

Language Preferences, Attitudes and Practices: A Pakistani Higher Education Perspective

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Abstract: Pakistan is a multilingual country where the language trend has a significant impact on language policies implemented at the higher educational level. It has always been difficult in Pakistan to decide which language will be used as the primary language of instruction at the higher educational level as there is always a choice between Urdu, English, and regional languages. The research aims to identify the language attitudes of teaching staff toward multilingualism at the higher educational levels, while considering the practices of the institution members, including the teaching staff and management, in order to comprehend the effects of a language policy on a particular academic community. Hence this research probes into the variables that the teachers associate with the notion of languages and multilingualism in higher education. The research conducts a survey in three undergraduate degree awarding institutes. The survey takes a sample of 50 teachers and their responses to the questionnaire in addition to 9 members of the administration who are interviewed so as to find out their views regarding language policy and its implementation on the premises of their institutes. The research study helps in revealing the ideologies of the members involved in the process of higher education, and also the importance for teachers and administration to be aware of the outcomes of implementing Urdu, English, or both at the undergraduate level in Pakistan.

Keywords: higher education institutions, multilingualism, language attitudes, language preferences, language practices, language policy

I. Introduction

Pakistan is a multilingual country where language has a significant existence as it shows its presence in almost every encounter. In addition to a national language, Urdu, there are other local languages and vernaculars which are spoken as mother tongues in various regions of Pakistan that are legally acknowledged based on claims of tradition or indigeneity. In addition, the effect of colonialism and the expansion of the global economy have never decreased the importance of English in Pakistan. This language trend has a significant impact on language policies implemented at the higher educational level. Since the nation's independence in 1947, English has been kept formally as the medium of teaching in higher education. Mansoor (2003) notes that this has always been thought of as a temporary solution because reports on educational policies and those from education commissions and committees have stated that Urdu will be made the official language of instruction at the higher education level once

teaching materials in the native tongue have been created. Mansoor (2003) further notes that although Urdu was designated as the official language of teaching in the public sector for grades I through 12, the switch from English to Urdu in higher education has yet to take place. Though every government has endorsed the need to adopt Urdu at the Higher Educational level (fifteen years by Sharif Commission, 1959, five to seven years by University Grants Commission 1982, Report of the Education Sector Reform, 2001)

However, it has been widely noted by teachers, students, parents, and other stakeholders that issues connected to English language learners' difficulties or the lack of sufficient and excellent Urdu educational resources have not received much attention.

In Pakistan, deciding which language will be used as the primary language of instruction at the higher education level has always been a difficult decision. There has always been a dilemma whether to promote Urdu or English at the higher education level. Despite the fact that Urdu is the nation's official language for ideological reasons, it is crucial to preserve English as the major language of instruction in order to fulfill the needs of the rising global market, where English is considered as a symbol of progress and development (Mansoor, 2003). In addition, most of the learners who have received initial schooling in their mother tongue find it difficult to cope up with either English or Urdu at the higher education level.

I.1 Language Attitudes

The research here sets to find out the attitudes of the teachers towards language, hence it is important to describe the concept of 'attitude.' Baker (1988) defines 'attitude' as 'something a person possesses that characterizes or encourages a particular behavior. He believes that though 'attitude' is a hypothetical psychological construct but it helps in reflecting the realities of life because they are taught, not inherited, predispositions, and are probably very stable. Attitudes are however influenced by experiences hence attitude of teachers towards usage of language helps in reflecting their experiences outside of and inside of the classrooms.

I.2 Problem Statement

The most significant observation at the higher educational level in Pakistan is that the language practices of students and teachers may not ideally be their language preferences. Mansoor (2003) has observed that the high percentage of student failure in exams at the intermediate, graduate, and postgraduate levels serves as evidence that Pakistan's educational system is in crisis. One of the reasons is a failure to understand that medium of instruction and medium of examination are not the same (especially for technical subjects like Science, Computers and Mathematics). Hence, comprehension in the class does not ensure success in examination also. The language of instruction is chosen based on a variety of factors, such as the students' language needs, the attitudes of parents and teachers toward language, the financial resources available to implement the policy in terms of teacher training, the creation of course materials in the chosen language, and the dearth of research in the area of language planning in Pakistani education (Mansoor 1993, Rahman 2002). This research, therefore focus on the attitudes of the teachers regarding usage of medium of instruction at the higher educational level which will help in determining their language preferences, and also reveal their ideologies through their language practices.

I.3 Aim

The main aim of the research is to identify language attitudes of teaching staff towards multilingualism at higher educational level. It is important to consider the practices of the institution members, including the teaching staff and management, in order to comprehend the effects of a language policy on a particular academic community. Hence this research will probe into the variables that the teachers associate with the notion of languages and multilingualism in higher education. The research study will also help in revealing the ideologies of the members involved in the process of higher education.

I.4 Research Questions

In order to investigate the aim stated above the research would probe into the following questions for observing the language attitudes/views of teachers regarding language policies at the higher education level.

RQ1. What are the views of teachers/administration towards the choice of language with respect to academic literacies at the college/university level?

RQ2. Which variables are significant enough to shape language preferences and language practices at the higher educational level?

RQ3. How does socio-cultural and socio-economic context and LI affect teachers' views regarding language policies prevalent in Pakistan at the higher education level?

2. Literature Review

Any nation's social, political, economic, and cultural systems are significantly influenced by its native tongue. Language serves as a bridge for communication as well as a representation of national pride and identity. Pakistan, a multilingual postcolonial nation, must deal with the triple challenges of deciding the status of colonial language, national language, and regional languages. as Dr. Justice S. A. Rahman stated in his inaugural address to the Linguistic Research Group of Pakistan, "we cannot wholly dispense with English and must retain it as a secondary language... will open to us the door to the treasures of higher modern learning" (Dil, 1963 p.20). The country's language policy is not covered in a separate document. But occasionally a section or two on language would be included in the education policies.

Since it was formally proclaimed Pakistan's official language, the English language has played a significant role in the country's sociopolitical landscape. Urdu was just recognized and declared the official language of Pakistan in September 2015, with the implementation process advancing progressively toward its full realization. Urdu's status is debatable in Pakistan; it is the country's mother tongue and, as of recently, its official language, serving as the primary language of instruction in public schools. It was initially selected as the national tongue, but because it is frequently linked to Mohajirs—Muslim refugees who fled India at the time of the partition—ethnic resistance has resulted.

In Pakistan, the order of language is as follows: English, Urdu, then regional tongue. However, Pashto and Sindhi are spoken casually and are seen as identifiers in the NWFP and Sindh. Sadly, there is a lot of cultural guilt in Punjab regarding Punjabi. Many educated parents choose to speak Urdu with their children rather than Punjabi because it is connected with the lower class.

Language policy (LP) is a conscious effort to alter how a person or a group uses one or more

languages, or a range of languages. Communities exist at various levels ranging from the local and regional to national and international, or, more and more, cross-border levels (Omoniyi 2004, cited in Kennedy, *Challenges for Language Policy...*), and LP agents may attempt to change how these various groups use language (or users). Globalization and government language policy in Pakistan have intensified the pressure of English on all other languages, endangering the diversity of the nation's languages and cultures. The National Education Policy of 2009 stipulated that both Urdu and English will be taught in the primary grades, with English serving as the predominant language of teaching beginning in class 5. However, this approach entirely falls short in the areas of acquisition and corpus planning, which exacerbates issues for both students and teachers (cited in Ammar et al, 2015).

Academic literacies refer to the many and multiple forms of literacy that may be found in academic environments like disciplinary and subject-matter courses. The study of literacies in universities and higher education led to the initial development of the phrase "academic literacies". Reading and writing are viewed from the perspective of academic literacies as social practices that differ depending on culture, context, and genre (Barton & Hamilton, 1998; Street, 1984; 1995).

Academic disciplines' literacy practices can be viewed as a variety of social norms associated to various societies. Based on ideas of reading, writing, and literacy as social practices, Lea and Street have created an academic literacy model, a fresh approach to conceptualizing student writing and literacy in academic environments that challenges the prevailing "deficient" paradigm (Lea and Street, 2006). A method based on the academic literacies concept emphasizes the variety and distinctiveness of institutional practices as well as students' challenges in making sense of them, as opposed to focusing on student shortcomings.

The several education commissions established by previous governments have not properly addressed the issue of language policy in higher education in Pakistan. Since the country's independence in 1947, English has been the language of teaching in higher education, according to all educational policies and reports produced by committees and commissions established up in this respect (1957–1998). This policy is considered to be temporary, while the long-term language strategy, which has been described in all educational policy reports as well as reports from education commissions and committees, has been the introduction of Urdu as the official language of instruction in higher education after the development of teaching materials in the national tongue (Mansoor, *Language Planning in Higher Education...* pp.17-18).

There are many intricate factors to take into account while deciding which language to use as the instructional medium, such as the objectives of language planners, the linguistic requirements of students, and attitudes of parents and teachers. The absence of study in the field of language planning in education in Pakistan, aside from practical considerations like economic resources and the provision of materials in the chosen language, is a significant issue. Despite the fact that there have been a few sociolinguistic studies of education in Pakistan (Mansoor, 1993; Rahman, 2002), they have only given attention to a few institutions or a specific area.

Writing and academic discourse are two challenges that many students face as they transition to higher education. The fact that there are three main forms of schooling in Pakistan, i.e. (a) state-run Urdu-medium schools, (b) (private) non-elite English-medium schools, and (c) (private and state

supported) elite English-medium schools, makes the issue worse. Pupils from these backgrounds who couldn't afford English-medium classes can struggle more than some other students do.

The importance of language planning in higher education is increased by Pakistan's multilingualism and its unequal educational system. The medium of instruction at the HE level is a crucial concern due to the students' English language barriers and the dearth of necessary materials in Urdu. In many countries, English has been connected to social and economic structures that foster inequality, linking poverty to things like having access to the language of the world's elite, English, among other things. English-medium educational institutions serve as one of the instruments for spreading social and economic power in post-colonial nations like Pakistan and India.

The study of language acquisition in relation to instructional strategies and language learning has received some attention (Cooper, 1989). However, Pakistan's language strategy favors the switch from weaker to stronger languages (Rahman, 1996, quoted in Ammar, 2015), and Urdu and other important regional languages are sacrificed as a result. This objective is achieved by making English language communication lessons a requirement of higher education in Pakistan.

The methods of instruction, however, are not clearly stated. As a result, the graph of communicative competence in English continues to show very low levels (see PEELI Report 2006), and the disagreement between teachers and students over the use and study of English as opposed to other languages continues to be a constant source of tension and anxiety for everyone.

The majority of research on multilingual practices uses two languages; however, studies that employ three or more languages offer more intriguing insights into diverse strategies and directions for language usage that are not immediately obvious when only two languages are used. Moore's (2010) study on the multilingual behaviors of Chinese students enrolled in a French immersion program in Canada, for instance, shows that the three languages are proficient as well as code-switching in different directions in a multilingual and multicultural society. In the linguistic landscape, multilingual behaviors involving three or more languages are frequently observed outside of the context of schools. (Cenoz, & Gorter, 2011; Gorter, 2006; Shohamy & Gorter, 2009 referenced in Gorter, 2011).

Despite the fact that official policy is tied to the concept of language separation, code mixing and code switching occur in educational settings. This guideline states that "other" languages that are spoken at home or in the neighborhood are not permitted in classes. Although code-switching is a highly typical occurrence in multilingual environments, classroom language practices don't always correspond to official standards. Van Der Meij & Zhao's (2010) study on code-switching in English major classes in Chinese colleges is centered on the Asian environment. The study's findings show that although teachers generally have a favorable opinion of code-switching, it actually occurs considerably more frequently than teachers had originally believed. Similar studies conducted in numerous other nations may have produced the same conclusion.

3. Research Methodology

3.1 Sample

The data is collected from two perspectives: i) Administration and ii) Teachers. The two perspectives help in comprehending the dilemma which is found in Pakistan regarding language practices and

preferences at the higher educational level. The first perspective helps in revealing the language policies followed by the college/university. It is important to notice here that the policies regarding usage of language in the institutions are not explicitly defined. The second perspective helps in probing into the attitudes of the teachers towards usage of language both within and outside the classrooms. This perspective helps in understanding the extent to which the attitudes of the teachers influence the choice of language at the higher educational level.

The sample comprises teachers from three degree awarding institutes: Army Public College of Management Sciences, Rawalpindi, Punjab Group of Colleges and Govt. Degree College Jhelum. The disciplines chosen for finding out the attitudes of teachers regarding language policies are Computer Sciences (BSCS) and Administrative Sciences (BBA). These two disciplines are most commonly chosen by students for higher studies in Pakistan and secondly are involved with teaching of technical subjects where books and teaching materials are only available in English language. The survey is conducted from the teachers who are teaching at the undergraduate (BBA, BSCS, BCOM, BSM) level.

3.2 Tools for Data Collection

The research here employs both quantitative and qualitative research designs for finding out the attitudes of the teachers towards language policies at the higher education level. The quantitative approach helps in finding out the number and percentage of people who hold same or different views and opinions regarding language policies. The qualitative approach helps in determining the reasons for these attitudes or views. The methods of data collection used in this study are questionnaire survey and interviews.

3.3 The Questionnaire

The questionnaire aims at finding out the language practices and language preferences of teachers both inside and outside the classroom. It helps in obtaining the views of the respondents with respect to choices of languages which teachers are making both willingly or forced to make in the classrooms due to language policies prescribed by the institute/HEC. The questionnaire reveals the information regarding respondents' sociolinguistic context, gender, LI and age. Next it helps in finding out the language used by the respondents as a medium for teaching in classrooms, and rationale for it. The questionnaire also reveals the policies of institutes and Higher Education Commission regarding usage of language in the classrooms and awareness of respondents regarding language policies in Pakistan. The questionnaire next indulges into preferences, which teachers' are desirous to make regarding medium of instruction in the classrooms especially with reference to the disciplines they are teaching. The questionnaire also aims to find out the awareness of respondents regarding medium of examination at the higher education level. This helps in revealing the compatibility between medium of instruction and medium of examination at the undergraduate level in college/university. The questionnaire also helps in revealing the practical scenario of the classrooms where the language mostly understood and practiced by the students in Pakistani social context is discussed. It provides a motivation to teachers and they use a specific language for teaching purposes in order to increase the comprehensibility of their subjects/topics. The questionnaire also aims to find out the socio-cultural perspective of respondents with respect to languages used in their everyday life so as to find out the compatibility of languages used both in their professional and practical life. In the end, the questionnaire helps in portraying personal

opinions of the teachers regarding language policy implemented by the institutes/HEC at the university/college level.

3.4 The Interviews

It is essential to take the opinions of the administration regarding language policy which is prevalent at the college/university level in Pakistan. Hence the research study interviews the administration so as to find out their views regarding language policy prevalent at their institutes.

The sample selected for interviews depends upon the organogram of the institutes. The following basic questions are asked from the administration so as to find out the opinions of the administration regarding language policy which is implemented at the college/university level and which further needs to be authenticated by the Higher Education Commission. It is important to mention here that the interviews are conducted in an informal setting, so as to find out the views of the administration.

Q1. Which language is used in your institute as the medium of instruction?

Q2. Which language do you believe should be used as a medium of instruction at the undergraduate and postgraduate level in Pakistan? Why?

Q4. Which language do you think is mostly spoken and understood by students at your institute?

Q5. Do you encourage/discourage your teachers for code mixing and code switching in the classrooms?

It is important to mention here that the responses from these questions prompted the interviewee to ask further questions which clarified the views of the administration regarding language policies.

3.5 Theoretical Framework

The purpose of the current study is to contribute to language preferences and practices at higher educational levels in Pakistan. Hence the research model adopted here is 'Sociolinguistic Survey' as suggested by Robin Dodsworth (1999) who emphasized the value of gathering data on a social network or speech community rather than just one speaker in variationist sociolinguistic studies. The research framework is important because it allows the researchers to examine a social network rather than a single informant, allowing them to learn more about the connection between language and social interaction.

Model of Analysis

The responses from the questionnaires are analyzed both quantitatively and qualitatively. For the quantitative analysis the questionnaire responses are coded and entered into the Statistical Package for the Social Sciences (SPSS, Version 6.1.3). The qualitative analysis of the data helped in interpreting the rationale for the attitudes exhibited by the teachers regarding language choices by looking at the categories of sociolinguistic context, gender, influence of LI and age of the respondents. After being studied at a descriptive and inferential level, all of the quantitative information gleaned from the surveys is then qualitatively analyzed. The responses of the teachers are analyzed under the following major categories:

- a. Language Attitudes of Teachers both inside and outside the classrooms
- b. Language Practices of Teachers inside the classroom
- c. Language used for Literacy Practices in the classrooms

In order to analyze the data under these above mentioned categories the variables of socio-cultural and

socio-economic perspective and LI practices are taken into consideration.

4. Analysis

I. Qualitative Analysis of the Questionnaire

a. Language Attitudes of Teachers both inside and outside the classrooms

The first category to be discussed in the analysis is related to the attitudes of teachers regarding language usage. Out of 41 respondents majority had Punjabi as their LI which shows an impact of Punjabi language on their socio-cultural practices. Others also had Sariki, Potohari, Hindko and Pushto as their LI. The mother tongues of the respondents helped in revealing their sociocultural practices as LI influences the ideological practices of the society. The most significant observation made here is that 60% of the respondents opted for both Urdu and indigenous languages as their mother tongue which is interpreted in two ways: firstly Urdu having the status of national language in Pakistan is learned and practiced by the learners from the very beginning which gives them same ease in using the language as the mother tongue; secondly socio-economic status of Urdu in Pakistan make respondents consider Urdu as a more prestigious language as compared to their mother tongues.

In response to the question that which language is used by the respondents mostly in their everyday interactions, 90% of the respondents opted for Urdu while 10% have chosen mother tongue as a language of their daily interaction. This shows that at the socio-cultural level Urdu is accepted as a medium of communication in Pakistan by the majority. It is interesting to notice here that most of the respondents chose Urdu and not their mother tongue for their everyday interactions which shows that the teachers at the university/college level due to their socio-economic standing regard Urdu rather than their mother tongue as the medium of communication. The questionnaires also reveal that Urdu is the language which is used in the classroom for giving general instructions also. This gives the ideological portrayal of Pakistani society where English has very restrictive usage. The respondents reported that all their job requirements like writing planners and official correspondence demands a proficiency in English. Nevertheless they still prefer that they use both English and Urdu as a medium of instruction and as a medium of daily communication with their students in the classroom. Therefore, it is seen that the teachers prefer using Urdu as a medium of communication in their own private lives also which outweighs the significance of Urdu in relation to both English and their indigenous languages.

b. Language Practices of Teachers inside the classrooms

This category helped in analyzing the awareness of respondents regarding language policies at their institute or higher educational level. Almost 60% of the respondents admitted that their institutes have a language policy which restricts them to use English as a medium of instruction in the classroom. These respondents also showed awareness regarding HEC policy towards language which prescribes English as a medium of instruction in the classrooms at the higher educational level. Others however, appeared to be ignorant regarding policies of both their institute and HEC with respect to English being the medium of instruction in the classroom. The responses here indicate that though teachers are aware that the language policy restricts them to use English as a medium of instruction, yet they feel that the socio-cultural perspective of Pakistan demands that Urdu should also be used in the classrooms as the medium of instruction. This can be interpreted in two ways: teachers being part of the social context are brought

up with both Urdu and English as their own medium of instruction in their institutes. Secondly, they find that students coming from diversified backgrounds require both Urdu and English as the medium of instruction in the classrooms so as to cope up with higher studies at the professional college and university level. It is important to notice here that the books available at the professional colleges/university levels are in English which logically demands that English should be the medium of instruction but still teachers feel that Urdu should be used along English in the classrooms so as to provide students with a better and complete understanding of the topic. Hence it is observed that majority of the teachers believe that English though prescribed by their respective institutes and HEC, should not be the only language which should be used as a medium of instruction in the classroom. The teachers believe that both English and Urdu should be used as a medium of instruction at the professional college and university level.

The analysis reveals that teachers are aware that Urdu and not English is the language which is widely used in the classrooms. This again explains the socio-cultural perspective of Pakistan. Hence the teachers believe that students have a better comprehension of the topic if both Urdu and English are used in the classrooms.

c. Language used for Literacy Practices in the classroom

Researchers in the field of New Literacy Studies have used the term "Literacy Practices" to refer to the "social practices of reading and writing" (Street 1984, 1). This viewpoint on literacy exposes an "ideological" representation of society that places an emphasis on the social and varied nature of literacy practices. According to Street, the social institutions in which literacy is practiced and the social processes by which practitioners acquire it are inextricably linked to the concept of literacy. As a result, the ideological perspective on literacy advocates for a notion of literacy that considers the individuals involved as well as the environments in which it occurs. The literacy practices of the teachers within the classroom helped in revealing the ideological practices of the teachers in Pakistani social context which helps in providing a rationale for language policies implemented at the university/college level. The responses in the questionnaire reveal that 93% of the teachers use both Urdu and English as the medium of instruction in their classrooms whereas 5% opted for English and 2% use mother tongue in addition to Urdu and English in the classrooms as a medium of instruction. The respondents had four choices so as to give a rationale for the language they opted as a medium of instruction in the classroom; a) you are compelled by the institute b) you are at ease with the language c) you feel that the chosen language explains the topic well and d) you do not know any other language. It is observed that 98% of the teachers opted both option b) and c) or either one of them. This shows that being teachers they are in a position to make an appropriate decision regarding the choice of language as a medium of instruction in the classroom. They find that both Urdu and English provide them an ease in explaining the topic in the class and secondly they find that usage of both languages leads to a better explanation of the topic. This indicates that the teachers are habitual of practicing both code switching and code mixing in their classrooms, as they find that both Urdu and English play a significant role in being the medium of instruction in the classroom. Some respondents who opted for English as the medium of instruction in classrooms revealed that they are compelled by their institutes to use the language within the classroom

premises. This shows that the choice of only English as a medium of instruction is not their logical preference. None of the teachers opted for the last option d) that they do not know any other language; which shows that the teachers teaching at the professional level are acquainted with both Urdu and English as a medium of instruction themselves.

In order to probe into the views of the teachers regarding the academic literacy practices in the classrooms, the questionnaire demanded the teachers to give their preferences regarding the choice of language which best explain their discipline that is Management Sciences or Computer Sciences. It is observed that the teachers made a choice between either opting for English, or both English and Urdu together. This demonstrates that teachers are aware that English is unquestionably essential as a medium of comprehension for professional studies. However, they opted for both English and Urdu which rationalizes their preference for choosing Urdu as the medium of instruction in the classroom.

A very significant aspect of this questionnaire was to investigate the awareness of the teachers regarding medium of examination in the classrooms. In response to the question that which language do they use and prefer for designing question papers of their subjects, the teachers unanimously stated English revealing their awareness of having no alternate in this domain. This shows that though teachers are aware that medium of examination in Pakistan at the higher education level is English yet they opt for Urdu as the medium of instruction alongside English in the classroom. This results in increasing the perplexity of the students who find that throughout the semester they are taught in a mix of Urdu and English, but when it comes to examination Urdu is not their savior. Hence it is observed that most of the students fail at this stage despite their comprehension of the topic in the classroom because of the language barrier.

II Analysis of the Interviews

The Principal and the two deans from the first institute APCOMS are firmly of the opinion that English should be the medium of instruction at the undergraduate and postgraduate level. The Principal said, "English is the international language and it is important that students should have maximum exposure to the language in the college. They do not have any standing in the world without English."

The Principal also pointed out that APCOMS arrange 'Orientation Session' for new comers in every semester so as to let students identify the significance of English language and workshop on English language is conducted to help freshmen improve their deficiencies in the language. Apart from Orientation Session, Library sessions are also held regularly at the college so as to make students develop reading habits in English and also improve English language reading skills.

The administration also mentioned that one of the most essential criteria for selecting teachers at the institute is his/her proficiency in English language especially in the spoken skills. The administration at APCOMS staunchly believes that the key to success in the present world is English language. The Dean Management Sciences pointed out that English language will definitely lead to economic growth in Pakistan as well. The administration at the institute are aware that most of the students at the institute are poor in English language, but still they discourage the practice of code mixing and code switching during lectures. They are of the opinion that if English language is used regularly at the college then they would start understanding it eventually.

The administration also arranges remedial classes of English language for Engineering Sciences students

so as to improve their spoken and written proficiency in the language. The Principal remarked, “These students have to capture the international market tomorrow and for this they need to be better armed with English language.” This propounds the importance the institute attaches to the learning and teaching of English language. At the end of the semester one of the basic sections in student evaluation of teachers is related to their use of English language in the classrooms as a medium of instruction. The Dean of the college under study points out, “Proficiency in English language is essential for students so as to have healthy competition among students of various other institutes.” An informal interview with the administration showed the value which the institute attached to English language. In fact one of the hallmarks of the institute is their desire to improve the proficiency of students in English language and the efforts they are making in this regard.

The Principles of the other two colleges, program coordinators and admin officers in their interviews stressed the importance of using English both as a medium of instruction as well as medium of examination due to the undeniable fact that the texts/ books are available only in English in all the disciplines. They are of the view that increase in globalization, the demand of current technologies and access to online resources, all necessitate the use of English as a medium of instruction. Only two respondents in their interview explained their preference for Urdu as a medium of instruction while also showing their awareness of the problems in its implementation due to the lack of economic resources for teachers training and developing the materials in the language of choice. They are of the view that HEC’s policy is to be changed and Urdu language is to be introduced as a medium of instruction, at the same time showing awareness of the complexities involved that it must not be abrupt rather it requires much effort and groundwork to ensure the access to the students in the same medium as well as to adopt the medium of examination accordingly which is not an easy task. Overall, the findings from the interviews of administration reveal their tendency to opt for English as a medium of instruction.

5. Findings and Discussion

The research study here aims to find out the views of teachers towards usage of language in the classrooms. The majority of teachers believe that both Urdu and English should be used in the classrooms as the primary language of instruction because, in their opinion, they both provide clear and comprehensive explanations of the subjects. It is also noted that teachers tend to use both English and Urdu in the classrooms despite their awareness that the academic material available in Pakistan at the higher educational level is all in English, and both their institutes and HEC prescribe English as the medium of instruction in the classrooms. The choice for Urdu together with English is made on the premise that teachers find that English solely fails to explain the topic completely, and secondly they do not feel at ease with only English in the classroom. This proves that teachers are not always very comfortable with only English as the medium of instruction.

The research study here also points that the medium of instruction and medium of examination is not same at the higher educational level. The teachers are aware that English is the medium of examination but still they tend to forget this while teaching. Hence students face the perplexity of being taught in English and Urdu, but tested only in English. This is one of the biggest drawbacks of the

system and needs to be worked upon carefully so as to remove the disparity. This is an important factor which needs to be taken into consideration while drafting language policies in Pakistan.

Most of the respondents while answering the last question related to their opinion regarding language policies in Pakistan stated that Urdu should be incorporated across the board so as to increase the utility and productivity of the language at the higher educational level. The majority of them are of the opinion that Pakistan's educational institutions ought to use both Urdu and English as their primary teaching languages. Teachers claim that they are required to provide their lectures in Urdu since they observe that students cannot follow lectures given in English and they demand that lecturers talk in Urdu.

6. Conclusion

The study found that teachers and administration at higher educational institutes consider English important as a medium of instruction, but they also believe that both Urdu and English should be the medium of instruction at all educational levels in Pakistan. They prefer English for practical purposes, but Urdu is also valued for its importance in improving students' comprehension because, according to the data, both students and teachers find it difficult to learn in English alone. The study also points to the importance of integrating the medium of instruction and medium of examination firmly. This inconsistency in medium of instruction and examination causes confusion among students. This is one of the main flaws in the system, and it needs to be properly addressed in order to eliminate the disparity. Also when establishing language policies in Pakistan, this is a crucial element that must be taken into account.

It is imperative to consider implementing a language policy in schools where all students are either empowered by speaking English fluently or are given the option to express themselves in the language of their choice. In light of the fact that all respondents in higher education have positive attitudes of English for pragmatic reasons and hold the idea that Urdu should be infused into all areas of life to boost the usefulness and productivity of the language at the higher educational level. If the English language barrier were abolished, students from public sector institutions and lower socioeconomic levels would be able to not only join higher education but also find respectable careers.

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