International Journal of Contemporary Issues in Social Sciences
Volume 3, Issue 2, 2024 ISSN(P):2959-3808 | 2959-2461

ENGLISH LANGUAGE AND HIGHER EDUCATION IN PAKISTAN: AN ANALYSIS OF POLICY MAKERS' VIEWS

Irfan Ullah*[1], Dr. Khalid Mahmood[2]

[*1]Ph.D. Scholar, Department of English, International Islamic University, Islamabad
[2]Lecturer, Department of English, International Islamic University, Islamabad

Corresponding Author: [*1]irfanullah@awkum.edu.pk

Received: 10 March, 2024 **Revised:** 10 April, 2024 **Accepted:** 25 April, 2024 **Published:** 08 May, 2024

ABSTRACT

Pakistan with a colonial past received English with official status because of this legacy at the time of inception in 1947. Pakistan as a federation of five provinces, has allowed official status for English language both at the national and provincial level. Policy making differences at the national and provincial level lead to problems at the confluence of policy and implementation, i.e. Higher Education Institutes in Pakistan. The paper collected and analysed views of the policy makers (through interviews) at the national and provincial levels, and manifestation of its effects on higher education. Analysis revealed that the socio-political dynamics and differences in linguistic and educational perspectives at the national and provincial levels created problems for a successful inclusive policy for English language in Pakistan.

Keywords: English language, Language planning, language management, higher education, sociolinguistics in Pakistan.

1. INTRODUCTION

In the postcolonial context, English has unprecedentedly become a global language (Jenkins, 2015). Depending on contact with the language and its speakers, this reality has unfolded differently in various parts of the world. Kachru (1985) has organized the speakers into three circles as a reflection of this uneven spread of English language. The inner circle is declared as comprising the native speakers who are also norm providers to the rest of the users of the language. The outer circle includes parts of the former British empire who are now mostly included in the British Commonwealth, and users in this category are norm developers. The rest of the world is included in the expanding circle, who are norm dependent. In this model, Pakistan lies in the outer circle and its English is in considered in the development stage. Pakistan as an outer circle postcolonial state inherited English as the official language, however, the pivotal role of Urdu in the struggle for independence, made Urdu the national language. Constitutions of Pakistan (1956, 1962 and 1973) recognized this duality, and set a deadline of 15 years to replace English by Urdu as the official language in order to enable Urdu the conceived national and provincial roles i.e. unifying the nation, reducing linguistic and administrative barriers and promote autochthonous culture of Pakistan. However, at provincial level Pakistan had an established sociolinguistic profile which did not fully remain in line with the national policy direction. Furthermore, the national policy also underwent vicissitude as the recent globalization of trade and information made English language the unquestioned rule of the global linguistic arena, paving way for resurrection of English, and inhibiting efforts to oust English language.

This study conceived Pakistan universities as the confluent point where the national policy and the local (provincial) policy meet. Therefore, the study set to answer the following questions:

1. What is national and provincial policy regarding English language visa vis Urdu and provincial languages?
2. How the national and the provincial policies interact in the universities of Pakistan?
3. What role universities (Higher Education) can play in better alignment of the policy

direction of the national and provincial levels?

2. Research Methodology

Researchers used qualitative methods, i.e., interviews to gather in-depth information about the attitudes and perceptions of stakeholders involved in producing value for English language at the local and national levels. This included government officials, educators, and students. A set of interviews were conducted, one with the national level policy manager (at HEC) and four interviews were conducted from the decision-making management at the local level, i.e., management of University of Quetta, Punjab University, Peshawar University and University of Karachi. The interview hinged on key areas (given below in the form of questions) and lasted about 90 minutes. Interviews were recorded to focus interaction with the interviewee. Later, recordings were analysed for contents, and responses were grouped around the determined themes related to views on the role of English in the national and provincial language policies and manifestation of its convergence in the higher education of Pakistan.

3. Literature Review

Spolsky (1998) declares, "One of the principal uses of language is to communicate meaning, but it is also used to establish and to maintain social relationships" (p.3). Shifting emphasis from the description of language as a structured system to language as an instrument of communication and socialization helps in understanding the nature of language in the social context. The functional definition of language explains the instrumental nature of language. Such definitions firmly establish the social and political aspects of language.

Some consider it a revival of Wilhelm Von Humboldt romanticism of nationalist linguistics. For such people, formal linguistics only concerns the nature of language as a communication system between the ideal native listener and speaker. For them, the abstracted language in mind is the pure area of linguistic enquiry. Based on the earlier assumption of the instrumental function of language in communication and socialization processes, Sposky (1998) explores the relationship of language and politics. He thinks, "Language is regularly used in the exercise of political power" (p.59). The intimate relation between language and political power comes from the "centrality of language in social life" and the "symbolic value of language as a means of access to power and influence" (Spolsky: 1998, p.66). Language is sustained by a speech community where participation in social and political activity would require the use of language. Language enables or disables a person from participation in social life and political power. From the initial position of an instrument of power (political) and socialization, language is identified in a symbolic way as part of social and political ability. Learning a language enables its user to share this ability with other speakers.

Language is not only representative but also a formative tool for reality. Most of the linguistic definitions in the ordinary sense can be challenged by this approach. A sociolinguistic analysis of the relation of a speech community to power through its use demands a changed approach to the nature of language. The standard definitions of language, which consider language a system of representation, do not satisfy the demands of such relation of language to speech community and power in a structured way. The performative or illocutionary aspect of language emerges by associating language with speech acts like Searle and Austin did. As the horizon of linguistics expanded and more related disciplines, which, erstwhile, were ignored, were necessary for a better understanding of its nature. Descriptive definitions containing announcing language as an organized system of symbols represent aspects of language within the user's mind and become less effective in explaining language in political, social and economic contexts. In such a situation, a sociological approach to language better serves an essential concept of language by which language as a social, political and economic reality can be understood instead of focusing on the phonological, morphological and syntactic structure. In modern linguistics, four approaches are usually adopted in studying language, i.e. language as a social fact, language as behaviour, language as a mental organ and language as an abstract object. Saussure considered the synchronic aspect of language essential for linguists. Like Saussure, Chomsky considered the "e-language" or external aspect of language unfit for studying linguists (Zegarac, 2006).

The sociopolitical role of language becomes significant when language becomes the agent of forming identities. Language has the inherent quality

to give people social and political identity. Language use in interaction activates its unique potential to "lock people into identities and gives them objects and kinds of action with predetermined value" (Shapiro, 1984, p.7). Anglo-American tradition of language research focuses on the particular. It ignores the whole because such situations would force them to face a situation that would not be palatable to them, i.e. the view that language is a social and political reality (Shapiro, 1984).

May (2008: xiii) considers linguists, too occupied with studying language in isolation, have tended to ignore a language's social and political context. This has too often resulted in a 'presentist' approach to language. This approach ignores the reality that language is a social phenomenon, and the best way to study it is to study it in its context. A concern of linguistics remained in the twentieth century with structuralism, which kept the linguists of this time blinded to any other view of language but structuralism. Study of language in such a fashion that language is removed from context exposed linguists to make errors. This view Bourdieu (1982) referred to as 'presentist'. Though structuralists had limited success with internal language functioning, their views had little social and political application. The ahistorical study of language deprives linguists of the opportunity to present an objective and scientific account of the working of language in a society, especially in its changes, conflicts and co-operations. 'Decontextualized approach to language' negates the role of history and politics in language, language policy and education. Therefore, the opportunity to understand language as part of a group's social and political life is lost. At the beginning of the second half of the twentieth century, intervention in language was studied by experts in the sociology of language in "a non-political, non-ideological, pragmatic, even technicist, paradigm" (May 2008, pp.xiii-xiv).

Bourdieu (1991) further explained the neglect of early linguists' political and social context. Linguists of the first half and beginning of the second half of the twentieth century were too impressed by the formation of many national states with their national languages to see in most of these states languages that needed support. Linguists of this time took official statements of national states at face value, seldom going deep into the reality, which often opposed these statements—by disengaging themselves from political and broader social context, sociolinguists started the unquestioned acceptance of states who sought assimilation of the speakers of minority languages in the proclaimed national and official language(s). Without question, the proclaimed official/national language was widely accepted in sociolinguistic research as a standard. "This state language becomes the theoretical norm against which all linguistic practices are objectively measured.' (Bourdieu, 1991: 45). Language policy studies have recently started to emphasise the political and social context, which now presents a better presentation of language situations and problems in terms of objectivity and reliability (May, 1996: xv).

3.1. Higher Education and English language in Pakistan

This problem is explored in various studies highlighting the macro and micro language management in Pakistan. Ahmar Mahboob (2003), Tariq Rahman(1998), Sabiha Mansoor (2004), Shahid Siddiqui (2013), Syed Abdul Manan, Maya Khemlani David and Francisco Perlas Dumannig(2015) among the local scholars focus on the macro-level covering aspects of nationalism, identity construction, marginalization, domination and struggle for power. These works largely comment on policies from a critical perspective and unearth the hidden agendas of domination and exploitation linked with the policies of ELT. These works collectively emphasize the production of value of the English language, which is based on the process of national identity construction, elitism and globalization. The English language is assigned simultaneous positive values of power, prestige, knowledge and global access along with the negative values of marginalization, linguistic imperialism and cultural loss. The macro-level analysis presents English language management marred by contradictions in value production. Besides commentaries on macro management of the English language, some works also focus on the micro level. The micro-level discussions mainly focus on a particular region or aspect of the education domain. Among these authors, Siddique, Mahmood, and Abiodullah (2014) evaluate the English language assessment criteria in Pakistan's higher secondary education. In her PhD dissertation, "A Study of English Language as an Element Affecting the Social Capital of the People of Pakistan, " Hina Ashraf delimits her study to Karachi. Sabiha Mansoor (2005), in her paper, "Language Planning in Higher

Education: Issues of Access and Equity," focuses on the problems of access to English language learning arising from the mismanagement of multilingualism in higher education in the major cities of Pakistan. Rahman's *Language and Politics in Pakistan* (1998) remains the most influential work in demonstrating the role of local/regional politics and movements in shaping the value of English, Urdu and the major local languages (Sindhi, Baluchi, Pashto and Punjabi). He presents the locals as resenting and resisting the population imbued with nationalist sentiments. He identifies power as a value-producing element because it guarantees the tangible and intangible interests of the speakers of a language. The local non-elite historically resisted learning English as part of their anticolonial struggle and then resisted Urdu as they found it challenging to their identity. In this sense, local ethnolinguistic identity is presented as an asset to increase their power. His study presents the locals through their resistance which earned many concessions in Pakistan. The last chapter of this book discusses the competition between Urdu and English at the national level and highlights the fact that despite nationalist sentiments, the middle class of Pakistan supports the learning of English medium education as it promotes the career prospects of their children. Similar findings are again reflected in his later publication (Rahman, 2004), where he claims, based on a survey of a number of local college and university students, that English is preferred over Urdu for securing better jobs.

4. Analysis of Interviews

Follows the text of interviews, conducted with English language managers at the national and local levels. The text is self-explanatory, however, to make the interview integrate with text of dissertation, a brief overview is added at the end. These interview sum up the quantitative and qualitative analyses undertaken earlier in this chapter.

4.1. National perspective on value production

1. What is the value of English language in Pakistan?

English language holds significant value in Pakistan due to its status as a global lingua franca. It serves as a bridge language, facilitating communication, trade, and access to knowledge on an international scale. Proficiency in English enhances educational and professional opportunities both domestically and abroad, contributing to individual and national competitiveness in the global arena.

2. What is the positive and negative value of English language for the centre in Pakistan as a federal and Islamic state with colonial legacy and compulsion to improve quality of higher education and accelerate the pace of development?

This question closely links with the previous question, and the positive value which I understand make English language an appealing language to learn helping learners gain their different objectives easily. Positively, English language proficiency enhances the quality of higher education and accelerates development by enabling access to global resources and fostering innovation and collaboration. However, the colonial legacy and the compulsion to improve education quality may also bring challenges in Pakistan, aw we have provinces in federation each with a distinct culture and sociopolitical realities, even the political dimension are different.

This diversity in the provinces forces the centre to favor those positive things in English language that would appeal to all provinces equally and similarly avoid negative aspects of English. After 18th amendment provinces are given greater autonomy in tailoring their course for higher education however, HEC keeps the minimal international standards of higher education intact at the graduate and undergraduate levels. Minimal quality assurance is enforced by

asking all universities to enforce at least 3 courses of 12 credit hours to enhance students' functional, basic academic and technical writing skills upto an acceptable level so the students graduating from Pakistani universities would have competitive advantage in the global market as well as they can substantially contribute to the domestic market.

Each province is at liberty to include or exclude contents, methods of teaching and evaluation as per the local realities and demands.

3. What discrepancies exist between the centre and periphery's role in making English language a tool of development and empowerment in the provinces of Pakistan?

While answering the previous question I focused the diversity of provinces. The diversity makes it hard for HEC to keep a policy useful and specific (to the demands of provinces) at the same time. A rigid and specific policy has consistently betrayed our expectations of improving quality of education in all provinces. Urban Punjab and Sindh are doing much better than other parts of the same provinces and rest of the country. Discrepancies exist in the roles of the centre and provinces in promoting English language as a tool of development. While the centre may emphasize English proficiency for national unity and economic growth, provinces prioritize the preservation of local cultures and languages, leading to tensions in policy implementation.

4. What challenges the centre faces in enforcing its vision regarding the role of English language in the provinces of Pakistan?

The centre as hub of federation aims to keep using English language in offices, and higher education to foster development. It is necessary that all provinces are equitably provided resources and means to achieve this aim. Baluchistan and Khyber Pakhtunkhwa are less developed provinces. The centre has limited resources, jurisdiction (after 18th constitutional amendment) in higher education, and will to implement affordability, access, and opportunity of gaining competitive competence promoting legislation, programmes, and trainings. The HEC role is limited to providing guidance to the provinces and the universities they run. Baluchistan has few universities and due insurgency and neglect of spending on promoting English language programs and training face hardship in implementing the centre's guideline in letter and spirit. Khyber Pakhtunkhwa is affected by extremist violence where good progrms for promotion of English language in the universities are not implement successfully. The limited financial resources and spending by the provincial government with tension between Urdu and Pashto language produce bottleneck for the realization of centre's policy. Punjab has so far been the most successful province in terms of spending on universities enabling them to follow the guidelines through English language teaching programs and trainings. However, here too disparity of resource allocation between urban and rural areas and between the northern districts and southern

districts is so great that only the urban areas and northern districts benefits the most from such programs. Same is the case of Sindh province. Overall, provincial governments have inadequate resources for implementation, and disparities in educational infrastructure and capacity.

5. What are the distinguishing aspects of Punjab implementation of policy related to English language in response to the centre's policy of promoting English language?

Punjab may have a more robust implementation of English language policies, given its historical emphasis on education and urbanization, leading to greater access to English-medium schools and resources.

6. What are the distinguishing aspects of Sindh province's implementation of policy related to English language in response to the centre's policy of promoting English language?

Sindh may face challenges in implementing English language policies due to rural-urban divides, socioeconomic disparities, and the prevalence of Sindhi as a dominant language in many areas.

7. What are the distinguishing aspects of Baluchistan province's implementation of policy related to English language in response to the centre's policy of promoting English language?

Baluchistan's implementation may be hindered by factors such as low literacy rates, insufficient infrastructure, and the marginalization of indigenous languages, necessitating targeted interventions to promote English proficiency.

8. What are the distinguishing aspects of Khyber Pakhtunkhwa province's implementation of policy related to English language in response to the centre's policy of promoting English language?

Khyber Pakhtunkhwa may focus on balancing the promotion of English language with the preservation of Pashto and other regional languages, leveraging its unique cultural and linguistic landscape to foster inclusive development.

9. What are the roles of gender, level of income, locality, level of education, level of competence in English language in supporting English language learning for social, economic, political, educational, and administrative (governance) improvement / development?

Gender, income, education level, and English language competence intersect to influence access to opportunities and participation in social, economic, political, and administrative spheres. Promotion of English language learning by centre attempts to address these intersecting dynamics to ensure equitable outcomes. Gender disparity, marginalization of females and cultural system's restriction (not allowing mixing of gender) operate differently in the provinces. While the centre attempt to promote gender equality, and sees English language as the language of development, Urban Punjab and Sindh are better than the rest of the country in providing these opportunities, especially to the females. Baluchistan and Khyber Pakhtunkhwa rural areas are worst in restricting females' access to English language and quality education. Income is

decisive factor in making the family independent in sending their sons and daughters to better universities within the country and abroad. Low income areas in Pakistan are also rural areas with no roads, health facilities and educational institution (decent ones). Even in urban areas, the divide of slums and posh areas make a visible divide of good English medium institutions and absence of them. The income and locality (urban / rural) are directly linked with the access to English medium quality education providing universities. While rich urban locales have access to this education, slums and rural areas with high poverty do not have these facilities. At the national level the approach is to coordinate all these parameters and adopt a comprehensive approach, while in the provinces education, health, security and infrastructure are not equally prioritized and we see lack of consistencies, especially higher education spending has become a low priority subject for Khyber Pakhtunkhwa and Baluchistan while Sindh and Punjab are slightly better in focusing higher education in budgetary allocation.

4.2. Local perspective on English Language Value Production

This section explores the local perspective on value production of English language across the four provinces, the questions already discussed in research methodology (see chapter 3 for details) are placed for responses from the experts across the four provinces, i.e. Punjab, Sindh, Khyber Pakhtunkhwa, and Baluchistan.

4.2.1. Punjab

As part of the local perspective on value production of English language, explored through detailed interviews of the expert from Punjab, this section lays down the queries followed by responses and analysis.

1. What is the positive and negative value of English language for the centre in Pakistan as federal and Islamic state with colonial legacy and compulsion to improve quality of higher education and accelerate the pace of development? Please discuss in the context of your province.

   Positively, the Government of Punjab and the University of Punjab recognize the positive impact of English language proficiency on educational and economic development. Therefore, they work together to create opportunities for students to learn and master the English language, which enhances their competitiveness in the job market and fosters academic excellence. However, negative aspects such as the potential marginalization of indigenous languages and cultural heritage are also acknowledged. Efforts may be made to mitigate these effects through initiatives that promote multilingualism and cultural diversity alongside English language instruction.

2. What discrepancies exist between the centre and periphery's role in making English language as tool of development and empowerment in the provinces of Pakistan? Please discuss in the context of your province.

   Discrepancies between the roles of the Government of Punjab and the University of Punjab in utilizing English for development and empowerment in the province may arise due to differences in priorities, resources, and implementation strategies. While the government sets overarching policies, the university plays a crucial role in implementing these policies at the grassroots level, adapting them to the needs of students and educators. Collaborative efforts between the government and the university are essential to address these discrepancies and ensure effective language education programs that empower individuals and communities across Punjab.

4.2.2. Sindh

As part of the local perspective on value production of English language, explored through detailed

interviews of the expert from Sindh, this section lays down the queries followed by responses and analysis.

1. What is the positive and negative value of English language for the centre in Pakistan as federal and Islamic state with colonial legacy and compulsion to improve quality of higher education and accelerate the pace of development? Please discuss in the context of your province.

   The positive value of English language proficiency for the center in Pakistan lies in its role as a catalyst for socio-economic development and global engagement. English serves as a medium for higher education, research, and innovation, fostering academic excellence and international collaborations. However, the colonial legacy of English as a hegemonic language raises concerns about cultural imperialism and the marginalization of indigenous languages and knowledge systems. In Sindh province, efforts to promote English language education must be balanced with initiatives to preserve and promote regional languages, ensuring linguistic diversity and cultural empowerment.
2. What discrepancies exist between the centre and periphery's role in making English language as tool of development and empowerment in the provinces of Pakistan? Please discuss in the context of your province.

   Discrepancies between the centre and periphery's roles in promoting English language as a tool of development and empowerment in Sindh province are shaped by historical, cultural, and socio-economic factors. While the federal government may prioritize standardized curricula and assessments, local contexts and needs in Sindh require tailored approaches to language education. Collaborative efforts between the federal and provincial governments, along with educational institutions like the University of Karachi, are essential for addressing these discrepancies and ensuring inclusive and effective language education programs.

4.2.3. Khyber Pakhtunkhwa

As part of the local perspective on value production of English language, explored through detailed interviews of the expert from Khyber Pakhtunkhwa, this section lays down the queries followed by responses and analysis.

1. What is the positive and negative value of English language for the centre in Pakistan as federal and Islamic state with colonial legacy and compulsion to improve quality of higher education and accelerate the pace of development? Please discuss in the context of your province.

   As elaborated earlier, the positive value arises from its utility and significance. It is useful in development of the higher educational base of Pakistan, and it is important to be part of the globalised world where English is global language and lingua franca. The negative value is its linguistic suppression of the national and local languages and being the language of religious proselytising and official language of the British colony. The provincial government is aligned with the national narrative of value, but due to financial crisis it spends less. The cultural barrier also disenfranchises some segment to access the learning of this language at the higher education level. Administratively, both Urdu and English prove a hindrance in governance as the provincial government outreach is limited by linguistic barrier for the majority of the population who learn English and Urdu as the second language. The ability of the university can be enhanced by sponsorship and funding by the provincial government.
2. What discrepancies exist between the centre and periphery's role in making English language as tool of development and empowerment in the provinces of Pakistan? Please discuss in the context of your province.

   The centre adopts policies without funding and administrative capacity, while provinces are made responsible for the management of higher education without any coordination and cooperation with other federating units of Pakistan, and allowing limited resources in this era of funding crisis, Khyber Pakhtunkhwa is left with little other choice

but to leave higher education and English language at the back-burner and engage with other day to day issues in fire fighting spirit. The province for the past four to five decades is facing the security problem complicated by the influx of migrants from Afghanistan. Natural disasters like earthquakes and security operations have resulted in the internal displacement of the people. Therefore, HEC and federal government comes up with policies that look perfect on paper, but when the stage of implementation in the provincial universities comes, these policies fail. The centre normally makes policies that are out of touch with the realities in the province. They may be suited to the needs of Punjab and Sindh, but here in Khyber Pakhtunkhwa our suggestions for adjustments in policy regarding English language and higher education are not heeded to. For example, we need teacher training which requires a large number of scholarships which the governments (provincial and federal) do not provide. We need comprehensive programs of alleviation of poverty, improvement of law and order and promotion of quality higher education which will only bear fruits when a comprehensive strategy is adopted to address all these issues together, without piecemealing the problem and ignoring higher education.

4.2.4. Baluchistan

As part of the local perspective on value production of English language, explored through detailed interviews of the expert from Baluchistan, this section lays down the queries followed by responses and analysis.

1. What is the positive and negative value of English language for the centre in Pakistan as federal and Islamic state with colonial legacy and compulsion to improve quality of higher education and accelerate the pace of development? Please discuss in the context of your province.

The positive value of English language proficiency for the center in Pakistan, including Baluchistan, lies in its facilitation of higher education, research, and international communication, aligning with aspirations for progress and development. English serves as a medium for academic exchange, technological advancement, and global discourse, fostering vital international collaborations. However, concerns exist regarding the potential marginalization of indigenous languages, reinforcing colonial legacies, and exacerbating socio-economic disparities. Baluchistan strives to strike a balance between promoting English language skills and preserving cultural heritage and linguistic diversity, recognizing the importance of both aspects in the province's development.

The University of Quetta recognizes the positive value of English language proficiency for the center in Pakistan. It acknowledges English as a medium for higher education, research, and international collaboration, aligning with the government's efforts to improve educational standards and accelerate development. However, the university also acknowledges the potential negative impacts, such as the marginalization of local languages and cultures. It strives to address these challenges by promoting multilingualism and cultural diversity alongside English language instruction.

2. What discrepancies exist between the centre and periphery's role in making English language as tool of development and empowerment in the provinces of Pakistan? Please discuss in the context of your province.

Discrepancies between the center and periphery's roles in promoting English language as a tool of development in Baluchistan manifest in resource allocation, educational policies, and implementation strategies. While the federal government prioritizes standardized curricula, Baluchistan's unique challenges such as insurgency, poverty, and tribalism necessitate tailored approaches to language education. Collaborative efforts between the Government of Baluchistan and educational institutions like the University of Quetta are essential for effectively implementing and adapting English language programs to local contexts, ensuring the relevance and effectiveness of initiatives aimed at development and empowerment in the province.

The University of Quetta identifies discrepancies between the center and

periphery's roles in promoting English language education. While the center may prioritize standardized curricula, the periphery's focus is on addressing local challenges and preserving cultural heritage. The university plays a crucial role in bridging these gaps by offering contextually relevant English language programs tailored to the needs of Baluchistan. It collaborates with local communities to ensure that language education initiatives are inclusive, culturally sensitive, and effective in empowering individuals and communities.

Above are given selected passages from the interview which adequately explain the policy positions of the center visa vis each province i.e., Punjab, Sindh, Khyber Pakhtunkhwa and Baluchistan. We found that the national policy maker's perspective was promotion of unity, national prosperity, national development, higher placement of Pakistan among nations and better integration in the global economy and world order. Each province while recognized the national need also presented unique traits of policy making, such as Punjab being the biggest province is distinctly divided into ethnolinguistic zones, and disparity between the urban and rural areas make various cities as the emergent centres where local languages play a competitive role alongside English and Urdu. Further, in the province of Sindh we found Karachi as a megapolis with its own dynamics, where Urdu and English fetch the highest positive value, while in rural Sindh, we found Sindhi language having higher importance. In Khyber Pakhtunkhwa we find historical influence of the problems in the neighboring Afghanistan and presence of FATA and PATA (where despite merger no significant change has occurred), Pashto, Hindko, Saraiki are languages that supersede English and Urdu in value, while in the smaller cities of the province are still to acquire the dynamism where the national language Urdu and the international language English will have tangible impact. In the province of Baluchistan, backwardness, inaccessibility and chronic insurgency are more pertinent issues than opting for English or another language in the far-flung areas of the province. However, in the city of Quetta we identified Quetta University was dynamically promoting the positive value of English language and also playing impactful role in establishment of Urdu language.

5. Conclusion

To conclude this exploratory study of the views of the national and provincial actors of language policy makers regarding the role of English in higher education of Pakistan, both the national and provincial actors agreed that universities' role is decisive in the promotion of English language in Pakistan. However, it is important to note, that English is not the only option available to Pakistan's language policy makers, which they are aware of and efforts to promote Arabic, Chinese, Russian and Persian and other languages which would help establish people to people contact between Pakistan and the countries where these languages are spoken. Further, producing quality users of English language in Pakistan with skills to teach effectively can enable Pakistan as the leading exporter of English language teachers to the ever-expanding zone of EFL learning. Certain challenges related to English language in Pakistan are always debated such as access, discrimination, marginalization of minority languages and participation in the globalized world. It is time that further studies are conducted enabling a nuanced view to the policy makers and the first step would be to start language policy and planning dialogue and debates in the universities of Pakistan to enable the future leadership come up with better and more sustainable solutions to the language problems and questions.

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