represents your culture and education system.”(T10)

Q7 Do parents encourage the usage of language (English/ Urdu) as a mean of communication? Explain how?

Theme 07

- Parents encourage according to their culture, taste and interest
- Parents want elite schools for their child’s schooling

The value of young children's language and knowledge for later school preparation, involvement, and achievement is without dispute. Early language learning and development are greatly influenced by children's experiences at home. In specifically, learning process (such as daily book reading), parental characteristics (such as attentiveness), and learning resources are three elements of the early literacy environment that helps children's learning and language development.

Yes, parents try to encourage the usage of language especially English over the native language because native language can interfere in the second language. (T1)

Another Participant said; yes, parents encourage the language according to their interest, taste, culture and tradition. (T9)

The majority of the participants felt that the English language is attacking regional dialects and ethnicities, therefore learning English early may be perceived as a danger in other situations.

No, in our locality it is not so reason is that they themselves are not good in speaking English. (T2)

Q 8. What do you think what inspires parents for preferring language as a mean of communication.

Theme 08

- Inspired by modern technology
- Sign of status and elite class
- Groomed students

An individual can recognize the language of rivalry or identity through language. Even speaking enables someone to quickly elude the lawsuit that is directed at them. This shows that using language as a tool or skill for communication is possible. People will be tempted to try your goods if your advertisements are well-written and engaging. Marketing language is used in communications and falls within that category. The method of communication cannot be separated from the process of distributing a product to customers in an effort to communicate the advantages and usefulness of the goods.

“Modern technology, advanced community and these things inspire parents to use English as mean of communication.” (T2)

Your commercial operations will undoubtedly benefit from your proficiency in English. Anyone who speaks English wherever in the globe has access to a vast array of professional options.

“Parents prefer their children to use English because it is universally accepted and appreciated. Now it is considered as sign of education status and elite.”(T9)

FINDINGS

The study found that teachers personally preferred using English over Urdu for communication, believing it made them look more confident and helped students succeed globally. However, they acknowledged the importance of also promoting the national language to preserve cultural identity. Schools were viewed as formally encouraging only English through mandatory policies, with no equivalent emphasis on Urdu despite its national status.

Parental perspectives were seen as focused exclusively on English as well to access economic opportunities, technology and higher social status. Teachers felt parents compelled English language usage, even those lacking fluency themselves, prioritizing children's future security over personal linguistic comfort. The role of English as a gateway to elite standing and transformation of personality

was considered a key driver behind parental language priorities overriding cultural alignments.

Thus, the research highlighted a formidable emphasis on English as the medium of power, progress and personality building within private schools and parental mindsets. Systemic policies, economic ideologies and aspirational sociolinguistic values converged to privilege English over Urdu, despite the latter's national inheritance. This creates an imbalance omitting Pakistan's vernacular language from the strategic learning endeavors of upcoming generations. The study results have implications for addressing this divide through formal accommodations for Urdu even amidst English dominance.

CONCLUSION AND DISCUSSION

The current study was designed to explore the perceptions of teachers towards using Urdu language as a means of communication in private schools. The present study was conducted in private schools in Rawalakot. The participants of the study included 10 teachers from elite and non-elite private schools in the city Rawalakot. Interviews were conducted with teachers to know about their perceptions related to the use of Urdu language as a means of communication.

The study findings revealed that private school teachers preferred using English instead of Urdu for communication purposes in their professional role. They personally found English more confidence-boosting and believed fluency in the global language offered students greater prospects for success. This aligns with arguments by researchers like Fareed, Ashraf and Bilal (2016) who note teacher tendencies for English dominance in Pakistani private schools due to colonial ideological continuance where English retains privilege and higher status positioning compared to vernaculars like Urdu.

Additionally, teachers rationalized their skewed English encouragement based on it being the official government language in domains like business, higher education and external relations. However, as educationists have noted, this risks eroding the next generations connect with their local linguistic and cultural roots (Iqbal, 2011; Shahbaz & Liu, 2012). Thus, private school teachers' staunch advocacy for English could indicate bought into ideologies around its role as the aspirational language for upward social

mobility - potentially diminishing pedagogical space for Pakistan's national language, Urdu.

Intriguingly though, some teachers also simultaneously recognized the need to promote Urdu as well so students remain grounded in their cultural identity. This aligns with arguments made by researchers such as Aziz (1998) who emphasizes equitable attention to teaching Pakistan's national and regional languages in the educational curriculum rather than wholly capitulating to English. However, study data revealed that private schools had no equivalent policies mandating Urdu usage, indicating an imbalance in enacted priorities divorcing aspiration from practice.

The role of parental mindsets and demands also emerged as a driving factor behind teacher preferences to employ English instructionally to fulfill ambitious socioeconomic goals held by families. As Cowasjee (2009) highlights, urban middle class households in Pakistan perceive English skills as pivotal for ensuring jobs and status for the next generation. They worry lack of fluency could disadvantage their children. This filters into pressure faced by private school teachers as revealed in this study's findings. Many parents likely insist on English teaching against teachers' own linguistic backgrounds or views on balancing the vernacular. The educational system, which has, in turn, had an impact on students' behavior and academic progress, is influenced by teacher attitudes, values, and interpersonal and intrapersonal styles. Instructors must comprehend the phenomena of cultural context and the development of cultural uniqueness specifically because culture affects how schools and instructors communicate. Instructors must also develop their cultural awareness and responsiveness.

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