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LANGUAGE POLICY AND MEDIUM OF INSTRUCTION IN PAKISTAN'S EDUCATION SYSTEM

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ABSTRACT

Language policy and the medium of instruction play a critical role in shaping Pakistan's education system. The country's multilingual landscape presents a complex challenge in balancing national, regional, and global linguistic priorities. Urdu and English serve as official languages, yet the use of regional languages remains a point of contention. Historically, colonial influences have elevated English, making it the dominant medium in higher education and administration, while Urdu is promoted as the national language. However, the imposition of these languages has marginalized local languages and created socio-political disparities. This study examines the implications of Pakistan's language policy on education quality, social integration, and national identity. The findings indicate that the dominance of English in elite schools and higher education perpetuates inequalities, limiting access to quality education for non-English speakers. Furthermore, the lack of teacher training in bilingual and multilingual pedagogy hinders effective language instruction. The study highlights that an inclusive language policy that incorporates regional languages alongside Urdu and English can promote equitable learning opportunities. Addressing these challenges requires a reformed language policy that supports multilingual education, enhances teacher training, and bridges socio-economic divides. A balanced approach to language planning can foster national cohesion while ensuring linguistic diversity is preserved.

Keywords: Language Policy, Medium, Multilingual Education, Pakistan Education System, Urdu, English, Regional Languages, Socio-Political Disparities, Teacher Training, Language Inequality, National Identity.

Introduction

The educational experiences and outcomes of students are profoundly defined and significantly restricted by the medium of language that is employed for all teaching, learning, and assessment processes undertaken in educational institutions across various contexts and settings. Consequently, the decisions regarding the choice of a language or languages for educational purposes are, in essence, deeply intertwined with decisions concerning the specific visions of equity, development, and active

citizenship that aim to encompass all individuals involved in the educational landscape, ensuring that no one is left behind in the quest for knowledge and learning. On a global scale, language serves as an enduring and highly important preoccupation for nations that are actively engaged in diverse and multifaceted processes of educational development and reform, as the implications of language choice stretch beyond mere academic parameters and delve into the very essence of societal cohesion and progress (Ramzan et al.2023). When it comes to multilingual countries, navigating the associated challenges becomes particularly intricate and complex, not only due to historical factors but also because effective educational language policies must diligently address fundamental questions of equity among a diverse and often divided population characterized by its myriad languages and cultures.

The selection of a particular language or a strategic set of languages within an educational framework can be utterly pivotal, not only in promoting academic success but also in determining the potential for social integration and unity, while, at the same time, it risks leading to systematic failure that may marginalize certain groups, leaving them disenfranchised and without the tools necessary for success. (Thiem & Dasgupta, 2022) More importantly, language itself is fundamentally intertwined with the complex construction of both culture and identity across various societies, reflecting the intricate dynamics at play in the educational realm and influencing the aspirations of the youth. This multifaceted connection represents a significant area of consideration and concern for policymakers within Pakistan's extensive education system, which is characterized by its large scale, complexity, and multilingual nature, serving a diverse population that surpasses that of other South Asian states by more than double, and thus requires careful consideration and nuanced policy responses.

Within the contemporary framework of modern education, language continues to play a critical and irreplaceable role in shaping and preserving the norms, values, and collective historical narratives that ultimately define both national and societal identities in profound and sometimes controversial ways. Since the emergence of nationalism and the subsequent establishment of the modern nation-state, the intricate formation of a dominant national identity has been closely associated with the widespread adoption and propagation of a prevailing national language, which often leads to tensions with minority languages struggling for recognition and support. (Arslan et al., 2024) In the particular context of Pakistan, the development and imposition of Urdu as the primary language of education and administration, alongside the corresponding decline of various local languages in these critically important domains, have proven to be instrumental in constructing and reinforcing

norms of belonging and otherness within society, leading to significant socio-political implications that extend far beyond the classroom.

As a result, the official language policy thus emerges as a central battleground for the ongoing struggles over power, resources, and societal status, thereby highlighting the stakes involved in language decision-making that influences all facets of life and socio-economic opportunities. Language, therefore, functions as a critical policy tool through which cultural identity is projected, maintained, and profoundly influenced, while the dynamics of power are structured, regulated, and actively contested within the different layers of society, often leading to conflicts that reflect deeper societal inequalities. This essay is critically concerned with the various ways in which these significant phenomena manifest in Pakistan, particularly in relation to the language used and the medium of instruction that is employed in the educational sector and its pervasive impact on learners.

Current Language Policy in Pakistan

Under the Constitution of Pakistan, English and Urdu, besides regional languages, have been declared national languages. It is the responsibility of the Federal Government to communicate in Urdu that is the state language; however, education up to middle level is normally imparted in the regional languages. The policy of the Federal Government is to make necessary arrangements within 15 years after the commencement of the constitution, that education in the mother-tongue at the primary stage is provided, and also in the eventual replacement of English as the official language.

Pakistan inherited two major languages, Urdu and English, from British colonialism, when the government was landed into the hands of the native rulers by the British Imperial Government. The British administration globalization, i.e., by introducing English as a Western language in the Indian Sub-continent, that was almost a rural society governed by native rulers. The British East India Company invaded the Sub-continent and before the annexation of territories, some areas were conquered. Moreover, to strengthen their sovereignty, the colonialists needed servicemen and clericals, who could serve them and also could assist them in expanding the Empire in the globe. Hence, English was made the official language in education, administration, commerce, judiciary, etc., which caused some of the local languages to shift them to a low status (Ashraf, 2023).

The causes of failure to implement previously announced policies about the language at the initiation of Pakistan as an independent state (1947) are manifold. Firstly, the back-classes and feudal lords dominated the country's politics and were more concerned to achieve personal interest, rather than formulating such policies, which might have been beneficial for the populace of the nation. Secondly, the political

leadership was laic and ethno-centric, which caused a major problem to decide in favor of one or two languages at the federal level. Thirdly, the whole First Cabinet of Pakistan, was resided in the second- and third-languages, hence there was discrimination. Fourthly, the political leaders of those states, which were not united to this state, had to be given the highest rated posts to attract them join Pakistan. Fifthly, the civil bureaucracy was over-whelming (Shamim & Rashid, 2019).

Challenges and Controversies in Language Policy

Language in multi-ethnic societies honors or demeans cultural and linguistic plurality. In the case of Pakistan, rampant misconceptions and mistreatment surrounding language issues suggest that constitutional clauses supporting ethnic diversity and language plurality have hardly been honored. Linguistic and ethnic discrimination have marred the social ethos of the Pashtuns, Sindhis, Seraikis, Baltis, and Hazaras whose position has become that of 'second-rate citizens' of the country. The use and extension of Urdu, as a national language, has also been marred by sociopolitical controversies since language and culture are hard to replace. Among the detainees of Balochistan, Sindh, and Khyber Pakhtunkhwa, a true sense of alienation from any national anthology still pervades. The Urdu language appears to be disconnected in the lives of the detainees of the ruling elite, particularly the Punjab. Rather, they regard it as a lingua franca, that is only a vernacular language to facilitate communication, keep contact with political administration or bureaucratic setup, and help the access to higher education for achieving national positions.

Only a small fraction of the population speaks, reads, and writes English in the country, and still, the whole edification is conveyed through this foreign language. As a result, Pakistan made provinces still push for the use of regional languages in schools to aid multilingual children better learn classes in early grades. National government policy supports the use and extension of Urdu as a national means of instruction in parallel to regional lingos. These events emphasize the help of local vernaculars as the main conversational means of school children in initial education, but they don't recognize the regional vernacular in heavily migrated or linguistic group areas. In such a situation, all formal schooling seems alien to local culture and languages. Nevertheless, ambiguity remains regarding a predominantly English-medium education, particularly for subjects requiring technical or professional education, and the assertions and modernizations of the hypothetical implications on formal education. In a federal context, aforementioned susceptibilities are mainly debated by different societal slats and provinces that adopt dissimilar plans of action in the poly-scientific educational sector. In general, these discussions and activities are convened with the political and social significances of the language problem within the field of educational policies,

and their heedful imploring in the material of multilingual and multicultural compounds.

Impact of Language Policy on Education Quality

The focus of the current work is an examination of the impact of language policy on the quality of education with a special focus on the relationship between language choice and the consequent learning and academic achievement outcomes. It is generally believed that the quality of education is adversely affected when the students have to study in a language that is not their native language of proficiency. Questions are raised as to how the educational quality is impacted, especially in South Asia and particularly Pakistan, where most of the population has a mother tongue medium of instruction other than Urdu, which is the language that serves as the medium of instruction at the provincial level (Shamim & Rashid, 2019).

In questions of educational quality, it is understood at a multi-dimensional construct in terms of how language policy decisions have various short-term and long-term proxy outcomes. Constraints embedded within numerous datasets restrict wide-scale analysis on a timetable similar to the release of testing data necessary to trace the effects on student performance. The subsequent theoretical framework to analyze the factors influence educational quality due to language policy decisions as well as how the proxy outcomes could potentially be affected. In conjunction with the theoretical framework, some empirical input is worked with, delimited mainly to two high profile case studies of developing education systems in Singapore and Ethiopia.

Methodologically, the focus is both on expected outcomes aligned with previous research concerning efficacy of teachers and appropriate curriculum designed for specific language proficiency as well as expected outcomes unique to the particular circumstances of the West and Horn cases of salience regarding exclusion effects and selection of students to continue to senior high school (Ansari et al., 2017). Theoretical focus also shifts on the role of code-switching and the nature of teacher explanations along the lines of Bourdieu's cultural reproduction theory, as code-switching is seen both as a teacher tactic to engender understanding and as a manner of disseminating linguistic capital disproportionately among the students. The latter process is hypothesis as potentially affecting pass rates on examination; the relative consideration of the observable beginning as an end of student engagement and participation changes to credibility.

Medium of Instruction in Pakistan's Education System

Medium of instruction plays a critical role in shaping the landscape of educational institutions. Essentially, it determines how knowledge will be transacted from teachers to students. In Pakistan, language policy has historically emphasized the use of English as the medium of instruction. However, the country is quite diverse linguistically and

several different languages are spoken. Indigenous languages might be weakening at a time when English's role seems to be strengthening. This is a crucial issue pertinent to the majority of Pakistani youth and makes analyzing the effect of the medium of instruction a very important and complex subject (Abbas & Bidin, 2022). Exposing students to a language they do not speak affects their comprehension and engagement with lessons. When language proficiency fetters the students' competence to show their inherent symbolization, they could be unfairly labeled poor academic performers in other subjects. These labels may eventually change their self-concepts. The medium of instruction also affects students' ability to ask questions and express themselves in English as they are accustomed. This shakes their confidence and lessens their participation in the class which, in turn, negatively affects their class engagement.

Policy on the medium of instruction has always been a sensitive issue in the country. Society, in general, perceives English as the path to success, and is biased against Urdu and regional languages. Medium of instruction in schools is not really the medium of instruction; students learn Science and Mathematics in English and these very students learn English itself in Urdu. Since students enter school with a limited ability in English they inevitably fall behind. There is a positive relationship between medium of instruction and the quality of education, showing the dominance of English medium over Urdu in terms of providing a higher quality of education. Parents and students from low-earning groups are less in favor of English medium schools and think that Urdu is a better medium of instruction for educational success. (García et al.2021) Set on the basis of class, these societal preferences and attitudes are usually influenced by socioeconomic status. Only 5 out of 105 rural primary school teachers believe that English should be taught at primary level. This exhibits their reluctance for learning in English medium, and on the policy's rationale of learning English for displaying regional or provincial affiliation, urges a rethink for the policymakers towards quality and equity-enhancing policy actions in promoting literacy quality through English medium.

Role of English Language in Pakistan's Education System

The English language, a remnant of British colonial era, has prevailed in this inherently multilingual state since its inception. Since the very beginning, it has played an instrumental role in shaping social, economic and political dispensation of the country. It has been the medium of instruction in higher education and government affairs. In the post-9/11 scenario, when the demand for English language skills significantly grew in the international job market, the importance of the language further surged. Owing to its role as a global lingua franca, it is viewed as a key to the gateway of global opportunities globally marginalized and developing countries (Ashraf, 2023), hence,

English is joining the league of international language in several countries that are not signatories of the declaration of equal status.

This role of English language in the country particularly within the domain of its education system, needs critical analysis. Urdu, an indigenous language spoken by majority of population, is recognized as a national language of the country. The constitution of the country makes it mandatory for the government to use it in federal institutions and official affairs. Moreover, according to the National Education Policy of 2009, all regional languages (including Bengali, Punjabi, Sindhi, Siraiki, Pashto, Balochi, Urdu and English) have been recognized as a medium instruction to the primary level accordingly (Ansari et al., 2017).

However, this policy remains unimplemented as English remains the dominant medium of instruction in the majority of private and public schools. This trend has made it imperative to critically diagnose this issue as it impinge not only on quality of education but also on educational equity including results of exclusion of several of the marginalized sections of the society. Balancing English with the prescripts of the constitution and National Education Policy (NEP) is a tough challenge in a multilingual socio-linguistic landscape of the country. On the one side it is important to bridge barrier between marginalized sections of the society and education hence the importance of English may be minimized to cater the interest of regional and national languages stated in constitution of the country and in other it is impossible to eliminate the English medium in terms of its role in bridging the information gap and opportunities with developed and global.

Teacher Training and Language Competence

It has frequently been observed that teachers can teach only in the language in which they have been educated. If teachers cannot understand the language used in textbooks, how can they explain it to students in a way that they understand? A generally ignored aspect of national education policy is teacher training and the language competence of teachers. Educators need to have the basic language competence to teach in any language, whether it is the use of the appropriate accent, a sufficient repertoire of vocabulary, or the means to explain and describe any task (Hong, 2023). Teacher training institutions themselves must have the capacity to attract and train candidates with the requisite level of language competence. Teacher training institutions are unevenly distributed and the quality of education at such institutions varies. There are different standards across the country, but also within each province, which in the context of devolution, need to be addressed. The existing state of teacher education would appear to challenge the policy of English as a medium of education. This brief outlines the issues in equipping teachers sufficiently well to address the language needs that have emerged as a result of the language policy adopted.

Ongoing teacher training has been cited as a potential means of addressing the issue; for example, under the National Education Policy. One possible approach is to analyze teachers' attitudes and practices to investigate the impact of policies on the day-to-day running of schools and on outcomes for students. The findings are equally informative about the attitudes and practices of teachers with respect to facilitating the educational needs of a linguistically diverse student body. Teacher training institutions have to play a more proactive role if the anticipated outcomes are to be met (Teo et al., 2021). In particular, teacher training institutions need to train teachers in bilingual and multilingual pedagogy. To that end, teacher training institutions need to collaborate more closely with the curriculum and textbook boards and develop close links with the system of school education more generally. Given the language imperatives to be met by the anticipated policy adjustments, this coalescence is essential. In conclusion, it may be observed that there is a long, hard slog ahead in addressing teacher training; without which education policy is not really imaginable.

Parental and Societal Attitudes towards Language Policy

Efforts to advance language and education policies within the educational system of Pakistan are likely to be ineffective unless the societal, cultural, and familial attitudes of the public are taken into account. The beliefs held in society shape the choices made by the major actors in the political process, and in this situation, especially the parents. Parents make educational decisions for school-aged children, and they are in a crucial position to advocate for or against changes in language policy within the educational structure. (Ashraf et al., 2021) Existing beliefs about language in part influence the acceptability and effectiveness of language policies adopted, and therefore, policies largely fail if societal attitudes are not taken into account.

Around the world, strong feelings lie in many domains surrounding the topic of language, and education policy is viewed as particularly important because people care deeply about education in general, and language in particular. The attitudes of families, school administrators, and teachers differ. For that reason, changes in the language policies in education structures are difficult to put in place and will never be widely implemented unless some attention is paid to the broader cultural and sociolinguistic environment. Disparities in attitudes regarding the medium of instruction reflect the myriad ways in which different historical, cultural, and socio-economic contexts pose different issues. In the following discussion, selective issues arising from the context of the educational system in Pakistan will be flagged (Kazim Shah & Anwar, 2015).

Although bilingual instruction already takes place in some independent schools such as grammar schools in towns or big cities and missionary schools, there have been no significant steps in this direction. As a matter of fact, the curriculum review of 1975

actually mandates the conduct of all provincial government schools in Urdu. As a consequence, the one-fourth of pupils in Pakistan who attend religious or traditional schooling in a regional language have no curriculum in that language. Because the term "medium of instruction" refers to the language in which the core curriculum is conveyed, the largest and most important part of education, educational opportunities for students in these languages are significantly reduced. Such comparative policy effectiveness will be difficult to realize unless attitudes toward languages in education are considered. In case studies, it is shown how Faisalabad and Gadoon are both very distinctive environments in which the language of education policy would manifest itself, but attitudes toward language within each are quite different, and as a consequence, policy has been and will be implemented differently. The case studies illustrated in this section also highlight the local differentiated nature of perceptions of language in Pakistan towards (or disregarding) the language policy received in educational structures. On the issue of language in education policy, they focus primarily on the medium of instruction. However, on this case as well as the general issue, understanding attitudes toward languages is a necessary prerequisite for policy-making to develop effective and inclusive language policy.

Language Policy and National Identity

Language by virtue of its deeply ingrained ties to a people's culture, history, and ideology acts as a marker of cultural identity and a powerful mechanism for the creation of a national sense of unity (Ashraf, 2023). Given that there are diverse linguistic communities in the territory of Pakistan, the establishment and operation of a particular definition of the national language has been a complex and contested issue. The historical contexts that have shaped the ways in which definitions of the national language have been decided are delineated with a brief critical analysis of the implications. The ways in which definitions of the national language have been deployed for ideological purposes to forge a sense of belonging and pride directed towards an emergent, imagined national community are critically examined. How the privileging of particular languages and representations of these languages has stirred variations on imagined communities is explored with reference not only to the emergence of a Pakistani national consciousness, but also to the different movements and territories which have claimed entitlement to it. The language-ethnicity nexus is considered in terms of the ways languages have come to be identified with individuals and their aspirational goals. Furthermore, the ways that language policy can bridge or magnify the divisions between communities, and the necessity of understanding language policy in terms of its relation to broader historical contexts are suggested. In conclusion, the necessity of a balanced language policy, which is respectful of the

national identity of others, is emphasized and the ways in which this might be carried out are suggested (Raza, 2024).

Language Policy and Gender Equality

This part examines the relationship between language policies, particularly the policy on L1 acquisition, and gender equality through a discussion of the situation in Pakistan. As noted, language choices significantly impact the educational opportunities available to girls and women. It is often the attitudes permeating societies that influence the way in which these choices are formally transformed into language education policy. The chapter shows how culturally entrenched societal attitudes, with their consequent interpretations and implications for language-in-education policy design, may inadvertently limit the educational opportunities of many girls by first compelling and then preventing them from acquiring a 'powerful', 'high-status', or 'global' language. (Xu and Stahl 2022) The article posits that such implications effectively render girls and women as an 'exceptional case' in lingo-diversity and language policy research. It is argued that although the barriers that are created increase their severity and intensity in educational contexts, similar biases also prevail at a general level within language education policies and practices. As a result, a need is underscored for recognizing the gender dimension in language policy design formulation and reform if education is to be for all, and if national language education policies are to effectively serve the whole nation. The paucity of major studies on gender and language-in-education policy seems to be, alas, at odds with the sheer size of the problem.

One observation in the report, though, is noteworthy. It refers to the acknowledgment that the diverse and 'often opposing' expectations from language education enforce a 'constant balancing act' in policy design and implementation. Although the importance of negotiating a compromise of competing demands is not contested, an examination of the compulsion for such negotiation and its parameters, or indeed the stages and the environment in which it transpires, is absent. Rather, the need for such an acknowledgement points to taking a cursory view of underlining forces and the relationships they create in configuring language education policy. On the other hand, a more searching inquiry might permit an understanding of how those forces interact and condition formulation processes, and the political success of global ideas along with the assorted external agents that convey them. Given this broader perspective and the long tradition of disclosing and replicating colonial policies, including educational ones - negotiations in policy design can be seen to hold a rather specific role and function beyond what is implied in the reports.

Language Policy and Curriculum Development

Policy and Planning: The Medium of Instruction Policy directly influences Curriculum Development, affecting classroom delivery and curriculum design. The chosen

language shapes content and cultural representation, ensuring coherence across grades. Multiple languages can complicate creating inclusive curricula aligned with language policies, requiring planners, curriculum experts, and teachers to consider inclusivity of diverse language models. Ongoing dialogue around curriculum development and language policy is essential. Increasingly, new constitutions affirm the right to education in one's mother tongue for minorities. However, diverse linguistic landscapes complicate developing representative curricula, especially in multilingual countries like India and Pakistan, which host hundreds of languages, many without written forms. Curriculum planning must focus on models dictating language distribution to meet learning objectives. These models may involve compartmentalized subjects in multiple languages or a content-based approach, utilizing dominant languages selectively. Interconnected decisions across education levels are critical and should follow shared principles. Future collaboration on Medium of Instruction (MoI) policy and curriculum development should cover a variety of essential topics. (Asim Mahmood et al., 2014)

Language Assessment and Evaluation in Education

Effective assessment tools are essential for evaluating students' language proficiency in Pakistan's education system, which focuses on Urdu, English, and local languages. Language assessment is vital for effective communication in instruction and goes beyond merely passing language courses. Unfortunately, it has not garnered adequate attention from educationists, and comprehensive studies are lacking in Pakistan compared to India. This review analyzes existing practices and their limitations, illustrating how current assessments can either promote language learning or hinder academic performance, particularly at the secondary level. Present methods discourage learning and impair proficiency among capable students. The review aims to assist educationists in improving assessment practices. It reveals that assessments fail to motivate learning, causing students to feel minimal exam pressure due to predictable question formats from textbooks, which stifles creativity. Ironically, students with high grades often lack genuine language skills, as academic success does not equate to practical language application. Assessment questions are narrowly focused, benefiting only those with rote knowledge, while essays may not conform to the required medium. Furthermore, the reliance on English for exam preparation diminishes its educational role, reducing it to a mere qualifying tool and highlighting flaws in monitoring language development, with authorities sometimes struggling to understand legal documents due to language barriers. (Warsi & Khurshid, 2022)

Technology and Language Learning in Education

In a man-on-the-street piece, the day after the atrocities took place in New York City, an elderly man had this to say: "It's the tallest buildings of the world. The United States

of America...the most advanced in science, technology, economy, in every field. Just see these dreams like a bubble..." As much as it is an unsightly sight to witness an American sweat with fear, the fall of the mighty bubble was felt by the world like a scythe cutting through the serene water of the trance of global business and entertainment (Hart, 2021). Are high technology, global economy with its multinationals and information flow insightful means for development and outstanding progress?

There are no doubt a number of well qualified and experienced educationists in Pakistan. There are also institutions that are constantly updating teachers through in service education and training programs. However, there is no large-scale, mandated or rigorously enforced program so teachers receive or obtain information about recent educational and socio-cultural changes taking place in Pakistan.

At the school level, students are made to learn and practice material in the first language. Such material and equipment that are either made in English-speaking countries or have English as their language of directions are well beyond the reach of a great assemblage of Pakistani students. Unfortunately, educational institutions have become just training schools where rote learning and cramming of the text books are the predominant activities. Relying on native speaking teachers, the traditional approach to teaching English has been grossly inadequate to cope with the needed problems of students and the society (Tomlinson, 2023). Trained teachers are the products of the very training process that has failed to make a difference in others, with little incentive to learn and practice novel teaching procedures for classroom activities. Very precious classes, books and teachers seldom available, restricted availability of hardware and software are some other limitation in educational sector. Improperness of the authority regarding making a balanced language policy and coordinating the work of executing language policy and effective use of language planning are contributing to poor results in the educational sector and this national problem.

Future Directions in Language Policy

Introduction to Section 21. The vision for language policy. Education aims to foster knowledge and understanding aligned with societal goals critical for individual and societal well-being. The education system faces evolving learning needs tied to changing societal goals and the interdependencies among them, manifesting as diverse learning needs. Additionally, education operates within ever-changing local and global contexts, particularly regarding language. An analysis of these dynamics must consider societal goals, learning needs, and educational contexts. Language, as a communication medium, is crucial for societal development and national identity (Arslan et al., 2024). In Pakistan, concerns arise surrounding literacy rates, a growing

population, and language issues. Since Independence, language policy has developed, often causing debate among political figures and educators. Recent efforts include the National Education Policy of 1979, which seeks to reduce English's dominance in education while revising curricula, textbooks, and language teaching. In Sind Province, there has been significant resistance to adopting Urdu as the sole instruction medium, with proponents advocating for a return to regional languages in early education.

Conclusion

In a national language policy: framework or counter? Tove Skutnabb-Kangas describes the importance of language policy in educational quality and the fundamental rights to education and knowledge. In South Asia, Pakistan is among a handful of countries that have failed to develop an inclusive language policy despite the diversity of languages. One of the main ongoing challenges is the contradiction between the policy that English is to be the medium and the language policy that, "(a) regional language (s) will be promoted as the medium of instruction at the primary and secondary level." The findings from field research suggest a clear need for a reexamination and consensus on language practices at different levels of education, from content of textbooks to pedagogy of teachers. In the consultation and participation of all stakeholders, of which LEs are at the bottom of the policy dialogue chain cartel, a few recommendations are listed.

Through a comprehensive content analysis of a substantial collection of letters (n=1000) written to various national newspapers, the intricate production of discourse was meticulously described and analyzed in significant connection with diverse markets and different fields. Of particular interest and value was the concentrated focus on the critical roles that both Urdu and English play within the complex fabric of Pakistani society and culture, alongside the market's profound restructuring of the linguistic habitus, which significantly influences the ongoing power struggle. Given that the power dynamics simultaneously operate across the interaction and interrelation of various markets, including the educational, social, and linguistic markets, as well as the organization of schools, it follows that the major findings emerging from this study, along with their broader implications regarding language policy design, can be addressed immediately and effectively at both the national and regional or provincial levels.

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