

**English in a Global Context and
its Importance in University
Programmes in Pakistan**

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English in a Global Context and its Importance in University Programmes in Pakistan

Het Engels in de context van globalisering en zijn betekenis Voor universiteitsprogramma's in Pakistan

(met een samenvatting in het Nederlands)

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Contents

Acknowledgement	7
Dedication	8
1 Introduction	9
1.1 Background	10
1.2 Globalization and its Effects	18
1.3 Methodology	23
1.4 Research Design	25
2 Methodology	29
2.1 Introduction	29
2.2 Aims of Research	31
2.3 Using Multi Methods	32
2.4 Background	34
3 The Movement Known as Globalization	43
Introduction	43
Background	
3.1 Globalization a Concept	43
3.2 Aspects of Globalization	48
3.3 20 th Century Income Trends	50
3.4 Origin of Global Movement	54
3.5 The Muslim World	54
3.6 European Expansion	55
3.7 Feature of Globalisation	56
3.8 Globalisation	57
3.9 Encountering Globalisation	60
3.10 Glocalisation	62
4 Position of English Language Among World Languages	67
4.1 Introduction	67
4.2 Current Status of English	67

4.3	Aspect of Global Language	73
4.4	Requirement of Global Language	76
4.5	Disadvantages of Global Language	79
5	Situation in Pakistan	89
	Introduction	89
	Background	
5.1	Educational Policy under East India Company 1765-1813	89
5.2	National Education Commission, 1959	93
5.3	Medium of Instruction:	99
5.4	An Overview Of English in South East Asia	100
5.5	Pakistan's Language Policy	107
6	Data Analysis	121
6.1	Presentation of Data: Responses of Educationalists	122
	Data Analysis / Inferential description	135
	Conclusion	138
6.2	Presentation of Data: Survey Questions for Students	139
6.3.	Statistical Description	139
	Commentary	143
	Conclusion	164
6.4	Analysis of Key Educationists' Interviews	165
	Analysis	177
	Conclusion	179
7	Conclusions, Findings and Recommendations	185
7.1	Findings	187
7.2	Recommendations	189
7.3	Suggestions for future research	191
7.4	Conclusions	192
	Samenvatting	195
	Bibliography	199

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Dedication

The researcher dedicates this work to her (late) mother. Everything that the researcher has achieved in life has been possible due to her mother's upbringing, initiative and drive.

1

Introduction

The researcher's broad area of study revolves around the process known as "globalization" (a) within a limited frame of reference relevant to the English language today and its growing recognition as a world language on one side; and (b) within a larger frame of reference relevant to its rapidly expanding role in university programmes in Pakistan on the other. The researcher's premise is based on the assumption that the global movement has affected almost every aspect of man's life stretching from the social to the economic. It has forced individuals and policy makers to think beyond national boundaries. There is greater interconnectivity between nations. These nations have to talk to each other, and for that they need a language in which they can communicate. It is in this backdrop that the researcher has looked at the role of English as a global language, and has made a case for its inclusion in Pakistani university programmes.

This does not mean that communication is impossible without a world language, but having such a language enables people to interact quickly and easily without recourse to the encumbrances and ambiguities of translation. One language that can perform this function is English, which over a period of time has gained international status.

The researcher is of the opinion that since this language can fulfill the communicative needs of the people, it becomes imperative that policy makers in Pakistan include English as L₂ in the curriculum from the very beginning, to give the students an advantage from which they can benefit at a later stage especially in their undergraduate and graduate programmes.

This thesis explores questions related to a) globalization, and its effects on higher education in general, b) English as a world language and factors underpinning its spread historically, in the backdrop of language policies that India and Pakistan inherited from colonial times, c) the role of English in Pakistan and d) how global changes have affected the use and importance of English in university programmes in Pakistan.

1.1 Background:

The spread of the English language and its present hegemony has been aptly put forward by Phillipson. R. (1992: pp.1)¹ who says "the British empire has given way to the Empire of English". He goes on to say "At the present time English to a much greater extent than any other language is the language in which the fate of most of the world's millions is decided. English has in the twentieth century become the international language *par excellence*". English has a dominant position in science, technology, medicine and computers, in research books, periodicals and software, in transnational business, trade, shipping and aviation, in diplomacy and international organizations, in mass media entertainment, news agencies and journalism, in youth culture and sports and in education systems as the most widely learnt foreign language. This non-exhaustive list of the domains in which English has a dominant place is indicative of the functional load carried by English. Thus its usefulness can no longer be challenged or be considered a myth or a fallacy.

Though in Pakistan the national language (Urdu) holds the status of an official language, yet nearly all official correspondence is done in English. From the lowest to the highest level, office memos, letters, applications, reports and drafts are put up in English. Besides the medium of instruction at the university level is English. All major disciplines in Science, Technology, Engineering, Medicine, Management Sciences, Human Resource Development, Information Technology, and Computer Sciences impart instruction through this medium.

This fact alone is an indicator of its utilitarian dimensions. It becomes imperative for all literate people to have a working knowledge of this language. At present in Pakistan three systems of education are in place, the English medium schools where all subjects are taught in English, the Urdu medium schools, where Urdu is the medium of instruction for all subjects and the Madrassahas where religious education is imparted and the medium of instruction are Urdu and Arabic. Students coming from the last two systems lack English language skills as they have had very little or no exposure to English. These students enter universities with a standing disadvantage. They not only have to work hard in their major field of study but also have to struggle with the language in which instructions, explanations and lectures are being delivered to them.

The researcher tends to agree with Burchfield (1985 cited in Phillipson 1992, p5)² who says:

“English has also become a lingua franca to the point that any literate educated person is in a very real sense deprived if he does not know English. Poverty, famine, and disease are instantly recognized as the cruelest and least excusable forms of deprivation. Linguistic deprivation is a less easily noticed condition, but one nevertheless of great significance”.

Though his claim can be questioned on the basis that it is an unqualified generalization, as there are many highly literate people around the world who are ignorant of English and yet do not feel deprived in any way, his observation if studied in the backdrop of the numberless domains in which English takes the lead position can be accepted as valid. More so in the Pakistani situation where equal educational opportunities are not enjoyed by all. The government does not recognize the claim and right of all citizens to get equal opportunities in this field. Linguistic deprivation is a fact in our present educational system. Hence the researcher’s premise “English for all”.

In order to strengthen this premise, I would like to quote from Ferguson (1983 cited in Phillipson. p.6)³. he states:

“The spread of English is as significant in its way as is the modern use of computers. When the amount of information needing to be processed came to exceed human capabilities, the computer appeared on the scene, transforming the processes of planning and calculation. When the need for global communication came to exceed the limits set by language barriers, the spread of English accelerated, transforming existing patterns of international communication”.

The requirement of present times is a language for communication. Therefore the researcher advocates the inclusion of functional English as opposed to English Literature in the curriculum. Curriculum designers in Pakistan continue to include English Literature as a compulsory component till the graduate level, thus continuing with the colonial legacy. Viswanathan. G. (2002, pp. 431)⁴ states that:

“British parliamentary documents have provided compelling evidence that humanistic functions traditionally associated with the study of literature for example, the shaping of character or the development of the aesthetic sense or the disciplines of ethical thinking are also essential to the process of sociopolitical control”.

It was for this purpose that English literary education was brought into British India. English literature made its inroads in India through the charter Act of 1813. The Early British Indian curriculum in English, though based on literary material, was primarily devoted to language studies. This was in India; English reached the areas now comprising Pakistan a few decades later, in the middle of the nineteenth century.

Even after sixty plus years of independence in Pakistan English literature is being used to teach English language, with the same belief that the study of literature shapes the character, enriches the verbal and written expression and develops the aesthetic sense. Until the student graduates he studies English literature as a compulsory component. He has little or no interest in it, but as it is a compulsory subject he crams and gets through the examination. The examination papers are also designed to test memory as opposed to knowledge of language. Language use is never tested from school to the university level. Curriculum designers hardly focus on functional English, which is the need of the hour. They tend to believe like the British that through literature they can achieve their objectives.

This view is not just held in Pakistan, it is shared by other colonized countries as well. Docker. J. (2002: 443)⁵ in his paper states that: "there is a ruling Anglocentric assumption in university teaching of English ...it implies that "standards" can only be formed by studying the great tradition of English literature, from Chaucer on. This literature is the product of a matured cultural history extending for centuries and centuries of great works:..." Metropolitan literature is universal, and so can be studied in a truly literary way. The consequence of the Anglocentric assumption for teaching is that English literature must remain as the "core" of a student's courses.

Over the past few years awareness of the use and utility of teaching English language instead of English literature has begun to enter the mind-set of policy makers. Slowly and gradually changes in the syllabi are being introduced, especially at higher levels. The requirement is of its implementation across the board. Second languages have a far wider spectrum now than just the school setting. English as a second language for most people of the world has become an international language for business and commerce, science and technology and international relations and diplomacy. Thus its importance needs to be recognized at the appropriate level.

Another example of second language use is for professional interaction such as meetings of health practitioners or educators. These proceedings are mostly conducted in different parts of the world

in English, which is a second language for many of the participants. In the migrant worker situation too we notice that in order to avoid social problems in the host community knowing a second language affords a unique opportunity for the migrant worker.

It is stated in Wikipedia that:

“English is fast gaining the status of a world language. Its importance and role can no longer be undermined. There are 53 countries in which English is being used as an official language. It is the official language of the United Nations, the European Union and the Commonwealth of Nations. It is the first language of about 400 million people and the second language of 199-1, 400 million people. The overall figure comes to 0.5 – 1.8 billion speakers. Its spread can be attributed to British colonization initially and since the second world war, the growing economic, cultural and military influence of the United states has accelerated its spread”.

A working knowledge of English is required in the present times in professional and occupational fields. Its importance can further be gauged by the fact that it is one of the six official languages of the United Nations⁶, and probably the most important.

From the aforementioned discussion the importance of knowing this language can be justified. The researcher believes that the functional aspect is the requirement of our students and thus should form a part of the curriculum in programmes from school to university. This does not mean that she is against the study of English literature but advocates that instead of making it compulsory it should be included in the curriculum as an optional subject, so that only those students study it who wish to have it as a major subject.

Moving back then to the importance of English language Braj Kachru (1986:p.15)⁷ says “in a metaphorical sense, this term captures the attitudinal reactions to the status and functions of English across cultures during our times. Knowing English is taken as a status symbol besides being an academic pursuit. It is prerequisite to modernization in societies such as ours”. He goes on to say it is like possessing Aladdin’s lamp which is a gate way to international business, technology, science and travel”. In other words it provides one with linguistic power, which provides opportunities for growth and development. The 21st century is an age of science and technology, so for advancement in this field, knowledge of English would prove to be

an effective tool for economic development for a developing country like Pakistan.

This is the premise on which language planners are also working and recommending that greater attention be given to this neglected area in higher education. It has been observed that when scholarship awardees go abroad to pursue higher studies, they face problems due to poor language skills, especially in English. This puts these students at a disadvantage. Hence a need is felt for strengthening this area. Commenting on the importance of English and how different nations respond to it, we see that nations like China, Japan, Germany, and France, who had an aversion for the English language, acknowledge (though grudgingly) its position as an emerging global language. Recognizing the present and future need, they have introduced English in their school curriculum.

Before moving on to where English stands today, it is useful to take a look at the past. What factors contributed to the spread of English? How its future is envisaged? In what domains of knowledge has English developed particular importance and how recently?

The spread of English can be attributed to British colonial expansion. It has grown up in contact with many other tongues, making it a hybrid language which has the capacity to meet new cultural and communicative needs.

Language has been closely associated with power in the sense of controlling knowledge and the prestige it acquires as a result of its use and spread in different domains. The power English yields (since the middle of the 20th century) has been linked to the US emerging as a superpower. American English as opposed to British Standard English is more in vogue. America's advancement in science and technology along with its economic and cultural influence has also been an important instrument in promoting English. Just as the Industrial Revolution's technological impact jolted non-western intellectuals into a realization of the accomplishments of the west, similarly it is the awareness of the US becoming a global giant that tilts the balance towards American English.

Knowing a second language especially English is now linked to its functional aspect that is how and what benefit can be derived from it? The underdeveloped and developing countries have this angle in mind when they want English to be a compulsory component of the school and college syllabus. They argue that if their youth are equipped with this tool, they will be able to take help from the world giants in

science and technology and by building on existing knowledge move forward and contribute to the development of their own country.

The education planners of this century are cognizant of present day needs. They no longer view English as a colonial legacy. The new reality has dawned upon them that the role and importance of English Language cannot be ignored. The Higher Education Commission, realizing the importance of English has constituted a National English Committee to come up with recommendations for strengthening English language skills in all disciplines of higher education. This is done with an objective to equip the students with a sound basis for pursuing higher education abroad with ease as their first language / national language is inadequate and puts them at a disadvantage. There is no shortage of intelligence or talent in the country but they shy away because the foreign language becomes a barrier.

The researcher has been a language teacher for over 35 years. She has observed that the language controversy in Pakistan is almost over. The common man now realizes the advantages of knowing a second language. They acknowledge the importance of the national language as an instrument of identity but at the same time accept that knowledge of another language widens the horizon and one gets an opportunity of gauging ones own culture against another, besides which it gives many academic benefits. This view can be observed from the results of the present study as well.

On the other hand it is the politicians who exploit this issue for their own vested interests. They paralyze the educational and administrative systems. There is one policy for the home and another for outside. Their own children and family members get an English education. The children of the common public are left to hold the banner of national unity and identity. The national language policy caters to specific consumers. There is one policy for the public and another for the elite. The public being aware of this see the real power of English in "its alchemy linguistically to transmute an individual and a speech community". They passionately follow this road to advancement.

Coming to who speaks English? There are those who speak it as a first language and are classified as native speakers. Then there are those for whom it is a second or additional language. In the Pakistani educational system, those in the English medium system, have it as an additional or second language, while those coming through the Urdu medium (being taught through the national language) learn it as a foreign language. Out of these three kinds of English speakers, native speakers claim that the language belongs to them, but

to become a world language, it will depend on those for whom it is a second or foreign language.

Admittedly languages are not equal in political or social status especially in multilingual societies. The question is how does English relate to other languages? And why does someone use English rather than a local language? To answer these questions a quick glance at the spread of English language is required. It is an established fact that English is the most widely read, spoken and taught language in the world. It is worth reflection that the native language of a small island nation should today be seen as the future language of the world and be analyzed in the global context. The development of English Language to this status was prophesized by John Adams in the 18th century. His prophecy has been cited by Kachru. Adams saw the spread of English with a futuristic vision: "English will be the most respectable language in the world and the most universally read and spoken in the next century, if not before the close of this one" (1992:pp.1-15)⁸. The global spread of English resulted as an aftermath of two processes, the first being migration of a large number of English speaking people from Britain to countries like Australia, New Zealand and North America. The language that they brought with them changed and evolved in the natural course of time and use, at about the same pace at which it developed or changed at home.

The second factor that played an important role in the spread of English was the colonialization of countries in Asia and Africa. English was brought here by the colonialists. Thus the language was brought into new sociocultural contexts by a small number of users. Nevertheless, English became extremely important and useful to the much larger local population. Its role has continued to expand and today in the 21st century we see it in the position of becoming a world language in the changing political, economic, social, cultural, psychological, commercial and administrative scenario of the world.

Language has a close link with the culture of a nation. It is in this background that one analysis the development and change that languages undergo. Promotion of indigenous languages is linked with identity and pride in one's national heritage. Yet in the present day we observe that we are shifting from stressing the importance of the cultural aspect of language to its functional use, especially as regards a second language, with specific emphasis on the English language.

This change can be traced back to the middle of the 18th century. Developments during that period put English in a special position among languages of the world. The researcher will make an attempt to trace the course of events which lead to the position that English holds

today, and identify factors in the process. Most books she has seen on globalization emphasize commercial factors but linguistic implications cannot be ignored. It is of interest to explore the psychological, sociological, commercial and administrative pressures that led to:

- a. the adoption of English in Britain's colonies in place of the local languages,
- b. the continuing need for English long after colonialism disappeared as a viable system of globalization,
- c. the phenomenon of its expansion in recent times, and
- d. attempts at rationalizing, de-culturizing and de-colonializing English to make it more acceptable to other nations
- e. the quandary of many third-world countries (Pakistan to be taken as a case-study), strident nationalism versus visible underdevelopment, the growth of languages of national communication and languages of development,
- f. the role of English language changing from the cultural to the functional and its consequences
- g. the role globalization plays in all these changes taking place in the spread of English.
- h. the significant role that industry/trade play in the functional role of English.
- i. driving forces behind change at the university level.
- j. Will these changes lead to enrichment on the economic front?

That this should be so is surprising since at different moments in this country's short history, there has been a lot of nationalistic sentiment against the language. English is not used with any significant degree of competence by more than five to six million Pakistanis, which means that it enjoys a status beyond what is merited by its actual numbers. In numbers the language may not be very impressive, but in importance it is large. The researcher will have more to say about these matters later. At this point her instinctive observation is that this is partly the product of globalization.

1.2 Globalization and its Effects:

“Globalization is a complex multi-layered concept. It has in fact served three cognitive goals at once. It was at the same time an epic idea, a scientific term and a political program. At bottom it does not claim more than that people and places in the world have become and are becoming ever more extensively and densely connected with each other so that what happens at place A has unforeseen repercussions in place Z. Seen in this way it is also nothing particularly new. Globalization thus refers to an evolutionary process of what David Harvey has called time/space compression, the progressive increase in human capacities to annihilate space by reducing the time needed to cross it. This is the core of the folk, scientific and political referents alike.”⁹ (Kalb, 2004. p.11)

This notion of globalization hints at the scientific and political ramification of the global movement. The term globalization encompasses all those factors which it predominately touches upon. For example changes in societies and the world economy that result from dramatically increased international trade and cultural exchange, to the increase of trade and investment due to the falling of barriers and the interdependence of global actors, be they political, economic, or otherwise.

This scenario confirms the need for integration and interdependence among people and nations of the world. In order to successfully benefit from such interactions, communication is required, this is only possible through a language that is understood by most, if not all, the stake holders (researcher's position).

Wishful thinking about internationalism is not new. One finds pious statements about it as long as human records exist. Various political, philosophical or religious systems have been touted throughout history as infallible nostrums for curing the apparently incurable, the hatreds and suspicions generated by disparate communities, gross economic imbalances and warring tribes that have bedeviled human history for so long. The empires of the past, the Greeks spreading through the middle-east and central Asia, the Romans putting their stamp on large tracts of land, the Mongols encroaching on all and sundry in Asia and parts of Europe, the Arabs in north Africa and south Europe, the Ottomans extending their sway over Asia Minor and much of the middle-east; these can be seen as early failed experiments in globalization. They failed because they were constructed around

imbalances created by force, rather than on systems created by mutuality. The impulse behind empire building is to control events and resources for the benefit of one's own tribe and descendants. The impulse behind globalization might be much the same, but, as stated further, there are significant differences.

The main problem with imperialism as a tool of globalization is that it rests on the use and threat of force and the domination of large groups of people by a certain tribe or nation established through temporary military advantages, rather than on the recognition of mutual interests. As such it remains brittle and violent throughout its precarious lifecycle, and usually ends as it began, in chaos, misery, hatred and bloodshed. Empire building tends to destroy rather than secure unanimity among people.

Recent history contains two large movements in globalization: (1) European expansionism and colonization, and (2) world socialism. Each has contributed something towards the process. Each has aggravated problems in other areas. Human beings have not changed much despite the two huge demonstrations of irrational militancy of the twentieth century that they have suffered—some people might still secretly cherish a desire to dominate other nations, but violent physical colonization and direct control over others are now discredited as viable instruments of unanimity among people. So, too, is world socialism. The so-called inevitabilities of history as envisioned by the early socialist thinkers have not happened. Some people might still be waiting for workers of the world to unite and overthrow the corrupt drones who rule over them, but these slogans seem to have lost stridency and credibility in recent years. People who talk in these terms seem quaint and obsolete. However, although it is a fading vision, the researcher feels that caution is required in making predictions about it, since it still has important adherents in some parts of the world.

The arguments for the existence of the process described as globalization, and for its desirability, are well known, but it would not be out of place to revisit some of them here.

We see two large forces behind the movement, one positive, the other negative.

The positive force is generated by advances in technology, especially in transportation and communications, which have done much to make the world smaller, and to bring people into a working, if not yet mutually supportive, relationship. It is unlikely that there will be a wholesale recrudescence of attitudes engendered by tight, possessive territoriality and political nationalism, although it is equally unlikely that

there will ever be a complete suppression of them. Human greed and jealousy are constants in this equation. However, enlightened self-interest might enable people to rise above them. If they can be made to see the material benefits likely to accrue from such a vision, they might acquiesce in it. It is said that Man might at last have begun to move beyond emotional patriotism, racial or cultural exclusivism and the psychological constraints of tribe and nation, to a gradual and grudging realization that human beings must come into some kind of cooperative arrangement with one another if they are to survive collectively as a species. One offshoot of this technology is vastly increased trade between nations since the middle of the nineteenth-century. This has been good for the world in general, lifting areas of prosperity to yet higher levels and propelling areas of poverty towards some kind of viable living. In general such exchanges have been to the advantage of all people.

These views have also been expressed by Kalb, 2004 p. 10)¹⁰ in the following words:

“The Third Wave of democratization was flushing away a whole series of totalitarian and authoritarian regimes; and information, goods and capital (not people) started to flow freely across borders that increasingly became just juridical. This was a cosmopolitan project no longer contained in the modern cage of the developmentalist nation-state, nor apparently dependent on such erstwhile fetish-variables as homegrown industrialization and technology. Global connectivity became the key. The national state was declared obsolete; to some extent even the state-nation”.

The negative force is based on the fear of annihilation. This is also the product of technology. The question of survival has overshadowed the world since the development of weapons of mass destruction at the end of World War II. It is said that improvements in these, stimulated by the rivalry of two large competing political and economic systems in the world, have made the idea of a full-scale global war unthinkable. One might be skeptical about such a claim in view of the many flare-ups small or large, some of which could easily erupt into another major conflagration, taking place at different points on the globe, even as the researcher writes this. However, if it is true or even partly true, it is a good thing. There is little doubt that paradigms other than the exclusive 'nation-state' concept of existence have to be delineated for this unhappy species, and this has to be done on a global scale if it is to succeed at all. Between a desire to work together for visible benefits for

all on one side, and lurking fear of massively destructive danger for everyone on the other, the movement is gathering strength and becoming a real one.

The old idea of dividing the world into administrative areas called 'countries' or 'states' wherein people with some degree of internal ethnic and linguistic conformity could grow and flourish according to their own needs and wishes has worked, but only barely. Boundaries between countries were meant to serve as markers of statehood and inhibitors of mischief between different communities. We live with them even today, and, in an imperfect, touchy, brittle sort of way, this is how the world is perceived at the moment.

The researcher suggests that if people of different communities really wish to relate to one another in an international setting, the idea of an international language becomes inevitable. However, Canada is a good example of another phenomenon, the unwillingness of people to make linguistic concessions in the interests of large-scale cooperation, even when the benefits of such cooperation are overwhelming. This tension is still found in the modern world. One compromise is that people retain their own languages, but that when they come together they should use only one or a few selected languages for purposes of communication, as has been done in the United Nations. However, this requires that an elaborate infrastructure for translating languages from one to another be put in place, a process that can slow things down or lead to misunderstandings.

Pakistanis do not need to go further than their own country to observe these phenomena. Within the national setting (let alone the international one), enough trouble has been caused by language differences to strain the political viability of this country several times in its short history. For example, it would be interesting to see how far the language question contributed to the breakaway of Bangladesh from the rest of Pakistan in the early nineteen seventies, but this lies outside the remit of this study. Suffice it to say at this point that if the local languages can cause so much jealousy and friction, it might be better to use neutral international languages for matters of planning, administration and commerce, and this might be one subconscious reason for the increasing use of English in Pakistan.

Significant racial or militant attitudes are embedded in the very web and warp of human communications, in some languages perhaps more than in others. The researcher will not make a comparison of such attitudes here, but she will suggest in general terms that languages can engender attitudes and sway opinions. One does not have to look very far – the kind of poetry written at the height of empire, pieces like

Newbolt's Play Up, Play Up, and Play the Game, or Kipling's Gunga Din reveal some of those attitudes, and indeed, might also have affected them.

As a working assumption for this study, the researcher suggests that language commonality tends toward cooperation between people, even when other factors are different, while language differences tend towards suspicion and separation, even when other factors are fairly uniform.

Boundaries have also caused a great deal of trouble and suspicion between people. One linguistic domain of difficulty is generated by the naming, labeling, classifying processes of language. Human beings tend to forget that they are human beings, members of the same basic species, and identify themselves along lines suggested by linguistic labels. The psychological effects of language on the way human beings think, perceive and react to the world cannot be overstressed. The researcher will talk about this important linguistic area at other points in the dissertation.

If people are to think in larger terms, beyond the limited vision engendered by their birthplace, cultural vision or race, and to perceive themselves as citizens of the world, it is logical to assume that some kind of international communicational system has either to grow organically from events as they happen, or be put in place by some agency strong enough to do it. The researcher suggests that both processes should be recognized. In the light of current events and trends in the world today, it seems natural that there should be a global language. The question arises, which language has the greatest potential of becoming a global language?

It is in this backdrop that the researcher will look at the role of English as a global/international language which reaches out towards cultural neutrality. This concept minimizes the aspects defined by the colonial imperialism of Victorian Britain or the cultural and economic imperialism of twentieth-century America. It also gives primacy to natural factors among nations of the world leading to the fortuitous emergence of English as the primary contender for this role. Implied, also, is a negation of the superiority of these two large conventions of English. In this vision English is seen as a by-product of an emerging world culture. In part it is due to this that the English language may be seen as the future *langue* of the globe.

However, in continuation of what the researcher stated earlier, it is probably time to take charge of some aspects of the process. It cannot be left to natural, organic forces, at least not entirely. Globalization has to

be recognized as a real trend between nations in the world today, reinforced when it is seen to be moving in the world today, reinforced when it is seen to be moving in the right direction, guided away from unnecessary diversions and canalized in a forward direction to discourage backtracking. Something should be left to the market forces that operate between different people in a community relationship (in this case a worldwide community relationship), and something should be given over to men of perception who have enough weight to influence events on a global scale. This presupposes the setting up of international institutions with (a) sufficient vision to lead the way, (b) sufficient resources to deal with adverse issues that might arise from the process, and (c) sufficient authority to maintain momentum despite the problems that are bound to arise between nations and people.

From this brief background of the study, questions that emerge may be expressed as follows:-

1. What is globalization? And what is the position of English language among other world languages in the world today?
2. How is this affecting the use and importance of English in University programmes in Pakistan?

The first main question entails an over view of the current status of English in the world.

The second suggests that there are causal links between this process and what is happening in Pakistan with special reference to the role of English in university programmes. The researches will endeavour to establish such links and to describe changes in attitudes and approaches within the country.

Subordinate interests in large numbers are implied in these main questions. The researcher is aware of the almost endless ramifications of the questions, but for the purposes of this dissertation she will confine herself to the aforementioned main questions. In both frames the researcher will talk about on going processes rather than final products. She takes it as axiomatic that these matters are always in a state of flux, so she will confine herself mostly to the situation as it exists in Pakistan, while taking note of past factors and hazarding a few tentative possibilities for the future.

1.3 Methodology:

The researcher's research is a combination of descriptive and empirical research which draws upon various long established traditions, in social sciences. These traditions can be traced back to

Plato and Aristotle, who developed ways to categorize knowledge, truth and human experience during the fourth century B.C.. (Bridget Somekh 2005 p. 1)¹¹

The difficulty of making definitive statements about these matters should be noted. The specific term social sciences indicates that, while it insists on being known as a science, its nature is somewhat different from that of the pure sciences. Twentieth-century social sciences struggled to get rid of accusations levied against them, that any research that was not based on the solid foundations of measurement was no better than imagination and lacked validity. They looked for methods that conformed to the measuring methodologies of natural sciences. Researchers like Kurt Lewin (“force field theory”) and George Homans (“general theory”) focused on seeking laws that could generalize human behaviour. Social science researchers have developed elaborate methodologies for the furtherance of their own specialism. These are often called paradigms.

Social science research differs from natural science research because of its very nature. It focuses on people, individuals and groups and their behaviour within cultures and organizations that vary socially and historically. Human beings are unpredictable-it is not possible to accurately gauge their reactions. Social science cannot come up with precise solutions to human problems. Human experience is marked with complexities, and social science researchers should avoid trying to fit that experience into pre-conceived theories derived from the natural sciences in a bid to bring commensurable order and system to their research. The researcher’s subject touches two large fields, the first related to what is happening in the world in reference to the perception of a process described as globalization, and the second in reference to education as it looks at the role of the English language in university programmes in Pakistan.

If globalization (and its ramifications) is taken as the independent variable in the study, the use of English (and its ramifications) in Pakistani universities becomes the dependent variable. However, the researcher is aware that in the process of moving from the general to the specific, from the worldwide to the area-wide, many intervening variables derived from international, national, social, psychological, linguistic and cultural considerations would need to be taken into account for a reasonably valid assessment of things. Absolute validity in studies of this nature is, of course, unattainable. The researcher is in no position to manipulate the independent variable to establish visible correlations, by which she means that a causal relationship between globalization and the use of English in Pakistani

universities can only be postulated as a significantly strong possibility, but not as a demonstrable truth. Globalization is a slow, amorphous process containing some evolutionary elements, some natural forces, some negative factors and some controllable directions. It is not amenable to manipulation within a strictly scientific frame of reference.

The field of study as outlined above is unmanageably broad. The researcher will therefore restrict her interests to the use of English in one post-graduate course of study in the pure sciences and one in the social sciences as observed in three Pakistani universities in Islamabad. For this she will mount a data-collection exercise with approximately two hundred respondents through a questionnaire. This will be subjected to analysis and tabulation according to approved research modalities as understood in the modern world.

The researcher will also conduct opinion-gathering interviews with a limited number of respondents in key positions in educational planning and management in Pakistan, especially in this country's universities.

For data analysis the researcher will depend on a multi-method approach, as the present research will take into account how persons, organizations or communities experience and respond to events that occur.

The bulk of the data will be acquired from libraries, the Internet, archives, old census reports, government documents, official communications, private letters and manuscripts in Pakistan or Britain, with considerable inputs from American sources especially those related to events in the twentieth century. The effort will be to gather as much relevant information as possible and to trace patterns and impressions in the process. For qualitative or interpretive approaches, as in such studies, it is desirable to explore concepts emerging from enquiry after data-collection and analysis, rather than to pre-empt directions and concepts before it. Since this is an empirical investigation a single method has been ruled out in the belief that this would be unduly restrictive for the researcher, who would prefer to work with flexible tools within broad parameters of information and speculation.

1.4 Research Design:

The research is envisaged in six broad areas of interest.

The first part will be an introduction to the movement known as globalization. The researcher has briefly touched on the history and

origin of the movement and has tried to isolate important commercial, technological, communicative, educational and military factors in its genesis and growth. Subject to minor changes, she notes these as follows:

Globalization as a concept, aspects of globalization, the origin of the global movement, the Muslim world, European expansion, features of globalization, movement known as globalization, 20th century income trends and finally encountering globalization.

The second part deals with the methodology employed to conduct this study. The study has been conceived in three phases. In the first phase the researcher has endeavoured to establish the existence of a viable global movement and how it is impacting other fields of human development. In the second phase the researcher has tried to assess the level of awareness of this movement among key persons in the education sector in Pakistan plus the kind and quantum of English being taught, in institutions of higher education in Pakistan. In the third phase the researcher has tried to analyse the situation with regard to English, especially at higher levels of education in Pakistan.

The study is descriptive, and partly empirical, but not empirical in the sense of being laboratory based. The research belongs to the category of social sciences, the researcher will draw upon long established traditions associated with the social sciences dating back to thinkers such as Plato and Aristotle. The research is positioned between two frames of reference, Maxwell's validity paradigm and the qualitative / quantitative approach. Glaser's statement that "all is data" is especially appealing for the researcher, as the research is based on interviews, questionnaires, observations and statistical analysis and all these can be used in a sociological research of the nature.

The third part will study the position of English language among world languages. It will look at the current status of English, aspects of a global language, requirements of a global language and disadvantages of a global language.

This will be followed by looking at the situation in Pakistan and the use of English in Pakistani universities. A brief background will be given with the purpose of explaining how English was brought into this part of the world. Thus the researcher will take a look at the education policy under the East India Company 1765-1813. This will be followed by post independence educational policies of Pakistan, the setting up of the National Education Commission, the debate on the medium of instruction of 1959, followed by an overview of English in South Asia, Pakistan's language policy and its affects on higher education in Pakistan.

The fifth phase will deal with analyses of the data collected through the distribution of questionnaires and semi-structured interviews. The data will be critically evaluated and the impact of global trends will be studied from a language point of view.

The sixth part will then give conclusions drawn from the study. Based on these the researcher will base her findings and give recommendations for further research in this area.

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¹ Phillipson. R. 1992. Linguistic Imperialism Oxford University press.

² Ibid.

³ Ibid.

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⁵ Docker. J. 1978. The Neocolonial Assumption in University Teaching of English. In Bill Ashcroft, Gareth Griffiths, Helen Tiffin. Ed 2002. The Post Colonial Studies Reader London and New York: Routledge Taylor and Francis Group. PP. 443. 44.

⁶ Taken from Wikipedia, the free encyclopedia. It gives a list of sovereign states and territories where English is an official language. Further details are taken from the same source. Under the heading of "English Language". This page was last modified on 4th of November 2008 at 22:13. 2008/9 Schools Wikipedia Selection. Related subjects: Languages. (Accessed 5th of November 2008).

⁷ Kachru, Braj B. (1986) The Alchemy of English. Pergamon Press Ltd.

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⁹ Kalb, Don (2004) "Time and contention in 'the great globalization debate'", in: Don Kalb, Wil Pansters and Hans Siebers (2004 ed) Globalization and Development: Themes and Concepts in Current Research. Dordrecht/Boston/London. Kluwer Academic Publishers, pp. 9-49.

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2

Methodology

2.1 Introduction

My research questions revolve around the global movement and its different aspects like trade and commerce and its impact on human development in areas related to language and higher education. Much is known about both these phenomena. The new aspect that I have tried to explore and examine is the role of English in higher education in Pakistani universities.

The implications of the study need to be determined before viable approaches to a valid understanding of the matter in hand can be made. The broad framework indicates two major variables, (1) the perception of globalization among key stakeholders in educational circles in Pakistan on one side, and (2) English at higher levels of education in Pakistan on the other. It is thus a fairly straightforward correlative study of two major factors at the *macro* level.

We cannot hypothesize a strict one-on-one relationship between these variables, nor would it be desirable to assert that there is a demonstrable causal link between the two. Globalization is an important political and economic set of trends in the modern world which tends to grow upon a given society by degrees—it is not foisted upon it suddenly: nor does it reveal itself to ordinary people as a measurable entity. They may begin to understand something about it when they notice the growing presence of foreign goods in the market, for example, or the country's greater involvement in international deliberations, or the enhanced number of people travelling between nations. Otherwise, it tends to remain in the collective sub-conscious of the nation as a barely recognized phenomenon.

However, that it does have an impact in a number of fields on the way this society is trying to organize itself is visible to all in a general sense. The researcher's concern is with language. Some changes have taken place since the nineteen eighties in the nation's attitudes towards the second language. Between 1977 and 1985 the government of that time made a sustained attempt to Islamize the country and 'Urduize' its communicational culture. Urdu was to replace

English in all fields as the language of government, the medium of instruction at educational institutions, the language of commerce in the market place and the language of international diplomacy. The continuing importance of a second language was recognized, and it was understood that English was the obvious language of choice for this role because of (a) this nation's traditional ties with Britain, the United States and the English-speaking world and (b) a realization that English had also become the world's most widely used language.

However, some latent nationalistic hostility towards the language was still in evidence. Rather hastily, without due regard for the practical imperatives of teaching, housing, study material, funding, logistics and infrastructure, the planners of that time moved towards the introduction of Arabic as a kind of 'additional' second language. English was relegated to what was considered to be its 'proper' position as a source of information, to be used only as much as strictly required. This resulted in a kind of linguistic 'overload' for students, who were now required to learn Urdu as the national and official language, English as the language of information and development, and Arabic as the language of religious thought and sensibility, over and above their mother tongue (which might be any of the seventy odd languages spoken in the country). The results are visible today among students arriving at institutions of higher education from some segments of this society in:

(A) low-level proficiency in any language, both in oracy and literacy skills—by this I mean that students use (i) their *mother-tongue* in social and familial situations almost exclusively as a vernacular, in an oracy context, (ii) *Urdu* for general purposes including reading and writing, at varying levels of proficiency, depending to a great extent on personal motivation and aptitude (iii) *English* reluctantly, mainly for reading and writing and only when needed, with many deviant manifestations of what we now call Pakistani English, and (iv) *Arabic*, but in a very limited frame of reference, associated mainly with the practice of the most common religion in the country--and

(B) excessive code-mixing and blending in their common mode of communication

However, middle and upper-class elements in this society showed a greater prescience with regard to world events than government planners at that time, and insisted on sending their children to English-medium schools so that at least a small segment of

the coming generation would not be handicapped by weak English. The effort to Urduize our society was neutralized to some extent and we are now in a phase in our development where English has become the primary language of administration and commerce, at least in the urban areas of the country. The rural areas present a different picture, but it is reasonable to expect that this trend will spill over to these areas as well in the fullness of time.

- (A) The researcher therefore first asked herself whether people were really aware of the existence of some such process in the world, and of its fall-out in Pakistan, and then set about trying to determine this through interviews with key personnel in agencies such as the Ministry of Education's Higher Education Commission and language planners in important institutions in Islamabad.
- (B) She then speculated as to the extent and nature of this awareness on general perceptions and approaches to the learning of English. She decided to restrict the scope of her study to areas with which she is familiar in her professional life as a senior educationist in Pakistan, namely, English in higher education.

2.2 Aims of the Research:

The present research aims at establishing links between the current status of English in the global scenario and the situation with Pakistan, in reference to the role of English in university programmes in Pakistan. It endeavours to establish the existence of a viable global movement and how it is impacting other fields of human development especially commerce, technology, communication and education. In the field of education it focuses on the English language and its role in higher education. It further tries to assess the level of awareness of this movement among key persons in the education sector in Pakistan. By key persons I mean, Deans/Heads of different faculties/departments, professors, administrators and policy makers like vice chancellors and members of the Higher Education Commission. This has been done in order to find out to what extent they think the movement has affected our choices as regards education and curriculum designing, whether we need to follow worldwide trends and if so why? The interview questions have been framed around these issues. (More on this will be found in the section on questionnaires)

2.3 Using Multi Methods

The researcher will restrict her interests to the use of English in one post-graduate course of study in the pure sciences and one in the social sciences, as observed in three Pakistani universities in Islamabad. The reason for doing so is to find a varied group of respondents from various disciplines in the pure sciences, social sciences and humanities. The three universities selected for data collection were a) Quaid-e-Azam University (pure sciences) b) Islamic International University (social sciences) and c) National University of Modern Languages (Humanities and Social Sciences). This was done in order to assess to what extent the respondents understand concepts related to globalization, mainly in the three areas of the researcher's study, that is (a) effects of the global movement on human development (b) how this movement is impacting the quantum and nature of English being taught in institutions of higher education in Pakistan and (c) the present situation with regard to English, especially in university programmes in Pakistan. For this she has mounted a data-collection questionnaire with approximately three hundred respondents, in the hope that at least 200 will respond. Respondents were selected at random, and were students studying subjects in natural sciences, social sciences and languages. Data thus collected has been subjected to analysis and tabulation using the SPSS version 13 as this software is suitable across disciplines. The questions were close ended, and the respondents needed to choose on a five point Likert scale. The researcher has also conducted opinion gathering interviews with a limited number of respondents in key positions in education planning and management in Pakistan, especially in this country's universities. The questions posed were open-ended, as it gave the respondents an opportunity to give their views and opinions freely about different issues allowing for the possibility that the responses might go well beyond the questions suggested by the researcher. The question list used for these interviews is appended with this dissertation. Sampling has been done selectively among decision makers, administrators and senior teachers, the researcher using her own judgement as to the level and importance of the respondents. This exercise also helped in enhancing the validity and reliability of the data. The data gathered through the questionnaires has been contrasted with the data gathered through the interviews and emerging patterns have been studied and analysed, taking in both similarities and dissimilarities.

For data analysis the researcher depended on a multi-method approach. Qualitative methods like interviews were applied in addition to quantitative methods in the form of questionnaires. Using mixed methods enables answering different questions with different methods

and answering the same questions using different types of reference. Combining methods helps to obtain more accurate results. Agreement between responses helps in arriving at more reliable and verifiable outcomes.

For gathering data primarily two sets of questionnaires were distributed. One was distributed to educationists to elicit (a) the respondent's perception of the phenomenon of globalization (b) the respondent's views with regard to the desirability, characteristics and role of English in higher education in Pakistan. The second was distributed to students. The questions were formulated to elicit their responses regarding the second research question, that is how the global movement is affecting the use and importance of English in university programmes in Pakistan. Questions like; why learn English? Which English language skill do you feel you need to improve? etc. were asked. These surveys were conducted to find out patterns that emerge across the whole group by looking at results derived from the answers of the students, educationists and key persons in administrative positions. This exercise in data collection was followed by interviews with policy makers and administrators as described later. Two sets of six open-ended questions were designed for this purpose. The first set of questions was designed to elicit answers to the first research question which tries to establish a link between the global movement and the position of English language in the world.

The second set of questions seeks answers to how this movement is affecting the use and importance of English in university programmes in Pakistan. This will be done in order to compare the quantitative data with the qualitative data. Mixing both qualitative and quantitative methods helps in lending meaning to the patterns that emerge out of detailed description categories of data. They can then be put into the proper context and inferences be made. The open ended questions yield a rich repository of data in the form of explanations and the reasoning which underpins the respondents' arguments. The close ended questions project massed aggregates which help in clustering the patterns that emerge in response to different queries. Numbers thus can be interpreted as a language. The researcher used statistical data to summarize and access their meaning. Averages / frequencies were read as indicating similar views and opinions or other wise.

In addition to these tools the researcher also functioned as a participant. She depended on her personal observations as well. The reason for doing so is because during her career she has been in the position of a teacher, an administrator, and a resource person who has contributed towards the revision of the national curriculum and helped

to bring it in line with the needs of the present times. She has been a member of different committees that have been set up to review the teaching of English in the country and is a member of different societies that work for the improvement of English language teaching. This puts her in a position of advantage to understand the standpoint being taken by different stakeholders working in the position of policy makers, curriculum designers, administrators and educationists. It makes her sensitive to how people react to the question of language. Different standpoints regarding language and culture, identity issues, internalization plus the global scenario and how it is viewed, has helped her to analyse the data in depth. Close-ended questions provide an indication of people's bent of mind, yet they are not conclusive enough. By being a part of the set-up, one can better deconstruct complex issues like the ones mentioned above.

Using multi-methods, the researcher believes that she has been able to balance the weaknesses of any single method and come up with more valid data and its analysis (e.g. Jick, 1990)¹.

2.4 Background:

The study has been conceived in three phases.

- A. In the first phase the researcher has endeavoured to establish the existence of a global movement, especially in trade and commerce, and to indicate how this movement is impacting other key fields of human development (such as language and higher education) in Pakistan. For this phase she has drawn heavily on books, documents, newspaper items and research works such as those noted in the next chapter. It will be seen that not much literature could be found relevant to Pakistan for this particular subject.
- B. In the second phase the researcher has endeavoured to assess the level of awareness of this movement among key persons in the education sector in Pakistan, and to judge how much this has affected not only the teaching of English, but also the kind and quantum of English being taught, in institutions of higher education in Pakistan: (a) for this part of the study the researcher adopted qualitative approaches through interviews based loosely on question lists with people in senior teaching and decision-making positions in a selected number of institutions of higher education in Pakistan. The idea was to allow a free run of thought within certain broad question frames, always allowing for the possibility that the responses might go well beyond the question suggested by the

researcher. The question list used for these interviews is appended with this dissertation. Sampling was done selectively, among decision makers, administrators and senior teachers, the researcher using her own judgement as to the level and importance of the respondents: (b) the researcher considers the students population to be very important, so she has also included the responses of a wide sampling of students in both the natural and social sciences at post-graduate levels. The researcher has adopted qualitative approaches because 'globalization' as a phenomenon is difficult to quantify beyond stating that world-trade, or the movement of people between nations, has increased by so much over the last few years. Such quantitative increases might indeed indicate an increasing consciousness of international dependency. However, even if these figures were to shrink, as they might under conditions of adverse trade, currency collapse, global recession, war or natural disasters, the phenomenon of globalization itself, expressed as an ideal, might remain unaffected. Gross figures by themselves are not firm indicators of factors such as 'attitude' or 'awareness' which, by definition, are abstract and therefore incommensurable. The instruments used for this phase of the study are appended with this dissertation. An initial analysis according to Cronbach's Alpha suggests a consistency index of 0.58 rounded to 0.6 for the set of questions designed for students, and 0.64 rounded to 0.6 for the set of questions designed for educationists. A value of 0.7 is considered good, but 0.6 is also acceptable for this kind of research. The researcher is confident that the questionnaires are relevant and consistent, and are therefore reliable instruments for this piece of research.

Some quantification is possible from a sampling of opinions, so the researcher has adopted simple arithmetic percentages to indicate factors such as the extent of awareness about globalization, or the ratio of favourable to unfavourable attitudes with regard to the phenomenon. The mode of quantification adopted for this dissertation was designed to indicate trends and directions rather than to establish statistical validity for these matters. The construct underlying this limited quantification of ideas is that there is a growing consciousness of globalization among people who matter (a) in the market place and (b) in the field of higher education, and that the strength of this phenomenon may be estimated, though not precisely, through accepted research methods. The researcher's sampling for this part of the exercise was

judgment-based rather than completely random. She selected people she judged to be in positions of influence among decision-makers, administrators and senior teachers serving in the institutions mentioned later in this chapter. In total she interviewed 15 such persons. The interviews were recorded (only when permission was given) and transcribed by the researcher, who also had to translate some passages from Urdu to English. Examples of three interviews are appended with this dissertation. The data collected from this part of the exercise were used to confirm basic premises and to form new ideas for the researcher's conclusions in the chapter entitled Findings and Conclusions, and for her recommendations in the same chapter.

- C. In the third phase the researcher tried to analyze the situation with regard to English, especially at higher levels of education in Pakistan. The researcher is aware that a primary difficulty in qualitative studies of this nature is validation. She has based her analysis partly on the data she received as a result of the exercise described in B above, and partly on her own direct experience of these matters. No attempt has been made to evaluate the situation in the sense that she has not tried to impose value judgments on the matter in hand. She feels (a) that there is a credible trend towards globalization, and that this is already leading to certain attitudinal changes in educational circles, (b) that the trend is gathering momentum at regional and international levels, and (c) that it has certain ramifications for the choice, type and use of English in higher education in individual countries such as Pakistan. Whether this trend is 'good' or 'bad' is another question. She has not attempted to answer it in her dissertation. Her primary effort was to gather and interpret as much valid and relevant data as possible.

The study is thus partly descriptive/empirical, but not empirical in the sense of being laboratory based. Its empiricism lies in the frames of expectation (which are also frames of limitation) noted above. Since the research belongs to the category of social sciences, the researcher will draw upon long established traditions associated with the social sciences dating back to thinkers such as Plato and Aristotle. The difficulty of making definitive statements about these matters should be noted. The specific term social science indicates that, while it insists on being known as a science, its nature is somewhat different from that of the natural sciences. Twentieth-century social sciences struggled to get rid of accusations that any research not based on the solid foundations of measurement was no better than imagination and lacked validity.

They looked for methods that conformed to the measuring methodologies of natural sciences. They developed paradigms for their own specialisms.

It may also be argued that each study should generate its own criteria, as each is conceptually and methodologically unique. The researcher has adopted a middle way of adopting (or adapting) norms suggested by others, and determining viable frames of reference in accordance with the exigencies of the study itself. Acceptability of any criterion is judged by minimal criteria of reliability and validity, and for her own purposes the researcher has used the five points of Maxwell's validity paradigm as her touchstones. These may be summarized as follows (this is the researcher's own paraphrase)²:

Maxwell argues for validity at five levels³: 1. *Descriptive*, or accuracy in recording data so that what the observer claims to have seen or heard is trustworthy—to satisfy this aspect of her data collection the researcher has recorded, translated (where necessary) and transcribed the responses of the interviews. It might be pointed out that important communicative factors such as intonation and stress cannot be shown in writing, so the researcher has used her own understanding of these matters for this dissertation. Recording interviews would have helped to remove this difficulty, but recording was done only if permitted by respondents. Confidentiality was maintained for these interviews. 2. *Interpretive*, or an acceptable level of interpretation of the data so collected – in general an interpretive account will be grounded in the language of the respondents themselves, but, of course, in any communicative situation the listener's (in this case the researcher's) understanding of that language is also crucial: 2. *Generalizability* the ability to make valid generalizations would depend on the size and aptness of the sampling. Generalization should be based on a large sampling. Also, the sampling would need to be selected carefully if it is to be representative of a widespread trend. 4. *Theoretical*, or the discovery of the rationale upon which the thing rest – this rationale might have many facets, some or all of which may be supplied by the respondents themselves: 5. *Evaluative*, or the ascription of values to the exercise. The increasing worldwide importance of English causes a parallel diminution of the role played by local languages. There is a real danger of language and culture loss in many parts of the world, which people might deplore. Also, some people in less developed areas of the world look upon globalization as a new name for indirect colonization. However, as stated earlier, the researcher will not attempt to judge the 'rightness' or 'goodness' of the global movement. The matter has gone well beyond arguments of *should there should there not* be a global movement,

because there is already such a movement in process. Its goodness or badness will have to be judged by future generations.

The researcher has barely touched on the evaluative component. Her reasons for this are as follows: The researcher feels that her hypothesis with regard to globalization and the use of English in higher education can be validated, but in a relative rather than an absolute manner. Glaser's statement that 'all is data' is especially appealing for the researcher in that interviews, observations, surveys or statistical analyses can all be used in the service of a particular piece of sociological research.

The difficulties are immediately apparent. This kind of study focuses on people as individuals and as members of groups, and on their behaviour within cultures and organizations that vary socially and historically. Human beings are unpredictable – it is not possible to accurately gauge their reactions to large events such as the spread of English as the international lingua franca, or the possibility that before long English might supplant local Pakistani languages as the medium of higher education, or the existence of globalization as a movement that might irrevocably weaken the old 'nation-state' concept, and with this weakening, the gradual or rapid demise of languages currently identified with nationalistic sentiments. The best one can hope for is a loose understanding of trends, directions and possibilities. Human experience, even at a small local level, is marked with complexities. At a global level it becomes overwhelming. One cannot realistically try to fit that experience into pre-conceived theories derived from the natural sciences in a bid to bring commensurable order and system to one's research. As will be noted from earlier statements, the researcher's subject touches two large, amorphous fields, the first related to what is happening in the world with reference to the perception of a process described as globalization, and the second with reference to higher education as it looks at the role of English language in higher educational programmes in Pakistan.

It is possible to sense that something is happening, but it eludes definition. The researcher prefers to describe it as a 'process' or 'trend' rather than a realizable ideal, because its upper end will always be open – at no time in the foreseeable future will it be possible to announce that the world is now completely and irrevocably globalized. There will always be pockets of backsliding, political disagreement, economic rivalry, inter-regional bickering, national, racial or tribal exclusivity, human greed, inequalities, exploitation, dominance, suspicion, cultural assertion and linguistic dissension in different parts of the world, and any of these factors separately or in combination with

other factors, can result in bitterness, subversion, non-cooperation or even open warfare.

If globalization is to be seen as a credible trend, the linguistic underlay of communication between nations assumes crucial significance. The reasons for the current international status of English are easy to see, and can be linked with Anglo-Saxon political, military and economic dominance since the middle of the eighteenth century, first represented by colonialist Britain, and then enlarged and further stimulated by North America. The political implication, of course, of nations unthinkingly accepting English as the global lingua franca, is that it not only links the process with an English-speaking ethos, it also reinforces and perpetuates Anglo-Saxon leadership at all levels, and this is unacceptable to some people. What, we might ask, shall we do if some country or bloc should overtake the current dispensation in the factors (mostly economic and military) that decide these things? Would this change the linguistic equation? Questions such as these take us into the future, for which no valid predictive mechanism exists. The researcher has therefore avoided such questions and has confined her observations to the current scene with special reference to Pakistan.

To indicate the pressure of the current job market in Pakistan, some advertisements for jobs are appended with this chapter. These have been taken from a single page in a recent newspaper (The News, 20 May 2007). Although this is a very small sample, it is indicative of the level of demand in the job market for English in the country today. It will be seen that competence in English (both spoken and written) is a condition of eligibility for most of these jobs, some of which are for the Gulf region. Some competence in the language is required even for low-level jobs such as office messengers. This competence is clearly in technical writing, business communication and everybody functional English, and not in literary English. In terms of the market place, the language of commerce and administration has displaced the language of poetry or literary prose. From preliminary observations of this nature, it is possible to hypothesize that criteria derived from the primary impulse of 'utility,' coupled with pressures generated by the world at large, are influencing current directions in Pakistan, especially in higher education. Till recently English was conceived as an elitist study of (mostly) British poets and authors. More and more it is now being conceived as a wide-scale linguistic and developmental need, and adjustments are taking place accordingly.

The field of study as outlined above is unmanageably broad. The researcher has therefore restricted her interests to the use of English in one post-graduate course of study in the natural sciences

and one in the social sciences as observed in three Pakistani Universities⁴, representing six courses in all and additional opinions derived from interviews with 15 key figures in The Higher Education Commission representing the controlling body for the Government of Pakistan. 212 responses to questionnaires were received from students.

Her sampling of students was *census-based* in that she gave it to all students available at the time of distribution in the institutions mentioned here. Student sampling was done within accepted norms, and was as representative of her concerns as possible. The sampling dealt with only a part of the total student population at this level in Islamabad. The researcher, therefore, did not use randomization or sequenced sampling, but attempted a complete census of the student population in selected institutions (Quaid-e-Azam University, Islamic University and National University of Modern Languages). In all 227 questionnaires were distributed, and 212 were returned. The figures acquired were used for one part of this research. However, it will be seen that although the researcher has employed some statistical quantification for this study, this is not the base data for this piece of research. The information collected from this exercise has been collated with the information derived from interviews held with key educationists, as described earlier. The results of this exercise are given in the chapter on Data Analysis of this dissertation.

The 'fallacy of correlation' might be noted here. The mere fact that two phenomena go together or seem to go together does not mean that one causes the other. A correlation is not necessarily a causal relationship just as is the case with the process of globalization and localization in term of glo-calisation. The rise in the use of English and the change in the kind of English being used in Pakistani institutions of higher education may be fortuitous rather than the result of a greater awareness of globalization, or this greater awareness of globalization might be only one factor among several. However, the researcher has attempted to show that there is a significant relationship between the two, and that Pakistani's increasing absorption into world commerce and broad regional activities is having an effect on the amount and kind of English being taught in higher education programmes in the country.

For the descriptive background of this study, the researcher acquired as much information as possible from libraries, archives, the internet, old census reports, government documents, official communications, newspapers and manuscripts in Pakistan, with some inputs from international agencies and from countries such as UK and

USA. She hoped to be able to trace patterns and impressions in the process.

Very little by way of source material exists on globalization in the context of language usage in Pakistan, or on the underlying rationale of maintaining, strengthening or modifying the learning of English in higher education in Pakistan, so this study explores a lot of uncharted territory. However, those who, like the researcher, are in the business of teaching English in Pakistan, can see not only the accelerated indigenization in recent times of English terms and phrases in the local languages, but also the Anglicization of many communicational norms that, till not so long ago, were confined to expressions in those languages. Something is certainly happening.

References / End Notes

¹ Jick, T.D. (1990) "Mixing Qualitative and Quantitative Methods: Triangulation in Action". In: J. Van Maanen (ed.) *Qualitative Methodology*. Newbury Park: Sage Publications.

² Adapted from Joseph A Maxwell, "Understanding and Validity I Qualitative Studies," in *Harvard Education Review* (Fall 1992), p 279-200.

³ Ibid, p 281-200

⁴ The questionnaires were distributed at (1) Quaid-e-Azam University, Islamabad, (2) Islamic, Islamabad, (2) National University of Modern Languages, Islamabad.

3

The Movement Known as Globalization

Introduction:

In this chapter the researcher will study a relatively modern worldwide trend which is commonly (perhaps optimistically) described as globalization. This will be done to give a background to the study. The mere allocation of a linguistic label to what might be nothing more than wishful thinking on the part of a few influential, business-minded bureaucrats in the western world does not mean that there is such a movement, but if there is one and if it is significant enough to affect events on a global scale, then establishing the fact will also point to the need for a common mode of communication that can knit people together in the present world. By looking at changing needs and approaches, especially since the Second World War, she will examine issues emerging out of bi-polarisation and uni-polarisation in the world since the middle of the twentieth century. The researcher will briefly trace the history and origin of the movement and study important commercial, technological and military features in its genesis and growth in the overall context of language, since this is the researcher's primary concern.

Background

3.1 Globalization a Concept:

The idea of internationalism is, of course, not new. History throws up innumerable examples of nations attempting to control other nations for purposes of plunder or self-aggrandizement. If generalizations are possible, this age-old process has changed from direct invasion and physical control to a kind of 'remote control' through threats and sanctions on one side, and economic incentives and pressures on the other. The process is currently in the hands of a consortium of like-minded, technologically advanced nations, led by an English-speaking superpower. This group sometimes describes itself as 'the international community.' Its predominantly Anglo-Saxon character is the outcome of a successful commercial/imperial movement started by English-speaking Britain in the eighteenth century and taken over by English-speaking America after World War II. Methods have changed but the

essence is the same. Held and Mc Grew (2000: P.1)¹ in their article "The Great Globalization Debate" are of the opinion that "no single universally agreed definition of globalization exists." As with most core concepts in the social sciences its precise meaning remains contested. They go on to say that globalization can be conceived as action at a distance, where the action of social agents in one locale can have significant consequences for distant others. This concept refers to Harvey's (1989 in Sutch & Elias. 2007. P. 137)² expression of "time-space compression," by which he means the shrinking of space correlative with a parallel decrease in time. In other words life is moving at a progressively accelerating speed as technology improves. Instantaneous electronic communication erodes the constraints of distance and time. Transportation technology is currently at a level where a person can be in Pakistan in the morning and in the Netherlands in the evening. What the world has today is greater than what it had even fifty years ago, and, going by what has happened in the recent past, we can expect exponential improvements in certain areas of technology as time goes by..

Held and McGrew (2000: P.3)³ believe that globalization has an undeniably material character, manifested in flows of trade, capital and people across the globe. These are facilitated by different kinds of infrastructure--*physical* (for example transport), *normative* (like trade rules), and *symbolic* (such as a common language)--which establish the preconditions for regulated and relatively enduring forms of global interconnectedness.

It is mainly these aspects of globalization that the researcher will examine during the course of this chapter, with, of course, special emphasis on English as the dominant world language and its ramifications for higher education in Pakistan, to be developed in later chapters. She will also look at the progressively obtrusive presence of electronic communication, which has brought the world closer. Man's inhumanity to man continues unabated, but whereas in the past a lot could be kept hidden, today's bombings, burnings, atrocities and wanton acts of terrorism are transmitted instantaneously round the world. It may be said that modern information technology has succeeded in putting some checks on mankind's unbridled ambitions, though perhaps not enough of them. We have a recent example in the Mumbai incident, viewed by people everywhere as it was taking place. While this enabled some international trouble-makers to stoke the fires, it also resulted in a quick response from some influential nations to help defuse a confrontation between India and Pakistan before it could turn ugly. This and other such examples strengthen the idea of global concern, global interference and global repercussions. The old 'mind

your own business' response of sovereign nations is becoming less and less acceptable as time goes by. It can be said that globalization represents a significant shift in the spatial reach of social action and organization towards the interregional or intercontinental scale. As distance shrinks, the speed of interaction increases. Events in one part of the globe affect the rest of the world. This is all to the good when things are going well, but it has a serious downside when things are going badly. The present world recession started in the US, affected Europe almost immediately, and then trickled down to the rest of the world. Its effects are obtrusively visible in the researcher's own country, where funding for important initiatives (such as the Higher Education Commission) has all but dried up, while big exporting nations in this region such as India and China have already suffered considerable losses. In this backdrop we notice that the fallout of distant events can affect others so quickly that little time is left for decision makers to react. If a nation (or a group of nations) takes it upon itself to 'lead' the world, it must ensure the continuity of the process, otherwise the cooperative motivation behind it dissipates. Questions arise as to why the financial cupidity, managerial inefficiency and political inadequacy of one set of people should be allowed to impinge so negatively on the lives of other people. If globalization offers trade and operational advantages, it also carries grave risks. Events such as these can greatly shake the viability of a concept that derives its strength from mutuality.

Globalization points towards a global shift in public awareness in the way in which people perceive distant events and their effects on local situations. Besides it also affects their ideas of shrinking time and geographical space. Held and McGrew (2000: P.4)⁴ describe globalization as denoting an "expanding" scale, growing magnitude, speeding up and deepening impact of interregional flows and patterns of social interactions. It refers to a shift or transformation in the scale of human social organization that links distant communities and expands the reach of power relations across the world's major regions and continents.

Other definitions might be relevant here. The second entry in the Oxford Advanced Learner's dictionary (1995:503) defines the word global as covering or affecting the whole world, which is, of course, the primary meaning adopted by the researcher for this study. The Oxford Dictionary of New Words gives it a more recent connotation as a 'new world.' The same dictionary while defining global consciousness states it to be an understanding of cultures other than ones own, as part of an appreciation of world socio-economic and ecological issues. These two

definitions also revolve around the concept of the word “globalization” as apposed to the literal meaning of the word.

This concept seems to have been much influenced by Marshall McLuhan who saw the world as “a global village”. The idea of the world shrinking into a village through the influx of media (especially television) is familiar to all of us. We are aware of media attempts that have tried to gear and consolidate the idea of the global community. The power and role that language plays in this backdrop is recognized by all. More on this aspect will be discussed during the course of this study. McLuhan’s idea of a global village had its effect in the “expressive revolution of the 1960s. This revolution can be explained simply as an awareness among youth around the world, related to issues such as liberation and spread of love in both individual and collective terms.

The 1960’s revolution in ‘consciousness raising’ made people in many parts of the world aware of issues which were thought to be common to all in a fast developing global world. This idea of a global village has enhanced the sense of global interdependence in many spheres of human life. The aftermath of World War II gave rise to what is known as the Third World. The proliferation of international, transnational and supranational institutions and efforts to coordinate what has become a global economy have played a crucial role in the split reaction to globalisation. Some view it as a process that is beneficial for economic development of the world others view it with hostility. The global vision is that the good of all is the good of each, that if the total volume of mutual accessibility and trade can be increased everyone will eventually benefit from it. On the other hand, some people say that current imbalances will be exacerbated, and the globalization will merely confirm the ancient truth that, for no fault of their own, a lot of people are condemned to wallow in intractable poverty so that a few people can enjoy a level of luxury far in excess of their survival needs.

Advocates of globalization, mainly organizations like the IMF, the World Bank, and WTO, tend to dismiss these suspicions by stating that globalization differs from colonization in that there is an element of mutuality in it—participation in the process is voluntary rather than forced. As an example, it could be mentioned here that what used to be called the ‘British’ empire in the nineteenth and early twentieth centuries (with emphasis on the *Britishness* of the thing) was reduced to the British ‘commonwealth’ after the second world war (with emphasis on its mutuality, but with Britain still somewhere at its centre), and that nowadays people call it ‘the commonwealth’ (with emphasis

on its participatory nature and on Britain's equal rather than controlling role), indicating a trend towards voluntary groupings of nations replacing the old colonies of nations which were precariously yoked together by force. However most people instinctively understand that a core of central organization is required for any group activity, voluntary or otherwise, that organization without a substratum of coercion usually fails, and that coercion can be of three types (a) *direct*, through guns and bombs, (b) *indirect*, through economic pressure, threats of expulsion from the group or diplomatic arm-twisting, and (c) linguistically *persuasive*, through arguments of a compellingly cogent nature. With regard to the last category, persuasion depends on rhetoric and talk, but can go on forever. There is evidence that other methods can be used, which takes us back to colonialism. In this context it might be noted that Pakistan has been expelled from the commonwealth twice for having military governments. The merits of this or that system of government are not under discussion here, but right or wrong, this can be seen as a kind of indirect pressure and coercion. The example of Myanmar may also be adduced. Although it has changed its name officially, Britain still calls it 'Burma' because it does not recognize the Myanmar government. The message is; 'fall in line or be punished.' If asked what 'falling in line' means, the answer in essence is 'falling in line with Anglo-Saxon norms.' Of course, it may be argued that nations have always used diplomacy, persuasion, economic pressure and military force against other nations but then we are entitled to ask in what way globalization differs from what happened in the past. Some people in the third world feel more mocked than benefited by those resounding slogans of free choice and equal partnership.

As in other parts of the world where anti global feelings exist, the same is true of Pakistan. Opponents of this movement describe it as an agenda of imperialism to capture the national resources of under-developed states. This aspect has been highlighted in a newspaper article that appeared in the daily Dawn of 3rd April (an English newspaper)⁵. The report covered a conference on the theme of "Globalisation to be resisted" organized by the communist party in Pakistan. Speakers at this conference expressed "anti-globalisation" sentiments dubbing it a threat to geographical freedom and national identity.

Views expressed at this conference are familiar to people who keenly follow events taking place around the world. They fear that goals and objectives of this movement favour developed nations and individuals, increasing inequality within and between nations. It results

in unemployment and affects living standards, which in turn hinders social progress.

The researcher believes that the merits and demerits of globalisation should be realistically measured and an unbiased view of its potentials and its risks be taken. A judicious selection of some aspects of globalisation and identifying ways in which countries can tap its benefits might help the developing countries. This brings us to the various issues of globalisation.

3.2 Aspects of Globalisation.

The proliferation of international, transnational and supranational institutions and efforts to coordinate what has become the global economy, have played a major role in how globalisation is viewed. There are people who are for it and believe that the developed nations can help bale out the under developed and developing countries especially in the backdrop of strengthening their economies. Others regard it with hostility believing that it establishes hegemony of the powerful nations over the weak nations, breeds inequality and thwarts social progress.

The researcher looks at the 20th century income trends to identify ways in which countries can tap the gains of the process thus bridging the gap between the have and have nots. This in turn would also shed light on her line of argument that in order to keep pace with this fast moving global world of ours we need to change our mind sets especially in the backdrop of developing our human capital by updating our curriculum and bringing it closer to the global curriculum. There are different ways to encounter globalization and one way is to educate our youth according to the demands of the world market. This viewpoint can be supported by views expressed in IMF issue brief (2000.P.1)⁶ titled Globalization. Threat or opportunity". It states:

“Globalization offers extensive opportunities for truly worldwide development, but it is not progressing evenly. Some countries are becoming integrated into the global economy more easily than others. Countries that have been able to integrate are seeing faster growth and reduced poverty. Outward-oriented policies brought dynamism and greater prosperity to much of East Asia, transforming it from one of the poorest areas of the world 40 years ago. And as living standards rose, it became possible to make progress on democracy and economic issues such as the environment and work standards.”

Whether we agree with the policies and advice of the IMF or not, one glaring reality is that underdeveloped and developing countries do depend on the IMF to help sustain their weak economies. It is easy to say that we do not need to take dictation from the IMF and could depend on our own meager resources, and to actually refuse that help. The present government in Pakistan like the previous governments has also sought help from the IMF. So while remaining realistic about the potential risks of globalization, we need to find ways to benefit from it.

Opportunities that come with globalisation are accompanied with risks. Risks growing out of capital movements and risks of social, economic and environmental degradation resulting from poverty. This negative tilt is not cause enough to turn away from the very idea and to raise anti-globalisation slogans. It is time for all developing countries to review present policies and accept the changes which are going on around them in order to strengthen their economies and to introduce a stronger financial system that will ensure growth and prove to be a step towards poverty alleviation.

The ongoing debate raises a number of questions in the minds of people:

- a) How can developing countries be helped to catch up with the more advanced countries of the world?
- b) Does globalisation harbour inequality?
- c) Can it help to reduce poverty?

The first question, takes us back to the basic concept of globalisation with a particular focus on its economic aspect. As mentioned in the first chapter economic globalisation is the result of human innovation and technological progress. It directs us to the increasing integration of economics around the world through trade and financial flows.

Taken at face value there is nothing mysterious about this term. It reflects technological advances that have made it easier and faster to complete international transactions. Seen in a broader perspective it is not an entirely new idea, it believes in looking beyond national borders in trade in searching for new markets for the country's products. This interdependence has operated for centuries at all levels of human economic activity. Within national boundaries one finds village markets, financial centres and urban industries at both micro and macro levels.

It addresses the dilemma of how to bring developing countries at par with developed ones. It can be argued that markets promote efficiency through competition. The term also refers to the movement of people (labour) and knowledge (technology) across international borders. This movement allows an exchange of specializations, and people can adopt freely what they do best. In developed countries labour is expensive, skilled workers earn by the hour. If you are a professional at your work, you will be able to earn a decent living. On the other hand in underdeveloped countries cheap labour is available. People can move to countries where they will be able to cash their skills. In the same way transfer of knowledge in turn helps the developing countries to catch up with the more developed countries. China has flooded the world market. The same goes for Taiwan and Korea. They have borrowed technology and due to the availability of cheap labour, are producing electronic goods at low price. Global markets offer greater opportunities for people to enter larger markets of the world. This provides them with a chance to have access to more capital flows, cheaper imports and larger export markets.

It is believed by some that poverty can be reduced by globalisation. Moving to other issues related to this movement. Is it really so? To answer this question a quick look at factors responsible for this division between the haves and have-nots will need to be studied. The divide directs us to take a look at 20th century income trends.

3.3 20th Century Income Trends:⁷

Globalization is not a recent phenomenon. Some analysts are of the view that the economy was just as globalized 100 years ago as it is today. However commerce and financial services are more developed now than in the past, due to modern electronic communication. The 20th century saw an economic boost with per capita GDP increasing almost five-fold, the strongest expansion and financial liberation in history. But this growth was not steady. In the inter-war era, the world turned its back on internationalism or globalisation as we now call it, and countries reverted to closed economies. Due to this the per-capita income growth fell to less than one percent during 1913-1950. For the rest of the century per capita growth was over two percent, the fastest pace was seen during the post World War boom in the industrial countries, especially in the US. This shows that the 20th century enjoyed remarkable average income growth. At the same time it sheds light on the uneven progress. The gap between the rich and poor nations grew wider and one observes that two classes emerged within countries, the rich and the poor.

Hostility between the haves and have-nots has resulted in a number of unmanageable issues. To name one as an example is the world wide phenomenon of terrorism.

Critics of this movement say that it widens the gap between the developed and developing countries as opposed to bringing them close. Even though during the 20th century global average per capita income rose strongly but with a sizeable variation between countries. The recent World Economic outlook studies 43 countries, which represent 80 percent of the world population. The data collected spreads over the entire 20th century. This data indicates that the income gap between the rich and poor countries has been widening for decades. Its findings show that the income among countries has become more unequal than at the beginning of the century.

But for gauging the development of nations and societies “incomes” are not the only indicators. Broader measures of welfare need to be studied like social conditions.

Studies show that some poor countries have made considerable progress. Sri Lanka falls in the list of low-income countries yet it has quite impressive social indicators when measured against the UN’s Human Development Indicators (HDI), which take education and life expectancy into account and present a different picture than that suggested by income data alone.

In fact the gaps may have narrowed. The income gap and an HDI gap shows that the gap in incomes has increased, but HDI gap in poor countries today is ahead of where the leading countries were in 1870. This upward trend is due to the advances made by medical science and better living standards, which has raised the life expectancy in a number of countries.

IMF brief (2000. P.4)⁸

The need of the hour is to design such policies, which are directed towards poverty alleviation [IMF brief (2000. P. 4)]⁹. Countries pursuing the right policies can hope to see reduction in poverty. The world needs to formulate pro-poor policies for well-targeted social expenditure. Through the implementation of such policies we can expect rapid poverty reduction. Economic policy makers need to pay more attention to the objective of poverty reduction. By taking appropriate measures the existing gap between the rich and poor countries can be narrowed and hostility between the have and have-nots reduced. From this discussion the question emerges how can the poorer countries benefit from globalization?

Growth in living standards springs from the accumulation of physical capital (investment) and human capital (labor) and through advances in technology. Countries that have shown an upward surge in per capita income growth indicate the importance of creating conditions that are conducive for long-term policies which will sustain such growth. Factors that play a vital role are economic stability, institution building and structural reforms. In order to help poorer countries catch up what is needed is the whole package of policies, financial, educational and technical assistance and if these countries require debt relief it should be provided to them.

Critics of globalization might term such borrowing as holding out the begging bowl to the developed states and hence compromising the nation's dignity. On the other hand resisting such help might push these nations further back.

Pakistan faces a lot of criticism (from the opposition parties) for adopting the IMF agenda. It is trying to implement policies which will help the per capita income grow by creating the right conditions for investments and saving. It is introducing outward oriented policies to promote efficiency through increased trade and investment. It is bringing about reforms to improve the qualities of its textile and leather goods so that they can compete in the world market. Greater incentives are being given to its automobile industries to encourage domestic competition. Heavy duty is imposed on cars imported from abroad. This is done to give greater profit margins to the local industry.

The present government is making an effort to strengthen institutions to foster effective governance. It is introducing reforms in education, training and research to promote productivity.

Above all it is making an effort to create a sense of financial discipline to ensure debt management for sustainable development.

By adopting these policies the government is hoping to improve its economy and increase the per-capita income. However all these measures are working well for developed countries. Taking the whole package without focusing on country-owned strategies to reduce poverty by promoting pro-poor policies that are properly budgeted including health, education and social safety nets can be disastrous. For reaping positive harvest from all these measures judicious implementation policies are required. The Government needs to take cognizance of this vital aspect as well.

Advanced countries have a key role to play to help low-income countries to integrate into the global economy. One such area is to provide unrestricted market access for all exports from poor countries.

The second is encouraging flow of private capital to the lower income countries, particularly foreign direct investment, leading to steady financial flows and technology transfer. To the question does globalisation harm workers interests? It would be fair to say that globalisation does not pose a threat only to underdeveloped countries, anxieties about it exist in advanced countries as well. It is a proven fact that competition from "low-wage economies" displaces workers from high-wage jobs. A country that is being quoted these days is China, which is posing a threat to the world market. Is there a chance that because of its cost effective products, it will be a tough competitor? Are these changes in the economic and social fields a result of globalization?

Studies reveal that economies are continually evolving. Globalisation is one among many other continuing trends. As industrial economies mature, they are becoming more service oriented to meet the demands of the population. We live in a competitive world, thus it is imperative to keep pace with changing trends if we have to remain in the race for growth and development. Nevertheless these changes would have taken place with or without globalisation. In fact globalisation is helping economics along by bringing the benefits of capital flows, technological innovations and lower import prices. Economic growth, employment and living standards are higher than they would be in a closed economy, despite the fact that the gains are distributed unevenly among groups within countries. For example, workers in older industries may not be able to make an easy transition to new industries.

The question arises, what policies should governments adopt. Should they protect low-paid workers or low industries, by restricting trade or capital flow? This approach might help some in the short-term, but it would lead to compromising the living standards of population at large. Integration into the global economy is the need to ensure that benefits can be shared widely, while problems faced by poorer nations can be squarely resisted. Government policies should focus on the education sector and should enhance vocational training; this will provide workers to acquire the right skills needed in this ever evolving environment of change.

The present government (in Pakistan) has taken radical steps, while changing the school curriculum. It has given due place to technical skills. The foregoing debate takes us to another factor, how to

encounter globalisation. Whether we are anti-globalisation or for it, we cannot ignore the fact that it is there to stay. The developments around us and the rapid exchange of goods and commodities, plus the fast pace of communication are all indicators of its force. Robins (2000 P.195)¹⁰ states that this movement is about growing mobility across frontiers-in the present era we notice goods and commodities being transported across the world. Rapid exchange of information and communication plus easy mobility of people, compress our world into a global village. This is easily observable look at global chains like McDonald's, KFC, PEPSI or the Coca-Cola Corporation. Fruits and vegetables from almost all parts of the world, ingredients for world foods along with their recipes are available at all leading supermarkets. If you want to dine out you have a wide range of cuisines to choose from. In the same way you have the option to select your gear and the raw material needed for it. Thus in every sphere of life one notices effects of this movement. It cannot be ignored.

3.4 Origin of the Global Movement:

The idea of globalization is not new, it has always been there. To substantiate this view point the researcher will briefly revisit the past here. Modeiski (2000: P.49)¹¹ while penning down his views on globalisation states that today's society contrasted with all other historical societies is global. He goes on to say a casual look at history will show us that there has been a trend towards the enlargement of the geographical scope of human communities. Going back six thousand years, the point in time when a great society began to formulate among the city states of Mesopotamia, the radius of its area might have been two or three hundred miles: two thousand years ago when the Roman Empire dominated the Mediterranean basin, its radius was approximately one thousand miles. Simultaneously this expansion was taking place in the Chinese and Indian realms, to such an extent that Mc Neill (in Held & Mc Grew, 2000. P149)¹² calls it the "closure of the Eurasian ecumene" which occurred between 500 BC and 200AD. Within that time span, Hellenic culture reached India. The Han Empire established contact with India and the Roman Empire consolidated its sphere of influence. These patterns of interaction in the "Old World" might have set the pace for the global patterns which are fast emerging in the 21st Century. At one point in time the worldwide political order was defined by the Muslim world.

3.5 The Muslim World:¹³

Historical events point towards the opening of the global period, round about 1000 A.D. Its origins lay in the Arab conquests of the seventh century, and its binding force was Islam. It extended from

Spain and Morocco, through Damascus, Cairo and Baghdad, to Persia and the North of India, and, over a period of time, reached the Indonesian Islands and Central and East Africa.

Compared to medieval Europe, it was a thriving, developed and culturally rich world. Two of its cities Baghdad and Cairo were cosmopolitan cities. Cairo had more than one million inhabitants during that period. These cities were centers of artistic and literary creation. To date the scholars and scientists which these cities produced are quoted as the true successors of Greek learning. As for its universities they predated Europe's by a century or more.

For several hundred years, the Muslim World was at an advantage by occupying a central position in the Eurasian / African landmass which they used for their far flung trade. They had brought together the major centers of world civilization. However they were at a disadvantage when it came to inter ocean shipping and thus the "New World" eluded them. They were outflanked by European naval operations, which lead to the decline of the Muslim Empire. Though Islam continued to gain disciples in Asia and Africa, its political ascendancy did not return.

3.6 European Expansion:

With the decline of the Muslim empire the task of political unification of the world was a natural consequence taken over by Europe. This drive was triggered by the productivity and prosperity of the Muslim World and the threat that emanated from it. The Portuguese and the Spaniards were behind the drive. They had mixed feelings as regards Muslims. They respected and feared them at the same time. These feelings had emanated during the centuries of the Reconquista. It was truly a period of energy and vitality never before experienced. Within a short span of time men not only scurried around the globe but followed this up by establishing and maintaining permanent networks of worldwide contacts.

Surprisingly the process of globalisation was re-ignited by people who lived in a small corner of the earth. For the five hundred years that followed, it was they who determined the pace and character of globalisation. In turn they shaped the structure of world politics. By 1500, the characteristic features of modern world politics were in place. These features have a significant bearing on the entire global system.

3.7 Features of Globalisation:

McNeill in Modeski (2000: P.50)¹⁴ attributes the spread of globalisation to “deep rooted pugnacity and recklessness” combined with advanced military technology. acquiring immunity to a number of diseases within a short period of time gave the Europeans of the Atlantic Sea command of the oceans. The European attitude compared to other major world civilizations was more aggressive and warrior like, even their merchants on the high seas assumed the role of pirates. Their power and force could only be matched by the Muslims, who in their own right were a force to reckon with. Going back in time the process of globalisation might well have started with the European propensity for war, a dominant feature in the system of world politics. Global expansion could be attributed to state activity and efficiency. Royal governments in Portugal, Spain, England and France took full advantage of these discoveries. They borrowed much from the Italian city-states, which were models of organization and efficiency.

The Spanish crown was the first to develop an elaborate machinery for the government of its American possessions: this provided employment to its young law graduates. Consequently strong bureaucratic tendencies towards popular rulers brought in a constant flow of revenue. As its backlash it made the rulers independent of the control of assemblies, which in the past had been so popular. Parry (in Modeiski, 2000 P.51)¹⁵ while referring to this period in history, says:

“Bureaucracy, like absolutism, strengthened its grip upon the kingdoms of Europe. In part at least as the consequence of the needs experienced and experiments conducted overseas”.

The naval forces had the most to contribute to globalisation. Effective naval operations required both sound technology and a sound political setup capable of good organizational skills, which would be geared to governmental demand. Good navies were, for their part, dependent on how well structured were their commerce plans. The first Portuguese explorations were well organized and were financed by the royal government. All the profit reaped from this trade went into the pocket of royalty. This fusion of politics and commercial activity finally led to an early decline of trade. Spanish and American trade was monopolized by Seville merchants with backing from Italian and German houses but it was not especially lucrative. Development of specialized corporate trade enterprise was introduced mainly by the Dutch and English East India Companies. Such activities needed specialized, long distance organization and management hence high

layered trade and production activities became the basis of modern corporate organization.

3.8 Globalisation

Vitor (2005. P. vi)¹⁶ says “Globalization is the historic process of economic integration that has occurred since World War II. Trade, investments, debt, tourism and financial transactions have all become internationalized”. Thus for economic development it is important to have current knowledge of the political-economic strategies being deployed in major areas of the world.

Globalization has led to cultural homogenization across national borders. This has been fostered by advances in transportation and communication technologies after World War II and has led to a new commitment to global co-operation and peace. This movement was accelerated by the GATT (General Agreements on Tariff and Trade). These agreements liberalized trade between 1947 and 1993 and helped trade grow twice as quickly as the world economy.

Floating exchange rates, cross border dependences and lending during the 1970s and 1980s led to a series of debt crises, as a result of which multilateral institutions like the IMF and the World Bank gained many responsibilities. Some countries however liberalized their economics during the 1980s and 1990s by becoming a part of globalisation through floating exchange rates, lower tariffs and more open capital markets. At the same time financial services deregulation and privatization also played a significant role in the historic process of economic integration. Firms took significant cross – border equity positions in developed and developing countries.

Throughout this period firms were trying to capture more and more international markets. This caused a burst of cross border investments after 1985. This background shows that the global economy has undergone a vast transformation in the past half century, leading to a degree of economic integration never before experienced. As a result a number of countries are trying to adjust their economic structures to fit better into the new frame of global commerce.

These new trends require implementing strategic choices such as fiscal resources and institutional reforms. A number of countries have already put these reforms into practice. These include banks and state-owned enterprises in China, to streamline bureaucracies in Japan, to legitimate privatization in Russia and to improve higher education in Singapore. Pakistan being alive to these global trends is trying to strengthen its organizations like banks and state-owned

institutions and improve higher education, so that its trickle down effect can be felt, bureaucracy can be streamlined, and organizations strengthened so that Pakistan can keep pace with the developments taking place around the world.

The terms “development” and developing states take on different connotation according to the times. Development is now gauged differently from the past. In the past development was linked to Industrial development, now it is attributed to “Human Resource Development” especially in the field of science and technology. This is one area that has been neglected in the past in Pakistan. The government realizing weaknesses and shortcomings in the present educational setup, assigned Dr. Atta-ur-Rehman, former chairman Higher Education Commission (who is a scientist) the task to reform the education sector and to bring it in keeping with the emerging global trends. Today’s World revolves around modern economy. Institutions of higher Learning are nurseries where a “knowledge based economy” is nurtured, a term currently in vogue, which focuses on how the economy of a country can be enhanced through human resource development and mobilization if it wishes to gain a position for itself among the developed countries.

However Pakistan is a comparatively young country. It got its independence only 61 years ago. It inherited the problems which all newly independent countries are lumbered with from their colonial masters. In its endeavor to see Pakistan among the developed countries the government is trying to formulate its policies around issues that are pertinent to the global scenario, be they monetary, social or political. Looking at the broader spectrum of globalisation, the researcher agrees with comments made by Watson (2000. P.vi)¹⁷ who points out that the word globalisation is at the center of all political debates these days. It points towards a new world order. “It implies that we are living in a new era of human history” (Robertson, 1993; Scholte, 2000; Waters, 1994 P. vi)¹⁸. This era harbours a number of opportunities in the economic, political social and culture scenario. It is also viewed by some as an insidious process of global capitalism that is trying to legitimate a harsh reality of neocolonialism through the principal that there is no alternative. If one has to exist as a member of the world community then one must conform to this new order.

Amoore (1997), Gills (2000) and Watson (in Watson 2000. P. vi)¹⁹ are of the opinion that transformations in the economic, social, cultural and political fields are causing intellectual and political anxiety. The whole process of this change is looked upon with cynicism, while the day-to-day relevance of the political establishment and promises for

better services of health, transport and education are seen as nothing more than election commitments, which are not always met. There have been many protests against this movement examples are France in 1995, Seattle in 1999 and Prague in 2000, which show that globalisation is occurring outside the democratic and political processes and is becoming harmful, and that globalisation suggests the weakening of state autonomy. Protests against this trend were launched by a number of individuals, social movements and non-governmental organizations (NGOs) voicing their concern with the social, economic, cultural and political manifestations of global capitalism, free trade, continuing Third World debt and global environmental risks among other burning issues (Beck, 1993; Burbach, 2000; Jubilee, 2000) (in Watson 2003. P. vi)²⁰

Critics of economic globalisation and free trade are being viewed as anachronistic or at worst self-indulgent because as Crook (In Watson 2003. P.Vii)²¹ comments liberalization releases individuals from the shackles of the state to pursue their entrepreneurial ambition to create wealth which will “trickle down forging a world community of markets and democracy”. The term globalisation was first coined by free market economists. Who believed that the world economy transcends the sovereign power of national government. Kenichi Ohmae (in Watson 2003. P.vii)²² highlighted the virtues of global market, its advantages in the new information technologies and business / strategic coordination.

These multidisciplinary interests in global transformations (that is technological, political, social and cultural) focus upon the sociological and cultural impact of a new era of multinational capital and development. Debate surrounding issues linked with Globalisation and controversies related to this movement take into account the “newness” of this social change.

(Barry Jones, 1999)

It discusses matters related to the economic, social, political and cultural aspects of human life. It has many ramifications (a) it is a new form of geographical expansion (b) a new form of information technology (c) new normative demands for universal human rights (d) Incorporating new issues through a polycentric world politics, (e) forcing a breakdown of nations, society and territorial units (f) represented by new global organizations and new global issues (g) the blurring of domestic and international politics (h) and to clinch it all, the

all encompassing new global consciousness of the world as a simple place.

However one particular form of globalisation which has attracted wide spread condemnation is free market economic globalisation, represented by the International Monetary Fund (IMF), the world Trade Organization (WTO) and the World Bank.

Watson (2003: P.viii)²³ says “the politics of resistance to Globalisation is a reaction to the tragic legacy of revolutionary and ideological romanticism, but at the same time it calls for a reworking of enlightened sentiments of development, democracy, liberty, justice and rights, rather than invoking a so called “postmodern” response.

The politics of resistance to globalisation will require a different conceptual and strategic perspective. In the researchers opinion to blindly oppose globalisation or to become an ardent supporter of it without taking into account the current debate on the exploitative nature of neo liberal globalisation / capitalism and the role of institutions such as the World Bank, the IMF and the WTO whose agendas favour the interests of the rich countries and tilts the power towards the elite would be wrong. Both these view points need to be analysed objectively, before favouring one or the other. Another factor of concern is related to the free trade model, which is known as the “Washington Consensus”. Should it be fair to apply it to those countries at a relatively early stage of development. This concern is also felt in Pakistan and similarly in other developing countries, which fear that free trade adversely effects indigenous exports and lead to unfair competition in the World market.

Watson (2003: P. ix)²⁴ “believes that one can resist and yet simultaneously benefit from the specific economic, political, cultural and social aspects perceived as “globalisation”. At this point the researcher tends to side with Watson viewpoint

3.9 Encountering Globalisation:

Mobility of information and communication through the development of satellite and cable services and due to more liberal regulations, the television markets have transgressed national borders to an international scale. The main headlines flash across the world in no time. Internal matters can no longer be kept secret, world media carries the news in no time and world reaction keeps the politicians in check. Human rights organizations watch like hawks and raise a hue

and cry over injustice being committed in any part of the world. Countries no longer live in isolation. There is a greater interdependence of nations and people. Talk of global citizenship is afloat; the idea is fast catching up. Through the new telecommunication networks we can now enter into global communications at the touch of a button. The World Wide Web can facilitate a person in becoming a member of a global user group.

There is a greater influx of people pouring into one country or the other for one reason or the other be it higher education, business, political instability in their country of origin or sheer economic reasons for example the migrants who seek work in more affluent centers of the world.

Mobility is the key to the emerging global order. With mobility comes encounter, which can be viewed with hostility as well as favour. The intermingling of cultures can have its merits and demerits. Understanding of each other's cultures can make one more tolerant towards people who act, think, eat and behave differently. At the same time it can create friction among people of different races and build up a volatile situation (which the world is facing today). The processes of global change are multifarious and they are experienced differentially by all those who confront them.

Robins (2000. P. 195)²⁵ says "Globalisation is transforming our apprehension of the world in sharply contrasting ways. It is provoking new senses of disorientation and of orientation giving rise to new experiences of both place-less and placed". Culture and identity form an important variable of the present research. As they are closely linked, so before recommending a global language the researcher will look at this aspect in greater detail and look for authentic evidence which will support or nullify her premise.

At this point in her study she will only look at some broader aspects of globalisation in relation to culture and identity in continuation of the foregoing debate regarding complexities of globalisation.

The concept of "global village" which has resulted in the global shift is associated with the creation of world markets and growing economics, with international communication and spread of media plus international travel. All these happenings have a bearing on how we look at our lives and the world around us. Depending on our perception of shared or common cultures for some it evokes cosmopolitan ideas, others oppose what they see as cultural homogenization.

With the ongoing debate on globalization, we realize that the concept is transforming our viewpoint about the world in sharply contrasting ways. As Ahmed (1993. P.36)²⁶ puts it:

The mixing of images, interlocking of cultures, juxtaposition of different peoples, availability of information are partly explained because populations are mobile as never before. The mobility continues in spite of increasingly rigid immigration controls. Filipino maids in Dubai, Pakistani workers in Bradford, the Japanese buying Hollywood studios. Hong Kong Chinese entrepreneurs acquiring prime property in Vancouver testify to this. The swirling and eddying of humanity mingles ideas, cultures and values as never before in history.

Rushdie (1991. P. 394)²⁷ calls it a hotchpotch “a bit of this and a bit of that is how newness enters the world.” Another important globalisation is a return to more traditional and fundamental loyalties in the recent period. At the forefront of which lie resurgent religious cultures and identities. While there has been a return to fundamentals within Hinduism, Judaism and Christianity, yet the clamour against Islamic fundamentalism seems to stand out for its opposition to global times. What is cited, as an example is attempts by some Islamic countries to ban satellite television which is taken to symbolize resistance to global information and communication flows. This is a point of view with which the researcher disagrees but she will not dwell upon it as it does not come within the ambit of her research design. She will try to prove that cultures and identities can be upheld. One can take pride in ones origin, language and religion and yet have a global vision. If the west is sincerely looking for peace and order in the world, it has to realize that Muslims and Islam have to play their due role. As Peter Beyer (1994 P.3)²⁸ argues the “revitalization of religion is a way of asserting a particular (group) identity, which in turn is a prime method of competing for power and influence in the global system; the central thrust is to make Islam and Muslims more determinative in the world system not to reverse globalisation. The intent is to shape global reality, not to negate it”.

3.10 Glocalization

From the foregoing discussion, the concept of glocalization²⁹ naturally emerges. Bauman considers this to be an important aspect of globalization. The term “glocalization” is a portmanteau of globalization and localization. By definition, the term “glocal” refers to the individual, group, division, unit organization, and community which is willing and is

able to “think globally and act locally”. The term has been used to show the human capacity to bridge scales (from local to global) and to help overcome meso-scale, bounded “little-box” thinking.

The term glocalization originated from within Japanese business practices. It comes from the Japanese word dochakuba, which simply means global localization. Glocalization was popularized in the English – speaking world by the British sociologist Roland Robertson in the 1990s, and the Canadian sociologists Keith Hampton and Barry Wellman in the late 1990s.

In general the term glocalization is defined as “The creation of products or services intended for the global market but customized to suit the local culture³⁰”. An important aspect of glocalization is the development of communication technologies. These technologies connect the global platform with the local platform.

Bauman, glocalization implies “a restratification of society based on freedom and movement”. (Habbard 2004)³¹. It is also a combination of deterritorialisation and reterritorialisation. The first process is the increasing economic activities outside and over the level of the nation state and the latter is the paradoxical claim to form new nation states. (Habbard 2004)³² According to Bauman, glocalization also means “Globalization for some, localization for others.” (Habbard 2004).³³

Another quote of Bauman is: “Some inhabit the globe, others are chained to place (Habbard 2004)³⁴. This is the core of Bauman’s perception of glocalization. It results in a world wide reordering of society based on freedom and movement. The consequence of this development is a polarized world.

The localized people are tied to space and have an inferior existence with less opportunities to develop. Because of the locality and reduced opportunities people cannot reach out of their domain.

Coming to the different levels in which globalization occurs. There is the continental level, the national level or the local level. The main aspects of this local level. (as has been discussed earlier in the chapter) are the socio-economic structures, cultural backgrounds and the development of languages which play a crucial role.

Influences on the concept of space have changed life radically. We now live in a world within reach of almost everything. Economics and communication systems have developed to a point where we now

have worldwide access. Developing countries now rely on the first world to aid them to create a better existence for themselves.

To conclude the commentary it can be said that with the spread of globalisation living conditions have improved considerably in almost all countries. Economic growth has made significant improvement. To quote numbers of people around the world living in abject poverty and attributing it to globalisation would be jumping to the wrong conclusion. No country, more so the poorest, can afford to be isolated in today's fast moving global economy. It goes without saying that every country should seek to reduce poverty. On the other hand the international community can help in a big way by strengthening the international financial system through trade and aid, thus integrating the poorest countries into the world economy and helping them grow more rapidly and reduce poverty. What is needed is to ensure that all people in all countries have access to the benefits of globalisation.

The researcher has tried to explain globalization, how it is viewed by the have and have-nots, what issues are related to it and how integration of the global economy plays a role in the development of poorer countries. It is a reality staring us in the face. It is a movement that encompasses both social and economic issues.

Looking at these issues from a holistic perspective we go back to the role of a global language, a language that has the potential of bridging the gap between peoples of different countries of the world. The research question is related to the study of English in comparison with other world languages. It is the functional aspects of this language which is the thrust of the present research.

This change of attitude towards a second language is also an aftermath of globalisation and the spread of electronic media, as the movement has reduced the world to a small community, giving it an awareness of the need of having a language for communication.

In the next chapter the researcher will try to look at the position and status of English. She will further examine its potential of becoming a world language. Finally she will examine its present position in university programmes of Pakistan.

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4 Position of English Language Among World Languages

4.1 Introduction

In the third chapter, the researcher talked about the movement known as “globalisation” and briefly touched upon the effects it has had on the economic, social, cultural, political, technological, scientific and media front.

In this chapter she will make an attempt to study the position of English language among other world languages. She will look at the current status of English in the world, aspects that contribute towards a global language, requirements for such a language, advantages and disadvantages of having such a language, local viewpoints for having English as a second language, and finally she will talk about English as a language which can contribute towards the development of a developing country like Pakistan.

4.2 Current status of English.

In many countries English is the first language for most people. It is also used extensively as a second language and an official language throughout the world. India is quoted as having the worlds largest English speaking and understanding population. India’s population of fluent speakers is second only to the USA. Estimates range from 150 to 250 million. English is the most widely taught and understood language and has been often described as a world lingua franca¹.

In the past the spread of English was linked to colonization today it is attributed to an accidental by product of global forces and justified on the basis of its functional utility. In the present era English has taken up a neutral position. It is no more viewed with hostility or connected to cultural and political issues. It is believed by the majority of people that knowing this language has its advantages. It is a fact that people who have a working knowledge of it have greater opportunities the world over.

Bhatt (2001 P.541)² comments that the cline of bilingualism is related to the users and uses. He goes on to say that Kachru (1984)

has identified four functions of English in South Asia. (a) instrumental – English as a medium of learning in educational systems; (b) regulative – English in administrative and legal systems; (c) interpersonal – English as a link language between speakers of mutually unintelligible languages or dialects in sociolinguistically plural societies, and as a language of elitism and modernization; and (d) imaginative – English in various literacy genres. More on the first three functions of English will be discussed during the course of this study.

Returning to the discussion on the importance of English.

Platt (1984. P.1)⁴ dealing with the subject “New English” commented that “ Many of the new nations which were once British colonies have realized the importance of English not only as a language of commerce, science and technology but also as an international language of communication”.

Kachru (1986. P.8)⁴ is also of the same opinion, he says “English was originally the foreign rulers language but that drawback is often over shadowed by what it can do for its users”.

In Indo-Pak the Muslims initially resisted the adoption of this language, on the basis of religion and identity, but as time passed they realized its utility and forgot the political aspect and accepted its functional benefits.

Kachru says (1986. P.8)⁵ “whatever the reason for the earlier spread of English, we should now consider it as a positive development in the twentieth century world context”.

Brekon (2000. P1)⁶, commenting on the spread of English in the 21st century says faster economic globalisation is going hand in hand with the growing use of English. People are encouraged to send messages in English rather than in their own language”.

The researcher has observed that most people do not take this as a threat to their identity and view it as an unavoidable trend and a means of communication worldwide. Even in Pakistan people send SMS messages to each other in “Roman Urdu” instead of using the Urdu script they use English alphabets. This is done for two reasons, one the Urdu script is not available in the cell phones software and two because they do not know English. This method helps them communicate directly with their relatives and friends. In addition sending messages through this method gives it a personal touch.

Looking at it from this perspective the spread of English may be seen as a positive development, which helps promote cultural

exchange. The spread of English in the researcher's opinion in no way endangers local languages it only assists in reaching a wider audience. Provided that one can keep a balance between the supporters of the National language and those who encourage the learning of a foreign language. It is high time that English be looked upon as any other second language, which has the potential to become a global language and not as a language of the imperial masters.

The reason for taking this stance is because in the present scenario English has fast gained the position of a global language. Reley (2008. P.2)⁷ in her article "What is Global English? states:

"Global English has now come to stand in as a manufactured historical and cultural condition constituted in part by the supposition that language has made it possible to elude or transgress the boundaries of nation and races, we are distinctly no longer in a moment of Thomas Babington Macaulay's "Minutes on Indian Education", a moment in which English and an English education can be imagined as the formers of an educated populace that is English in all but "blood and colour."

The researcher tends to agree with Reley's views. The world has moved far ahead. It no longer looks at English (or for that matter any other second language of erstwhile colonizers) as the language of the masters and thus not worthy of learning, even centuries after they left. Whether one likes the notion of global English or not yet the developments that are taking place around the world indicate that it is inevitable.

To strengthen this notion she would like to quote from Comenius (2008. P. 114 in Etzioni)⁸. The idea of a global language regained its popularity in 17th century Europe. John Amos Comenius, an advocate of universal education, called for a universal language to provide the most efficient transmission of human knowledge. In his *Via Lucis* (1641) Comenius writes (1948). 141-142)

There are throughout the world as many different languages as there are peoples, and since for that reason there can be no open way to most of the peoples of the earth, it must be our business to take thought for the establishment of a single language common to them all. And if such a language can be found and brought into use, then we shall have what

we are seeking, a perfectly open way for teaching all necessary things to all men”.

Comenius believed that a shared language was necessary for purposes of communication and to teach “all necessary things to all men”. His views are shared by the researcher in so far as teaching goes. Her research premise revolves around two frames of reference, one the global scenario and the other the role of English in university programmes in Pakistan. English (by her) is seen as that shared language (for the present at least) that can teach “all necessary things to all men”.

It is globalization in general and its economic effect mostly which forces us to look for a shared language.

Held (in Dewey 2007 .P.444)⁹ look upon “globalization” as the widening, deepening and spreading up of a world wide interconnectedness in all aspects of contemporary social life. This description indicates the extent to which the world is structured at an international level. The present world order is globally constituted in the social, cultural, political and economic realms. This acknowledgement involves looking at the linguistic situation globally. The present accelerated interconnectedness has far reaching implications regarding languages especially one so often described as a lingua franca. He says: (2007.444)¹⁰

“English is like no other language in its current role internationally, indeed like no other at any moment in history. Although there are, and have previously been other international languages, the case of English is different in fundamental ways, to the extent of its diffusion geographically; for the enormous cultural diversity of the speakers who use it; and for the infinitely varied domains in which it’s found and purposes it serves.”

Dewey is of the opinion that global transmissions are locally consumed, and hence remodeled, reconstituted and transformed. Linked to this, there is an increasing sense of “borderlessness” acknowledged in a good number of related fields and disciplines. Societies can no longer be spatialized in a conventional sense. The researcher being in conformity with these views thinks that we need to rethink about the language models and practices to be introduced in the curriculum which will bear the desired fruit.

Moving on then to what exactly do we mean by the term “Global English”? Crystal (1997:2)¹¹ describes, “Global English” as “English in use around the world in the latter half of the twentieth century”. Others define it as the lingua franca of the modern era. These definitions direct us to the phenomenon of its spread.

The spread of English has been generally viewed as a result of two reasons. One due to migrations of huge numbers from the British Isles to Australia, New Zealand and North America. The second reason of its spread is attributed to colonization. Wherever the native speakers went they brought with them the resource of language and its potential for change. Due to this we find a number of varieties in English. Commonly accepted varieties of English include American and British. Like Australian, Canadian and New Zealand other varieties are also fast catching up. The Indian variety, Singaporean variety, Bangladeshi variety and the Pakistani variety are all gaining a position for themselves among nations.

Hassan (2000.P.4)¹² while talking about different varieties of English says, “a language grows from a number of elements in a given society. When a language is taken up by one community from another, it is not simply lifted from one part of the world and transplanted to another. It is learnt *ab-inito* through a reconstructive cycle within the social environment of the new community.”

This again is an aftermath of the flow and movement of people coming from all parts of the world and bringing with them their peculiar dialects and varieties. The tolerance with which these varieties are being accepted is more in response to global imperatives than to human generosity.

Crystal in (Schneider 2007. P.1)¹³ explains the role of English as the leading world language through a series of subsequent but rather coincidental processes: he says “English happened to be the language of the British Empire and colonial expansion between the seventeenth and nineteenth centuries, of the industrial revolution thereafter and in the twentieth century of the USA as the leading economic and military superpower and the main agent of today's economic and cultural globalization.”

Schneider (2007. P2)¹⁴ while agreeing with Crystal states that this is only part of the story. In many countries English was a language imposed by the foreign colonial master. One could have expected it to be abandoned after independence. Indeed some countries like Tanzania or Malaysia attempted to do so and proposed the removal of English as their political goal. Pakistan too has been attempting to do

so and yet as the following chapter will indicate the efforts have received a lukewarm response from the public and the policy makers. No clear cut policy has been devised to date. Schneider (2007. P.2)¹⁴ endorses the researchers views in the following words:

“English has managed to stay, not only in formal and official functions; it has indigenized, regionally distinctive forms and uses of its own, in contact with indigenous languages and cultures and in the mouths of both native populations and the descendants of former immigrants making even deeper inroads into local communities.”

Wikipedia¹⁵ records the spread of English language, dialects and regional varieties in the following words.

“The influence of the British empire, and commonwealth of Nations, as well as the primacy of the United States, especially since WW II, has spread English throughout the globe.. Because of that global spread, English has developed a host of English dialects and English based creole languages and pidgins”.

As a result of globalization, a language through which the world can communicate is becoming the need of the hour, and world English is being looked upon as a reality. Crystal (1997: P2)¹⁶ endorsing this concept says; “In 1950, any notion of English as a true world language was but a dim, shadowy, theoretical possibility, surrounded by the political uncertainties of the Cold War, and lacking any clear definition or sense of direction. Fifty years on and world English exists as a political and cultural reality”.

This chapter of my study aims to find answers to questions which address issues like what makes a world language, and more importantly why is English in the lead position. Will it be able to maintain this position?

Crystal (1997. P.2)¹⁷ while talking about English as a global language comments that for those who have English as their mother tongue this situation can arouse feelings of pride as well as horror, pride at the fact that their language is gaining a world status and [for the more conservative] horror at how it is being used and is changing its form and shape. This is because every variety borrows from its own culture and grammar of its first language. On the other hand if its not one’s mother tongue even then you could have a love hate relationship

with it. You might be strongly motivated to learn it as it opens up avenues for your future progress. But at the same time be averse to it as it involves a great deal of effort.

Second language teachers are aware of this mixed reaction. The situation in Pakistan is no different. Even though the desire to learn English and as a result be able to communicate with a greater number of people exists in most students, they grudge the fact that students who know the language have an unfair advantage over them. In the Pakistani situation students coming from the “Urdu –medium” system (where the medium of instruction is the national language) are resentful, envious and perhaps even angry at the advantage students coming from an “English medium” school have, over them as far as the job market is concerned.

These feelings are natural, as they feel threatened by the situation fast developing around them. Such feelings give rise to fears, be they real or imaginary. Fears tend to lead to conflicts. Rioting over language issues is not an unfamiliar phenomenon. Language is always in the news. These days news in circulation is of a global language. The question is how does a language achieve a global status?

4.3 Aspect of a Global language:

Schneider (2007, P.1-2)¹⁸ in the introduction to his book “Post colonial English” remarks that one of the most remarkable, and perhaps unexpected, social cultural change of the modern period, has been the global spread of the English language. He goes on to say for centuries scholars have dreamt of a single universal language which would allow all of mankind to communicate with each other directly, but all attempts at constructing such a code artificially have failed in practice. He believes that now one such language has emerged quite naturally. The language has spread into this role without any strategic planning – it is the world’s lingua franca and the language of international communication, politics, commerce, travel, the media and so on.

He further comments that English has diversified, and developed into home grown forms in many locations. It has also become an indigenized language, even a mother tongue, in several countries around the world. In some countries, the descendants of former colonists or colonizers have retained the language to the present day; like in Pakistan. In other countries the local indigenous population adopted and appropriated the English language for themselves, thus contributing to its diversification and the emergence of new varieties.

Crystal (1997. P.8)¹⁹ expressing a similar viewpoint says;

“No language can achieve a genuine global status if that language is being spoken and used by a few nations, who have that language as a mother tongue. A global language performs a special role that is recognized by all countries. So mother-tongue use by itself cannot give a language a global position. For achieving these heights a language must be adopted by other countries of the world. They must give that language a special place within their communities. Its use may be for social, official, political or economic reasons. To function well in such societies, it is essential to master this language as early in life as possible. In such a situation this language is acquired as a second-language in addition to ones mother tongue or first language”.

The second factor that contributes to a language acquiring a global status is its role as an official language. English has a special status in this regard. Crystal lists 70 countries that have English as an official language. He further compares languages like German, Spanish, Russian and Arabic, which also enjoy this status, but to nowhere near the same degree as English.

English is now the language most widely taught as a foreign / second language in more than a hundred countries. Even countries where English was not a part of the school curricula now realizing its emerging position are opting for it as a foreign language, e.g. China, Russia, Germany, Spain, Egypt and Brazil.

Schneider (2007. P.2)²⁰ says:

“Its pull and attractiveness are immense. From Barbados to Australia, from Kenya to Hong Kong a traveler will today get along with English, but he or she will also realize that the Englishes encountered are quite different from each other – pronounced with varying accents, employing local words opaque to an outsider, and even on closer inspection, constructing sentences with certain words in slightly different ways.”

Schneider's views can be substantiated by the researchers personal experiences. She got an opportunity to visit, China, Germany, Spain, France, and Algeria. In the first four countries her visits were short, but they yielded useful insights as to how (not just at the

governmental level, but even at the level of the common man) English was fast gaining the status of a global language. This was because it was the general opinion of people that for advancement, scientific growth and development it would be more useful to have English as a second/foreign language.

The researcher's stay in Algeria was for a year, where she was sent on deputation to teach English as a third language. This was in 1980: even then the realization that besides French, English too should be acquired by the students was strong, though it took sixteen long years to bring about this change. In 1996 English replaced French.

Global trends have made it quite evident that a global language will be used by more people than any other language. English has already reached this stage; nearly a quarter of the world's population is proficient to varying degrees in English. Crystal gives the figure of 1.5 billion people. These figures were collected in the 1990s. The number is steadily growing. Wikipedia states these figures vary between 1.2 and 1.6 thousand million.

This brings us to the question, is it sheer numbers that make a global language? After a little pondering perhaps the majority would say no. It has many other features to it.

A casual look at history would show us that language and power go hand in. No matter how large a community or country, if they are weak and underdeveloped that language will not become a global language. Crystal (1997. P.10)²¹ while making this observation says "Language has no independent existence, living in some sort of mystical space apart from the people who speak it. Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed on the international stage, their language succeeds. When they fail, their language fails".

In the researcher's opinion this is a factual observation, we can trace the spread of English to the spread of British colonies. It was language of the masters, it had the political force and financial support required to promote a foreign language. During the present times the spread and popularity of American English can also be attributed to America's military and economic strength. This has always been the reason behind the spread of a language. But it became an important factor early in the twentieth century, when economic development began to operate at a global scale. The growth in industry and business brought about a revolution in international marketing and advertising. The power of the media surpassed national boundaries. The desire to make progress in science and technology aired the flames for higher

intellect and research, which inspired further education. Any language, which could help and support the hub of such activity was sure to gain a global status, English happened to be at the right place at the right time. In the nineteenth century Britain had become the world's leading industrial and trading country. British imperialism introduced English to other parts of the world.

By the end of the nineteenth century USA's population was almost 100 million. Through its economic supremacy it almost single handedly continued the spread of language. The power that kept up the spark was the US dollar and the language behind it was American English.

4.4 Requirement of a global language:

Almost all definitions of "language" allude to one property, that is, its communicative role. Language is the vehicle through which human beings communicate with each other. It has a social function to perform besides its other functions. Not only within a given country but also around the world there are a number of languages, and it is not possible for every individual to know all languages. As a result it hampers communication. In the past global movements were not as rapid as now. Due to this and other related global issues the need for a global language is being keenly felt. Crystal (1997. P.12)²² while giving his opinion on the need for a global language says "translation has played a central role in human interaction for thousands of years. When monarchs or ambassadors met on the international stage, there would invariably be interpreters present. But there are limits to what can be done in this way".

Etzioni (2008. P.115)²³ also comments on this aspect in the following words:

Anyone who has observed, or ever just imagined, an international meeting of civil servants from scores of nations, the staff of various international NGOs, or organizers from several transnational social movements will find it self-evident that their work is much served by being able to confer with each other without the cumbersome and costly apparatus of simultaneous translation.

Talking about the merits of a global language Etzioni is of the opinion that adopting a global language would greatly reduce the costs of conducting transactions and communicating across national borders, whether for public affairs e.g. conflict resolution,

coordinated reactions to natural disasters, preventing environment degradation and building coalitions for social cases, or private affairs e.g. economic activities. It seems equally self-evident that the sharing and communication of technical and scientific knowledge across borders would benefit from not having to be translated.

Globalization plus the emergence of a large number of international bodies such as the World Bank, UNESCO, UNICEF, World Health Organization, NATO, Commonwealth, and the European Union have necessitated the adoption of a single lingua franca to facilitate communication. An alternative to this would be expensive and impracticable multi-way translation facilities.

For the effective running of the aforementioned organizations a few languages have been designated e.g. English, French, Spanish, Arabic, Russian and Chinese. A large amount of the budget of these organizations is spent on translation and office staff required for its functioning. Need is being felt to reduce this cost. Nevertheless it is not easy to withdraw any language because no country likes to see its language losing its international standing. In answer to why English is being viewed as one, the reasons given are that it is widely spoken, by international treaty it is the official language for aircraft/airport and maritime communication, as well as being one of the official languages of both the European Union and the United Nations, besides most international athletic organization including the International Olympic Committee, have English as the official language. Around the world books, magazines and newspapers written in English can be easily found. As mentioned earlier English is the language of science and technology. Wikipedia in "English as a global language" states that in 1977, the Science Citation Index reported that 95% of its articles were written in English, even though only half of them came from authors in English speaking countries.

Bollag (2000: A-74 in Etzioni (2008. 119)²⁴ in an article entitled: "The New Latin: English Dominates in Academe" reports.

Ninety five percent of the 925, 000 scientific articles published in thousands of major periodicals in 1997 were written in English, according to Eugene Garfield founder of the Science citation Index, which tracks science publications. But only half of the articles originated in English – speaking countries. The trends toward publishing in English began after World War II and has accelerated over the past 20 years.

This situation has also been commented upon by Adrienne Appel (2008: P.9)²⁵, whose article “Dominance of English alienated most scientists” appeared in the English newspaper Dawn changing the maxim “publish or perish” to “publish – in English – or perish” and goes on to say; that English has come to dominate science around the world, and that millions of researchers who do not speak and write English fluently are excluded from recognition. A group of scientists are calling for change. Most professional journals are published exclusively in English and require that all articles be submitted in English. Professional meetings where scientists share their work are often conducted in English.

Young researchers who do not know English, would thus be excluded from publishing and recognition. The global public loses out by not learning about important research underway by non-English speakers.

Returning to arguments related to the cut down on the cost of translation the only way out is to have an international language which can be used in such situations purely for its utilitarian purpose. English appears to be such a language as competence in English seems to grow around the world.

The researcher can back up this argument from her own experience during her travels. English came to her aid in Spain, Germany, France, Saudi Arabia, Dubai, China, Netherlands, Oslo, Italy, and the Benelux countries. If she had not had the advantage of knowing this foreign language she would have found it difficult to get by.

Development in technology and modern communication and growth in international contacts have provided the circumstances for a global language. Crystal (1992. P.12)²⁶ while talking about the developments that have taken place since the 1950s says that they have effected almost every country of the world to a greater or lesser degree. There is no nation now, which does not have some level of access to the use of telephone, radio, television and air transport. Even facilities like fax, e-mail and the Internet are accessible though at a lesser degree.

Almost 80% of Pakistan’s population lives in the rural areas. Yet they too are aware of these trends. Some areas actually have these facilities. At other places (even in far flung and remote villages) the government is making a sincere effort to provide these facilities, so that the youth is aware of technological advancements. We too are a part of the global village and keeping abreast of the changes that are

taking place around the world will be a step towards finding a place for ourselves in this global village.

Coming back again to the central question why we need a global language, looking at the political scenario world wide, it can be said that never before in history was there a greater need felt for so many nations to talk to each other. Look at the situation in Iraq, Syria, Israel, Palestine, Kashmir, Chechnya and Afghanistan. Their problems are no more their own, they involve the rest of the world as well. In order to maintain peace nations need to talk to each other and understand other's point of view. There is greater dependence on each other to eradicate poverty, hunger and disease in the world.

Another serious threat is "terrorism". If we are to make the world into a livable place for our coming generations, understanding each other's view point and beliefs is important. Language is a tool that can bridge the gap. In the researcher's opinion a world language is an urgent need of the hour.

4.5 Disadvantages of a Global Language:

The researcher can see the advantages of global language yet she is not oblivious to the fact that languages are closely related to identity. This is a sensitive issue, which needs to be approached with caution. Should a global language be adopted at the risk of demeaning ones native/national language? The answer would be a prompt "No". At this point the writer would like to quote Dr. Vermeulen Associate Professor at the School of Governance and Organizational Science Utrecht University Netherlands. In an informal discussion the researcher asked him what he thought of having English, as the global language? Instead of replying directly to the question he said "One of our minister suggested that all subjects at the university level should be taught in English, but the parliament turned down his suggestion. They were of the view that having English as a foreign language and equipping the students with an additional language had its advantages. At the same time the sense of pride one had in ones own language could not be endangered." I tend to agree with his point of view.

Etizoni (2008: 117)²⁷ quotes different writers who share similar views.

He writes, proponents of a shared regional language, let alone a global one, must deal with the fact that language constitutes a key element of the identity, bonds, history, and culture of many existing communities, whether on a national or merely ethnic level. This intimate connection between language and culture leads many to

oppose the prospects of a shared language (Macedo, Dendrinos, and Gounari 2008 especially 1-21, 45-59 Phillipson 2001; Sonntag 2004). --
----- In short, although the merits of a shared language can be readily outlined the sociological and communitarian foundations of the opposition are equally strong. Hence the quest for a shared language must take a different course: instead of replacing the mother tongues, the global language is best considered as an additional language.

Crystal (1997. P.12)²⁸ too airs his view on the dangers of a global language. In his opinion "perhaps a global language will cultivate an elite monolingual linguistic class, more complacent and dismissive in their attitudes towards other languages".

Another danger of a global language would be that it would give undue advantage to those who have it as a native language. In today's competitive world this would create a greater divide between the rich and the poor. One needs a language to communicate, everybody learns his mother tongue in the world, and if people can communicate through it, why would they learn a second language? As it is there are many arguments for preservation of endangered or dying languages. People are very possessive of even their regional languages, as language, culture and civilizations are closely connected. Loss of those languages would mean a loss of valuable heritage.

The researcher is not advocating a case for a global language (be it English or any other language) at the cost of one's native language. She is studying this phenomenon in the context of the global movement and the situation emerging out of the events developing across the globe. Whether we like it or not English is gaining impetus as a global language. If developing or underdeveloped countries want to reap advantage from the present scenario, then it is their requirement to look at English from the angle of a second/foreign language. To look at its functional aspect while upholding one's national/native language. The researcher tends to agree with Crystal's (1997: p.2)²⁹ viewpoint that "if a global language is taught early enough that is when a child begins his formal education, and is continued and planned well the result is encouraging and powerful bilingual ability is transferred to the learner". Linguists believe that there is a naturalness with which children assimilate another language, if they are regularly exposed to it. It is an ability, which seems to die away as children reach their teens; a lot of studies have been conducted to find an answer to why this should be so. However no conclusive answer has been found till date. Yet one finding that emerges out of such researches is that if foreign language learning is to be taken seriously then the sooner the

better. To prove the authenticity of this principle examples can be given of schools where the national and foreign language are taught simultaneously (*i.e. the English medium/missionary schools) the pupils are exposed to a bilingual environment and develop competence in it. This perspective can be supported by the researcher's own experience. Early education in a missionary school. She was exposed to both languages, English and Urdu, as a result is equally at ease using both.

As the researcher has mentioned earlier, language attitudes are changing all the time and more and more people see the advantages of knowing a foreign language especially English as it is now so well established that it no longer belongs to any single nation.

Governments, who wish to see their countries among the developed nations of the world, need to focus on the linguistic features of a world language. They need to formulate policies and ponder carefully over language planning. They need to adopt long-term policies and plan ahead. Crystal (1997. 12)³⁰ gives a daunting picture when he says, "if they miss this linguistic boat, there may be no other".

The researcher's subordinate question is related to how English is viewed in Pakistan in relation to globalization. To explain the present situation, the researcher will like to quote a few prominent and key figures who were entrusted with the task of bringing about reforms in the education sector.

Dr Ata-ur-Rehman (2007. P.14)³¹ former chairman Higher Education Commission speaking at the International ELT Conference held at NUML Islamabad stressed the need of paying special attention to English Language. He said "the importance of English language in higher education is increasing rapidly as about 95% of the world's literature comes out in this language".

Commenting on why he thought that English was required in university programs he was of the opinion that without realizing its significance "our faculty members and students will not be able to compete at the international level". He further elaborated that HEC was cognizant of this fact. It launched an English Language Teaching reforms (ELTR) programme two years ago to bring about quality improvement in teaching of this global language and to build the capacity for sustainable development of English Language teachers in higher education in Pakistan.

Dr. Tariq Rehman (2006. P.7)³², Professor of Sociolinguistics at Quaid-e-Azam University in his presentation at a conference on elementary education organized by the Sind Education Foundation in

Karachi, talked about how globalisation was affecting the position of languages all over the world. Rehman while quoting Dow Templeton Associates said, "English will become the universal language and capitalism will become the dominant social system".

Commenting on this Dr Rehman was of the view that "if this vision comes true most languages will die and English will be the great "killer" language. It is already moving towards that role".

Rehman believes that increased and rapid communication which is a result of globalisation, has given English a special position as the most pre-eminent international language. English is perceived as the language of power and most students perceive it as a tool of self-empowerment. They think of English as "the most useful sophisticated and superior language out of all they encounter in their daily life".

The importance of knowing the English language has had far reaching affects in Pakistan. Mustafa (2006. P.7)³³ says "in the last few years there has been a widening social, economic and political gulf between the people who have studied in private English medium schools and those attending public sector institutions where the instruction is generally Urdu or one of the regional languages. This has never happened in the history of Pakistan before because the academic standards of schools run by the government and the private sector was never so wide".

The researcher herself has been associated with the faculty of English Language, Literature and Linguistics for the last thirty years. She has seen a steady growth in the number of students who want to gain proficiency in this language. The enrollment has increased from a 100 plus in the year 1977 to over 4000 in 2007. Students are keen to be proficient in the language because of different reasons, which have emerged out of the global scenario. More about this will be discussed in the course of this study.

People from all spheres of life, academics, bureaucrats, politicians or the common man, are aware of the global changes and efforts being made to keep pace with this movement. The researcher's research question looks at the importance being given to English in university programmes, thus she will cite examples from this area to support her hypothesis that the need for promotion of English is keenly felt in Pakistan.

A report (2006. P.18)³⁴ appeared in the daily Dawn with the caption "Speakers for promotion of English language". Speakers

attending a three-day conference on “Vanishing borders: Global English “called for breaking the barriers of languages and adopting English as an international language”.

The conference was organized by the society of Pakistan English Language Teachers (SPELT). Speaking on the occasion former minister of state for education Ms Anis Zaib Tahir Kheli said the government had planned to start English teaching in schools (state / public sector) from class I, so that the children could learn more than one language that would help them during their studies abroad as well as in the country at higher levels.

The minister highlighted the objective, which prompted this move, at the government level. She said our students need English language to help them fare better in their academic pursuits abroad and at home. We cannot afford to ignore its importance. Its high time we removed the ambiguity about which language is to be taught at what level. As Mustafa (2006. P.7)³⁵ rightly puts it “No one questions the need for learning English if the country is not to be left isolated in the Globalisation race. But under no circumstances should the language and culture of a people be allowed to be swamped by the forces of globalism”. The need of the hour is to re examine the present approaches to English teaching in Pakistan: to focus on the significant role that international industry and trade play in the functional role of English: to aim at developing the linguistic competence of the students so that they can be compatible with the rest of the world. Their second / foreign language skills do not pose a threat to them and they do not see themselves at a disadvantage as compared to their counterparts.

To conclude I would like to quote from Coleman, as his arguments supplement the researcher’s position taken in this study, that is that the movement known as globalization has necessitated the need for a global language and at present English seems to be fulfilling that need.

Coleman expresses (2006. P.1)³⁶ his views in the following words.

“Globalization influences both language use and the economics of “Higher Education”. It is a complex phenomenon, with positive and negative social impacts, embracing economics, culture, identity, politics, and technology (Block & Cameron 2002: 2.5) Globalization is characterized by the compression of time and geographical relationships marked by reduced local power and influences (Giddens 1990: 64;

Waters 1995: 4; Mohammadi 1997a, cited in Dornyei and Csizer 2002: 425; Arnett 2002: 74).”

In the section on “Globalization and the spread of English” he quotes from Huppau (2004) and says the spread of English is inseparable from globalization.

Gardt and Huppau (2004; P.X) have established the cause and effect relationship of globalization and English language by stating that;

“Globalization manifests itself in the increased use of English as a second language world wide (and) in the corresponding decrease of importance of other languages in second language acquisition.”

Hence it can be said that English takes the lead position among world languages. It is seen as an accidental by-product of global forces. In the 21st century economic globalization and English are going hand in hand, language has transgressed the boundaries of nations and races. And English more than any other language has made a place for itself as a result of migration and colonization.

A genuine global language performs a special role that is recognized by all countries. Countries must give that language a special place within their communities. Its use may be for social, official, political or economic reason. English is the official language in more than 70 countries. It is most widely taught as a second language. Language and power are closely connected. During the present times the spread of American English is the outcome of its military and economic power. Language is the medium through which human beings communicate. The global movement has made it necessary for the existence of a world community and for a global citizen to have an international language.

In the past translation played a vital role and even today world organizations rely heavily on it. However multi-way translation facilities are expensive. Money spent on these activities could be better utilized on strengthening a global language.

A global language does have its disadvantages as it could lead to the disappearance of minority languages. It would yield greater benefits to those who have it as a native language. It would also mean loss of cultures and valuable heritage.

To wind up the argument, the researcher believes that keeping the emerging development as the result of the global movement in

mind, the government would do well to introduce the students to bilingualism, thus protecting their own identity and at the same time exposing them to an international language which could come to their assistance when they travel abroad for different purposes, official, private or academic.

In the next chapter the researcher will focus on the use of English in Pakistani universities.

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5

Situation in Pakistan

Introduction:

In this chapter the researcher will give a brief background of how English was introduced in the sub-continent. She will however refrain from giving a historical background to the arrival of the British to India and establishment of its colony, as this background does not fall within the ambit of her research.

Nevertheless to understand the attitudes of different sections of the society towards this language it is necessary to trace the advent of English language into South East Asia.

At this point the researcher would like to briefly talk about how English was introduced to the Indian people. This will be done to point out the political and ethical issues attached to the spread of this language, in particular and education in general.

Background:

5.1 Educational Policy Under East India Company 1765-1813

Dr. Kaur (2003. P4)¹ discussing the state of education under East India Company says:

“The East India Company which originally was concerned with trade became a ruling political power after the military victory at Plassey on 23 June, 1757. The administration, including education became its legal responsibility. Warren Hastings the first Governor – General of India in 1781, however partially recognized the duty of the civilized government to promote education. The motive behind his educational effort was political. He established the Calcutta Madrasa in 1781 to conciliate the Mohamedans of Calcutta ----- and to produce competent officers for Courts of Justice to which students of madrasas were to be drafted to go when vacancies occurred.”

She goes on to say, "In 1791, the East India Company founded the Benaras Sanskrit College. This was done to make the British Government acceptable to the native Hindus and to disseminate a knowledge of Hindu law. The establishment of the Calcutta Madrasa and the Benaras Sanskrit College was the first step toward's the Company's education policy. Charles Grant advocated for Western knowledge which was to be imparted through the medium of English."

In 1797 Grant submitted his observations regarding Indians as "utterly low, immoral and wretched". In order to improve the situation he suggested education in the English language.

In 1811, Lord Minto the Governor-General of India asked for improvement in the Banaras Sanskrit College and the Calcutta Madrasa. Education policies were implemented more for political gains, and winning the confidence of the Indian people and less with a clear cut policy on education.

In 1813, Clause 43 was included in the East India Company Charter Act. This Act laid the foundation of the English Education system In India.

In 1834 the Public Instruction Committee, under the leadership of Lord Macaulay, was asked to interpret the implementations concerning education in the Charter Act of 1813. The committee patronized oriental learning, as most of its members were orientalists. This was challenged by the Anglicists who were in favour of western education through the medium of English. Lord Macaulay favoured educating the "elite" and supported the spread of western education through the English language.

In 1835 Lord William Bentinck, also advocated English education and took a position 'that funds for education would be employed on English education alone though without abolishing any college of native learning'. It was not in the British interest to spread education among the masses nor did they encourage the spread of indigenous languages and sciences. The new Governor-General Lord Auckland pursued the same policy.

In 1837, English was made the language of administration and In 1844 subordinate positions were open to the Indians. As a result a large number of Indians started learning English. The government's aim was to provide such education to the privileged class. It was hoped that by such means English language and English culture would filter down to the masses. This however could not be materialized, due to a

number of reasons. These included religious, political, social, moral and ethnic controversies.

In 1857, the Government of India was transferred from the East India company to the British crown. By now English had become the accepted medium of instruction. During 1880 – 1900 three different agencies came forward to spread education: mission schools and colleges, educational institutions organized by educational departments and a small beginning of private efforts by Indians themselves. This period witnessed westernization of the education system.

From 1900 – 1921 a spirit of nationalism had an impact on the development of education in India. Lord Curzon called a “Secret Education Commission” in 1901. It adopted 150 resolutions. However its proceedings were not published as there was no Indian on it. Indians felt annoyed as they felt that the government wanted to crush the spirit of nationalism by keeping the Indians out of the education field. In 1902 the Indian Universities commission was constituted, and in 1904 the Indian University Act was passed. It gave the government more direct control over university policy.

In 1913 the government was compelled due to agitations to introduce certain reforms in education in accordance with the demands of the people. Medium of instruction at the Universities was the root cause of the conflict. It heightened when a Bill advocating Indian languages as replacement for English was turned down in 1915.

In 1917–1919 the Calcutta University Commission was established. Its recommendations were of great significance as they shaped the educational policies of the country until independence. The nationalists demanded the power to control the educational policy of the country, they were of the view that education should develop a national character.

As a result of the Indian Act of 1919 passed by the British Parliament a system of dual administration called diarchy was introduced in the provinces. The provincial executive was divided into two parts – the counselors (British) were responsible for “reserved subjects” while the ministers (Indians) were responsible for “transferred subjects” Education being a transferred subject came under the control of the Indian ministers. These ministers could not bring about the desired results due to lack of funds. Finance being a “reserved subject” was under the control of the British counselors, who were hesitant in giving the required sum of money to Indian ministers.

This situation was not acceptable to the Indian National Congress and it launched the Civil disobedience and non-cooperation movements. As a result people's interest was shifted from education to politics.

By 1922 the situation was normalized and the national institution which had emerged in the backdrop of civil disobedience more or less disappeared. Another ploy that was used to curb the expansion of education was the pretext of raising the standard of education. In 1928 another committee was constituted to report on the situation of education in British India. The committee recommended the need for well directed policy. In 1935 the government of India Act introduced "provincialization" of education.

During 1937 to 1940 provincial ministers dealt seriously with education. Funds were made available for education. Different educational schemes were undertaken. The new act of 1937 strengthened the hands of the Indian education and many new educational programmes were launched. However before these could mature the congress ministers resigned in 1940. Between 1940-45 caretaker governments just marked time thus education was pushed into the background. In 1944, the Central Advisory Board of Education critically examined various aspects of Indian education and gave its findings that it would require 30 to 40 years to bring standards of education in India equal to those achieved in England. In this background Provincial legislatures and Ministers of Education formulated programmes of educational reconstruction. In 1946 congress Ministries came back and continued with educational reforms. However the period between 1946-47 was fraught with political agitation, thus worthwhile educational reconstruction could not be brought about.

Till 1947, the British government failed to create a national system of education in India. The policy of education spelt out by the British continued as the English language dominated the higher level of education.

In 1947 India and Pakistan got independence. It was the duty of both the Nations to formulate policies regarding education in line with the Nation's aspirations. The purpose of tracing the educational policy of India was to give the readers an insight into the educational system of India. The political reasons for the introduction of English Language over indigenous languages became a reason for peoples aversion to the master's language. The East India company had initially come for trade and had ended up by becoming masters, thus they were looked upon as usurpers and their language was viewed with suspicion. In

spite of this by 1947 (the year of independence for India + Pakistan) it had found its way into the corridors of higher learning in India (which included areas that form present day Pakistan).

The researcher in this section of the chapter will move on to post independence educational policies of Pakistan.

5.2 National Education Commission, 1959

Three months after the birth of Pakistan in 1947, Education Conference was organized in Karachi with the aim of chalking out the future educational policy.

Isani (2005. P41)² quoting Mr. Jinnah (the founding father) says, Mr. Jinnah the Quaid (Mr. Jinnah) emphasized the need to impart scientific and technical education to the people, in order to build the future economic life of the country. He further stressed that this should be done in a manner which inculcates in them the true concept of honour, integrity, responsibility and selfless service to the nation.

Following are some of the recommendations made in the conferences:

- a. An advisory Board of Education for Pakistan be formed. The purpose of this Advisory Board would be to seek advice on all educational matters and to provide an effective link between the government and the public as far as education is concerned.
- b. It was recommended to the Constituent Assembly by the Conference that Urdu should be recognized as the lingua franca of Pakistan.
- c. Urdu must be taught as a compulsory language in schools.
- d. The educational system in Pakistan should be inspired by Islamic ideology, emphasizing among many of its characteristics those of universal brotherhood, tolerance and justice.
- e. Religious instruction should be made compulsory for Muslim students in schools and colleges, and same facilities should be provided for other communities in respect of their religions.
- f. Physical training should be made compulsory at the school stage, with special emphasis on activities such as scouting, military drill, mountaineering, swimming, etc. Provision of

- g. Students should be selected according to their aptitude, and should be advised to pursue the type of education for which they would be found suitable.
- h. Efforts should be made for introducing literacy among the masses.
- i. Free and compulsory primary education should be introduced for a period of five years, which should be gradually raised to eight years.
- j. It was also resolved in the conference that universities be requested to consider the question of starting a University Officers Corps for Women and University Nursing Training Corps.
- k. A proposal for establishing a Council of Technical Education in Pakistan was recommended.
- l. Education Departments of Provinces/States were directed to have a comprehensive survey of possibilities of educational uplift of tribal people.
- m. Contacts with foreign countries and their institutions should be established through Pakistani's Embassies and Universities, in order to ascertain the type of books, periodicals and other literature which each country would like to take from Pakistan in exchange of their own literature and periodicals.

These recommendations were made keeping in mind the Quaid's (leader) vision of fostering the youth towards becoming useful citizens. They could in turn carry the burden of developing this new born nation, which was beset by endless problems. The Quaid strongly believed that proper education could steer the nation out of the turbulent waters, and direct it towards progress. This conference was followed by the National Education Conference of 1951. The objective was to prepare a six year national plan for educational development.

The conference held deliberations on the structure of the system of education from primary to university level, duration of education system, curricular, low quality of graduates, examination etc. it also recommended that the private sector must take part in the educational development, as the government alone could not take up this huge task.

Subsequent to the conference Government in Collaboration with the provinces prepared the six year National plan for education. (1951-57).

In this plan we notice for the first time that financial, human and physical resources that were required to turn this plan into reality were taken into consideration. The plan was well thought of particularly with regard to action and implementation along with projections of financial requirements.

The plan managed a number of achievements like a 95 % increase in the number of non-professional colleges. A 221 % increase in the enrollment of females in non-professional colleges. An increase of 85% enrollment was seen in professional colleges. Number of professional colleges increased from 17 to 21 which shows an increase of 23.5%. Number of universities increased from 2 to 4 i.e. 100% and enrollment at university level increased from 644 to 1998 i.e. 210%.

In spite of these achievements the plan failed to integrate educational objectives with socio-economic realities and available resources were inadequate. This was followed by a report prepared by the National Education Commission which was set up in 1959 to pinpoint the factors which were responsible for the failure of the six-year educational plan.

The report looked at education from all angles and presented a comprehensive report. The report states that "no country has ever been able to make rapid progress without a well defined system of higher education. Our greatest national asset lies in the potential skills of our people and our economic and social progress depends on how we develop them" (Government of Pakistan 1959 p.16).

In particular the report stressed the role of higher education in nation building and pointed out that higher education had expanded enormously since independence without adequate facilities.

The commission made various recommendations regarding different fields of professional education i.e. Engineering, Agriculture, Law, Commerce and Medicine.

Most of the recommendations remained unimplemented because of budgetary constraints.

In 1970 another education policy emerged on the education front. It focused on five major areas of reform. Those were centers of excellence, national research fellowships, revision of curricula, modern languages, establishment of new universities, development of colleges,

improvement of faculty, establishment of UGC, representation of elected persons on university bodies, centers for advanced study and research, examination system, libraries and autonomous colleges. This array of themes is an indication that policy makers were trying to do too much without giving any concrete suggestions on how they would achieve these targets, where the resources would come from, and how much time would be needed for these reforms to take effect.

However the policy did not see the light of day as political instability in the country did not allow the Fourth Five-Year Plan (1970-75) to be implemented and the policy was abandoned.

With the new government came another education policy (1979). The objective of this education policy was the harmonization of education in Pakistan with the concept of Islam and the ideology of Pakistan. The major change in this policy was regarding the medium of instruction, which was to be the National Language (Urdu). This was done to strengthen the ideological foundation of the nation.

In order to promote education in general and higher education in particular, the nationalization policy of the previous government was shunned, as the government alone could not cater for such a large population. It neither had the infrastructure nor adequate finances to provide enough buildings and staff which could accommodate the huge numbers that were seeking admission. To address this problem, the private sector was encouraged to set up institutions. They were at liberty to choose the medium of instruction. As a result the private sector choose English as they were aware of the growing importance of this language. They had the foresight and judged well in advance that with the growing demand of the parent wishing to admit their children to these schools, in the long run this trend would yield handsome profits for them. The fee structure of such institutions was much higher. Urdu was adopted by the public sector.

Isani (2005. P 57)³ comments on the situation in the following words:

“This led to a dualism in the system; English medium system for the elite and Urdu medium for the general masses. The planners did not bother to ponder over the effects of this division leading to a division in society. It would create a Pakistani nation having two different set of people with divergent world views.”

This division exists to date. Creating a gulf between the haves and have nots. People who can afford it send their children to

institutions where the medium of instruction is English. Those who do not come from affluent families have to be content with public sector institutions. It is not a matter of choice but affordability.

Rahman (2001. P 242)⁴ reiterates Isani's views in the following words.

“English is an elitist preserve and a stumbling block for all other Pakistanis. However it is also a means of bringing a person into contact with the outside world and hence with liberal humanist and democratic values. Thus exposure to English might counteract the growing religious and cultural intolerance in Pakistan. It is suggested that English should no longer be a medium of instruction for the elite but it should be taught to all children so that it is spread out widely and evenly all over Pakistan. English will then function as an empowering device and a liberalizing influence in the country.”

Rahman also points out that besides removing the class division, the even spread of English would help greater numbers of people to get a wider view of the world and would help them in being more tolerant and enlightened.

The researcher believes that division in society leads to frustration which harvests feelings of anger and results in revolt against the affluent classes. These aspects were not taken into account by the policy makers. Hence no clear cut language policy has been formulated to date. Planners did not take the future into account, and were only interested in giving short term solutions.

From 1979 to 1990 General Zia-ul-Haq remained in power. During this period no other education policy was formulated.

In 1992 during the tenure of Prime Minister Nawaz Sharif a new education policy was introduced. The main objective of the policy was to restructure the educational system on modern lines. This was to be done by universalizing primary education, improving the quality of education, streamlining the management of educational programmes, and shifting higher education from supply to demand oriented study programmes. The policy was prepared for ten years. Within one year of the announcement of the policy, the Muslim League Government was ousted; therefore there was no implementation of the policy.

The next National Education Policy 1998-2010, was announced when the Muslim League Government once again came into power in 1998. its main objectives can be summarized as follows.

- a. to achieve universal primary education:
- b. diversification so as to transform the system from supply-oriented to demand- oriented;
- c. prepare the students for the pursuit of professional and specialized education; and
- d. upgrade the quality of higher education by bringing teaching, learning and research process in line with international standards.

In this policy it is noticed that planners realized for the first time that for sustainable development higher education would need both structural as well as functional changes. For structural changes private provision of higher education would be needed plus greater autonomy to a number of institutions, decentralization of higher education, amendments in the acts of the universities and of the University Grants commission would be required. Besides these factors development of efficient system of cost effectiveness, responsiveness, public accountability, liaison with industry and a system of accreditation for quality control, was recommended. The functional aspects included faculty development, revision of curricula, academic audit, corruption free system of examination, selectivity of higher education, and diversity of higher education institutions. All this would be required for sustainability and development of higher education.

Even a cursory look at the education policies will reveal that ever since independence there has been concern regarding education and the need to reform it. The reforms have been well defined and planners have taken into consideration the social, economic and developmental factors linked with this sector. The intent has always been good. Each successive government has tried to play their part. However the weak link in this chain of events has been that governments have not tried to consolidate the efforts of the previous governments. Each has interfered with the sector according to their own ideological view point. Policies have looked good on paper, plans have been well formulated but implementation has always been weak. Financial allocations have been insufficient. There has never been a well thought out language policy. Lip service has been paid to Urdu, but no serious effort has been made to solve the issue of medium of instruction. Feeder institutions produce three categories of students,

those that have an English medium background, those that come from the Urdu medium stream and the ones coming from the madrassahs. Their level of knowledge depends on the type of education they have received. This is reflected in their academic performance and affects their grades. This is because at the university level the medium of instruction is English especially in disciplines related to science and technology. Hence students who are proficient in English fare better. Educationists talk about deteriorating standards particularly in higher education but to date they have done very little to bridge the gap between the three systems of education. Exposing all the students to English as a second language would be a step in the right direction in today's global era.

Rahman (2001. P. 242)⁵ while giving reasons for why all students should be exposed to English says:

“The demand for English is not incompatible with the fact that many people resent it. They resent it for various reasons: anti-colonial sentiment; feeling that the quest for English is servile and hence against national prestige; or because they do not know it, cannot afford to buy it and feel cheated. At the same time most people actually want to learn it because they feel sure that the system will not change and if they, or their children, do not know English they will always stay, as it were, in the ghetto. Languages other than English are, in various degrees, ghettoising; hence the demand for it. This demand leads to a large supply of institutions for teaching the language. One way of approaching the teaching of English, then, is to focus on the institutions which use it as a medium of instruction or teach it otherwise. These are: (a) English-medium schools; (b) vernacular-medium schools; (c) madrassas; (d) English-language teaching institutions; (e) institutions of higher education.”

5.3 Medium of Instruction:

In order to understand why the debate about which language should be adopted for giving instruction at the primary stages is important is because even after six decades of independence, the language issue has not been resolved. For this one needs to go back a little in time when India was a British Colony.

5.4 An Overview Of English in South East Asia

During the British rule a policy of restricting English education for only the middle class was followed by the British. This was a calculated move on their part. It was thought that its gradual spread would open up new vistas for the educated middle class and become the language of public business throughout the country. Hence people would be forced to learn it. The move paid off, the British government had tapped the psyche of the people. It is a known fact that one follows a course of study for monetary benefits it yields. The public felt that if by knowing the language of the masters they could bag a position in the job market, it was worth adopting it. That was then. Today more than half a century after independence, command over this language still provides opportunities which are unthinkable for those Pakistanis who are not fluent in this language.

A relatively small but influential bureaucracy both civil and military uses English in domains of government administration, military law, higher education, commerce and mass media. This poses a serious problem for those people who come from an Urdu medium background. They can get by with reading and writing tasks, but when it comes to using the language they lack confidence. This results in lowering of self image and they start doubting their ability to compete with people coming from the English medium stream. This preamble will give the readers an idea of why the researcher thinks it necessary to talk about what medium of instruction should be adopted at higher level and why it is thought that English would be a good / useful option.

Dr. Tariq Rehman (2007: P.7)⁶ in his article "Choosing a Medium of Instruction" responds to the various points raised by different sections of society. He believes that the issue is not simply a matter of choice, that is, "what medium of instruction should parents select for their children". It is more a question of affordability. Parents place their children in different institutions according to their economic strength.

Rehman states:

"To begin with the issue of the medium of instruction extends to that of power, social class and money. As such any debate focusing on which language is better to learn in, is incomplete and flawed. All talk about 'choice' is also flawed. A meaningful choice can only be exercised when there is a level playing field for all, when whatever one chooses is expected to yield similar pleasures for all."

He further states that parents would like to give their children the kind of education which would facilitate their entry into both public and private sectors, nationally and globally. As English is used in these domains it is natural that they would want to send their children to institutions where the medium of instruction is English. There might be some exceptions, for example a few activists and some religious people might prefer to send their children to Urdu medium or madrassahs. However, most people would go for a language, which is empowering for them. In Pakistan, the vast majority cannot "buy" this language for their children. English medium schools are expensive. The next option is Urdu medium or public schools. The poorest students go to the madrassahs, where they get free food and boarding. Rehman asks "where is the choice?" the ground reality being there is no choice. This shows that the system itself breeds a society reeking of class division. The elitist schools produce a snobbish class, a privileged group who have greater opportunities of bagging good jobs, of studying abroad and getting a job there, or returning home and making good money. In developing countries if you have a foreign degree you are highly sought after in the job market and hence can get a lucrative job.

Rehman (2001 P. 243)⁷ endorses these views. He says:

"English is still the key for a good future – a future with human dignity if not public deference; a future with material comfort if not prosperity; a future with that modicum of security, human rights and recognition which all human beings desire. So, irrespective of what the state provides, parents are willing to part with scarce cash to buy their children such a future."

Returning back to the point regarding medium of instruction. The majority come from the Urdu medium, constituting of an intelligent but under-confident group when placed against these from the English medium. Those coming from the madrassahs are a different class who can be easily swayed by religious fervour and be used for the vested interests of political and religious parties.

Rehman's views can be substantiated by comments made by students at the certificate awarding ceremony of English studies organized by the U.S. State Department English Access Micro-Scholarship Programme. This programme is intended to enable 14-18 year olds from underprivileged communities to study English at local schools.

The students called it a “once in a lifetime opportunity”. One of them choking with emotion stated “I could never have learned quality English as I am too poor to afford it” (2007. P. 16)⁸ so where is the level ground? Are we giving equal opportunities to all to make a choice regarding linguistic capital.

The tables indicate that the madrassas do not include English. As mentioned earlier, the madrassas uphold a conservative traditional Islamic world view. English was associated with westernization and thus resisted by them. Ayub Khan’s Commission on National Education recommended the inclusion of English. However it could not be implemented. Rahman (2001. P. 254)⁹ points out why inclusion of English was resisted. He states:

“If the madrassa students read the textbooks written by the textbook boards they would be exposed, like the other students, to nationalism as the major ideological emotive of these books is to create a modern citizen and a Pakistani nationalist. Moreover, if the ulema learnt to read English, arguably some of them would encounter alien ideologies such as socialism, human rights, feminism and liberal democracy on their own rather than through the polemical refutations of these ideas taught to them in their final year. In short, as the ulema realised, changes in language-teaching threatened their world view. Moreover, at least some of the ulema seem to regard English as a symbol of the West i.e the most powerful non-Muslim powers upon earth. Thus a senior teacher of a madrassa said recently that ‘today Muslims are using language of non-Muslims (English) for communication’ (Amin, 1998: 61). In other words, English was symbolic of an alien, non (and anti) Muslim identity and therefore to be suspected. Not surprisingly, then, they opposed the reforms strongly and they ‘were translated into action in a limited way’ (Malik, 1996: 128) – so ‘limited’ indeed that the average madrassa student has a medieval perception of the world: that it is divided into believers and non-believers and that the latter are enemies. Even recently, in the summer of 2000, the government of General Pervez. Musharraf tried to encourage them (madrassas) to include modern subjects in their curricula while the ulema resisted such attempts.”

Tables on the following pages indicate the factual position as regards the parallel systems of education. In private schools the medium of instruction is English. In the public sector it is Urdu and English is introduced as a second language in sixth grade. In the Madrassia (religious schools) it is Urdu and Arabic.

PAKISTAN EDUCATION STATISTICS 2005-06

Institutions Type	Institutions		Enrolment By Stage		Teachers		
	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06	
Non-Formal Basic Education	10,336	10,185	359,347	361,747	10,347	10,185	
Technical & Vocational Institutions	Public	747	692	113,664	82,134	7,356	5,097
	Other Public	-	224	-	21,618	-	1,418
	Private	-	2,143	-	134,935	-	7,240
	Total	747	3,059	113,664	238,687	7,356	14,565
Teachers Training Institutions	Public	114	146	27,079	592,371	2,587	3,219
	Other Public	-	-	-	-	-	-
	Private	21	23	9,484	4,221	89	266
	Total	135	169	36,563	596,592	2,676	3,485
Universities	Public	53	59	458,074	362,906	53,557	31,312
	Private	50	57	62,592	61,106	7,076	6,197
	Total	103	116	520,666	424,012	60,633	37,509
Professional Institutions*	Public	-	488	-	202,451	-	6,438
	Other Public	-	71	-	36,794	-	929
	Private	-	957	-	179,986	-	10,770
	Total	-	1,516	-	419,231	-	18,137
Deeni Madaris	Public	-	313	-	37,896	-	1,518
	Other Public	-	41	-	4,909	-	150
	Private	12,654	11,799	1,544,838	1,469,640	63,617	53,241

	Total	12,654	12,153	1,544,838	1,512,445	63,617	54,909
Total	Public	171,801	175,554	21,098,627	23,467,904	734,995	724,128
	Other Public	3,724	3,114	559,895	606,522	19,899	21,082
	Private	54,994	72,466	9,938,864	12,023,011	434,976	600,487
	Total	230,519	251,134	31,597,386	36,097,437	1,189,870	1,345,697

* Professional institutions includes Accountancy institutes, Business Management, Commerce College, Distance Education Centre, Education College/University, Fine Art Colleges, Home Economics, Homeopathic Colleges, IT College/University, Medical Colleges, School/College of Medical Technology School/College of Nursing, Special Education, Tibbia College and Veterinary/ Animal Sciences

Note:

- i. Mosque Schools are include schools
- ii. Other Public Sector means public institutions run by other than Ministry of Education or Provincial / Regional Education Departments.
- iii. Bifurcation of Teacher's gender is not available regarding Teacher's Training institutions and Universities.

Source:

- i. Public Sector data is provided by Provincial/Regional EMISs.
- ii. Other Public and Private Sector data is provided by National Education Census, 2005
- iii. Non-Formal Basic Education data is provided by Project Wing, Ministry of Education.
- iv. University data is provided by Higher Education Commission (HEC), 2005
- v. Teacher's Training Institutions data is collected from Teachers Training Institutions.

ACADEMY OF EDUCATIONAL PLANNING AND MANAGEMENT (NEMIS), ISLAMABAD

PAKISTAN EDUCATION STATISTICS 2005-06

Table-2

Comparison of Educational Data (2004-05 and 2005-06)

Institutions Type		Institutions		Enrolment By Stage		Teachers	
		2004-05	2005-06	2004-05	2005-06	2004-05	2005-06
Pre-Primary	Public	-	-	4046075	4296378	-	-
	Other Public	-	-	29183	94766	-	-
	Private	-	794	-	2744303	-	3405
	Total	-	794	4075258	7135447	-	3405
Primary	Public	135,173	137,751	10,692,475	11,572,634	341,136	348,290
	Other Public	3,482	2,070	387,436	268,085	13,920	5,827
	Private	18,502	16,911	6,178,037	4,993,698	95,080	86,451
	Total	157,157	156,732	17,257,948	16,834,417	450,136	440,568
Middle	Public	14,609	14,982	3,206,557	3,545,836	111,263	114,076
	Other Public	60	273	72,865	96,857	2,188	2,433
	Private	15,749	24,115	1,271,051	1,619,630	133,215	194,244
	Total	30,418	39,370	4,550,473	5,262,323	246,666	310,753
High	Public	8,995	9,110	1,385,594	1,452,035	161,292	161,225
	Other Public	124	315	43,428	48,714	2,350	6,691
	Private	7,471	13,484	683,474	632,259	118,471	194,272
	Total	16,590	22,909	2,112,496	2,133,008	282,113	362,188
Higher Sec/Inter Colleges	Public	1,023	1,075	160,717	679,317	26,579	27,359
	Other Public	34	96	21,140	20,146	656	2,777
	Private	547	1,823	189,388	154,072	17,428	39,289
	Total	1,604	2,996	371,245	853,535	44,663	69,425
Degree Colleges (XI-XIV)	Public	751	753	694,045	282,199	20,878	14,599
	Other Public	24	24	5,843	14,633	785	857
	Private	-	358	-	29,161	-	5,112
	Total	775	1,135	654,888	325,993	21,663	20,568

ACADEMY OF EDUCATIONAL PLANNING AND
MANAGEMENT (NEMIS), ISLAMABAD

PAKISTAN EDUCATION STATISTICS 2005-06

Table-3

Deeni Madaris

2005-06

Name of Wafaq / Tanzeem / Rabita	Institutions	Enrolment	Teachers
Rabita-tul-Madaris Islamia	903	127,800	4,885
Wafaq-ul-Madaris	3,431	545,825	21,106
Tanzeem-ul-Madris	2,633	338,097	12,157
Others	927	101,241	3,742
Not Affiliated	3,507	344,473	11,086
Not Reported	752	55,009	1,933
Total	12,153	1,512,445	54,909

Source: National Education Census, 2005

ACADEMY OF EDUCATIONAL PLANNING AND MANAGEMENT (NEMIS), ISLAMABAD

Students come from varied backgrounds into universities, and naturally fall into two groups. The English medium stream and the Urdu medium. The medium of instruction at the tertiary level is English. This is where the second group faces problems. It is this group the researcher has in mind and wishes to study. Why should they be at a disadvantage? Should we encourage a social class within the education system? Can a fair chance of choosing a medium of instruction be provided to all?

The researcher finds herself in agreement with Dr. Shahid Siddiqui (2007. P.7)¹⁰ who in his article "Education and social class" says; Education is supposed to lead us to emancipation, justice and development by enabling us to remove inequalities in the society.

However even after sixty years of our independence we have not been able to bridge this segregation Siddiqui further cites a study of his which revolved around English language teaching in elite and poor

schools of Islamabad (capital of Pakistan). He says “there was a huge difference in the physical facilities of schools, social background of students, educational qualifications of teachers, and proficiency of teachers,” This situation is not only true of (English Language Teaching) but also reflects the overall educational situation in Pakistan.

The researcher’s contention being that we need to bridge the gap and somehow provide equal educational opportunities to all. This is a tall order, but initially we can start with a uniform language policy.

5.5 Pakistan’s Language Policy

From the aforementioned debate on the medium of instruction, the question that naturally emerges is does Pakistan have a language policy? And if so what does it focus on, Why to-date has the question not been settled.

Mansoor (2005. P.19)¹¹ while commenting on Pakistan’s language policy has this to say:

“Pakistan’s language in education policy has been fraught with problems. As a multilingual and multicultural society, the choice of a language(s) as a medium of instruction is not an easy matter. Apart from other factors, lack of political stability in the country has not allowed any government to adopt realistic practical steps in this direction. The low quality of education remains a matter of concern and students continue to face numerous difficulties and problems in coping with higher education. . At this critical juncture in the life of our nations, it is important to assess whether the medium of instruction is an important variable in success of education and if so what would be a suitable language in education policy for Pakistan.”

In another article Mansoor (2004. P.333)¹² states:

“The Report of the Education Sector Reforms (2001) and the Task Force on Higher Education (2002) set up by General Musharraf have also not addressed the issue of language policy in higher education. The official policy with regards to language has been to maintain English as the medium of instruction in Higher Education after the country’s independence in 1947, as seen in all educational policies and reports of

education commissions and committees set up in this regard (1957_ 1998). This policy is seen as an interim arrangement. The long-term language policy has been throughout to introduce Urdu as the official medium of instruction in higher education once teaching materials have been developed in the national language. Although Urdu was declared the official medium of instruction for schooling (classes 1_ 12) in the public sector soon after the country's independence, the period assigned to the transfer from English medium to Urdu medium in higher education has varied in various reports, that is 15 years in the 1950s (Sharif Commission, 1959) and five to seven years in the 1970s (University Grants Commission, 1982)."

Rahman (2001. P.5)¹³ expresses similar views by adding the relationship of language and power.

"The issue of power is central to policy, both to its making and consequences". Power according to the writer is "that quality which enables the users of a language to obtain more means of gratification than the speakers of other languages". He further states that gratification may be tangible or intangible. A powerful language is one that makes its users achieve these gratifications."

Mansoor's query is indirectly answered by Rehman (2001. P.5)¹⁴ when he says that a powerful language makes its users achieve gratifications. The language policy has been stated in different documents in different versions of the constitutions. The documents state that eventually English will be replaced by Urdu as an official language. In the 1973 constitution for the first time a time-frame has been given.

1. The National language of Pakistan is Urdu and arrangements shall be made for its being used for official and other purposes within fifteen years from the commencing day.

In the researchers opinion this resolve has not been followed as seriously as it should have been. The time frame given for Urdu to become the official language was fifteen years. Thirty four years have passed since then and yet Urdu has not been able to replace English, which is still being used as an official language.

To give weight to her argument, the researcher will like to once again quote from (2001. P.245)¹⁵ Rahman. He says:

“This strategy of private subversion of publically stated policies is not peculiar to Pakistan. David D. Laitin, for instance, tells us that in Kazakhstan laws for the learning and use of the Kazakh language were enacted in 1989 but there are ‘ardent nationalists who vote to promote ‘their’ language, yet send their children to more cosmopolitan schools, where the national language is given at best symbolic support’ (Laitin, 1998: 137). This kind of strategy is observable in all situations where a more empowering language is in conflict with a less empowering one. The less empowering one is ‘generally allowed to become the language of the masses while the more empowering one is the preserve of the elite. Such an unjust policy can be reversed but it is generally not. In Pakistan, for instance, it is still in place after more than half a century of the country’s existence.”

He goes on to say: (2005. P.5)¹⁶ Urdu though a mother tongue of a minority of the population of Pakistan (people who migrated from India in 1947 after independence) has always been the national language. The rationale given by the Government for giving this privileged position to Urdu is that when people migrated from India they settled in different parts of the country, as a result of which Urdu is spread widely across the country, so it is like the first language of all Pakistanis.

The job market is open to people having a knowledge of Urdu or English preferably both. Hence it seems logical to empower every citizen with this language tool.

Another reason of having one language as the national language is a symbol of unity. It strengthen’s a unified Pakistani identity. Rehman (2005. P.7)¹⁷ says “In this symbolic role, it serves the political purpose of resisting ethnicity, which otherwise would break the federation. As for the provision that other Pakistani languages may be used, it is explained that the state, being democratic and sensitive to the rights of the federating units, allow the use of provisional languages if desired.”

Though the provision for the use and promotion of provincial languages is within the constitution yet in reality, their role in the educational institutions and offices is only to the extent of its oral use

mostly in informal situations. This again is because of the tangible and intangible benefits that the provincial languages as opposed to the National language can yield. The scale tilts towards Urdu (the National language) and English (International language) to obtain a higher share of gratification.

Coming back to the medium (due to its spread across the country especially in the urban settings) Urdu is to be used for teaching at the lower level. English by virtue of being an official and international language is to be taught at higher levels especially to those who seek to study science and technology.

Pakistan's language policy focuses its attention on two languages. Urdu as the National language and English as an official language, which was to be replaced by the National language with in a period of fifteen years. This has not happened so far. Rehman (2005. P.5)¹⁸ reinforces the present situation in the following words:

“English is as firmly entrenched in the domains of power in Pakistan as it was in 1947. The major reason for this is that this is the stated but not the real policy of the ruling elite in the name of efficiency, modernization and so on, they continue with English as the official language.”

In the researcher's opinion, its not just the ruling elite who wish to maintain this status quo. Even the youth whether product of English medium schools or otherwise wish that English be given a prominent place in the school curriculum. This is because of the importance English is achieving internationally, and due to emerging global trends.

Moving back to Rehman (2001.P.7)¹⁹ he states two reasons for the status English enjoys in Pakistan. He says:

“the elite has invested in a parallel system of elitism schooling of which the defining feature is teaching all subjects, other than Urdu through the medimn of English. This has created new generations, and even increasing pools, of young people who have a direct stake in preserving English. All the arguments which applied to a small-anglicized elite of the early generation of Pakistan now apply to young aspirants who stand ready to enter the rank of this elite. And their parents, themselves not at ease in English, have invested far too much in their children's education

seriously to consider decreasing the cultural capital and importance of English.”

The second reason he gives is:

“most people think in terms of present day realities which they may be critical of at some level but which they take as permanent facts of life. This makes them regard all changes as utopian or suspiciously radical, to think of abolishing English is one such disquieting thought because, at least for the last century and a half, the people of this part of the world have taken the ascendancy of English for granted. In recent years with more young people from the affluent classes appearing in the British’ O and A level examinations with the world wide coverage of the BBC +CNN, with globalization and the talk about English being a world language, with stories of young people emigrating all over the world armed with English with all these things. English is a commodity in more demand than even before.”

The important phrases in the foregoing are; “present day realities” and “English is a commodity”.

The present day reality is that we cannot ignore the impact of globalization nor the spread of English as Rehman labels it as being a commodity everyone wishes to adopt, especially knowing it can give one power. Language is closely connected to power and its utilitarian function. English happens to be the language of the greatest power in the world. One’s dislike of the language or prejudice towards it, is not going to change this fact. American media, American technology and its supremacy internationally, are responsible for its claim to being a global language. Who wouldn’t like to possess this commodity. The researcher’s contention is that in this fast moving age of science and technology, where major breaks in this field come from technologically advanced countries it would be wrong to deprive large segments of our student population of this knowledge. Globalization touches almost every aspect of our lives, electronic media has been instrumental in introducing the rest of the world, and other cultures, customs and traditions to our world as well. Advancement in means of communication have made it possible for people to travel to all parts of the world within hours. Job opportunities abroad attract and motivate people to try their luck beyond the confines of their own boundaries. The desire for advanced learning entices people to greener pastures.

Talk about global citizenship, and global economy is adrift. In the present era we notice goods and commodities being transported across the world. The interchange of information and communication and the mobility of people we see today have stimulated the idea of a global village beyond the “idea” stage to something within grasp in the real world.

Rehman (2001 P.10)²⁰ is of the view that these global trends will have an effect in all aspects of life. In the backdrop of language especially English, he has this to say:

“Globalization will increase the power of English because it will open up more jobs for those who know it. These jobs will be controlled by multinationals, which are dominated by the U.S.A. They are also controlled by the international bureaucracy – United Nations, World Bank, IMF, donor agencies etc-which have started operating increasingly in “English”. This will increase the demand for English schooling which will make parents invest in English at the cost of their own languages.”

Rahman’s views are shared by many parents and educationists. In all educational policies, along with the national language (Urdu) English has been given a dominant place. Language and identity issues have been discussed by every successive government. Though every government has in principal agreed to replace the official language English by Urdu, yet the transition has not taken place even after sixty years of independence.

The researcher’s research premise is that a nation should adopt a second language for its functional utility. It should not be mixed with identity issues. In the past conservative groups opposed the introduction of English in the school curriculum on the basis that languages brought with them the culture of that particular area, country or region. True, but then the question arises can we close our eyes, to the realities around us? By the end of the nineteenth century Sir Syed Ahmed Khan a political leader, who advocated the cause of the Muslims for an independent state, propagated the learning of English language. If Muslims wanted equal opportunities in the government they needed to know English. In the nineteenth century the world was still divided by distance. Now that the world has shrunk and movement from one place to another has become easy the need for a global language has increased.

Rehman (2001. P.10)²¹ comments:

“While it may not be possible to reverse the trend of globalization, it is possible to promote the concept of additive bilingualism rather than subtractive bilingualism. This means that we should add to the repertoire of languages to gain power while retaining skills and pride in our own language. In order to do this the state and our education system should promote the concept of linguistic rights.”

The researcher is for indigenous languages but at the same time she strongly believes that the system of education should be such that all students coming from these three systems of education should have equal opportunities in the job market. At present unclear language policies have created such conditions that it is difficult to be in a position of power or prestige without the knowledge of English and to a lesser degree Urdu.

The researcher sees a definite role for English not only in university programmes but also across the board, as even at primary and high school level, teaching of English language is gaining impetus.

As has been mentioned earlier in this study in chapter-I mind sets are changing. Aversion to this language is fast diminishing. An awareness of it being a global language exists among the general public. Realization of it being a contact language is echoed in the corridors of the government and among the public it is displayed in discussions on the television and in the print media.

Chaughtai (2007. P.7)²² in her article “Living in an English bubble” talks about the privileged class of the society whose children lack fluency in their national language Urdu yet can prattle fluently in English. This is because from the start anxious parents desirous of their children getting admission in good private schools see to it that their child can get through the admission test of these schools. The demand of these schools is that the applicant must be able to talk in English.

One might ask why is English education so important? The answer lies in Chughtai’s article. Though she advocates the case for strengthening and propagating the cause for national pride, identity and preservation of our traditional values and heritage through the national language, yet she is not oblivious to global trends and demands.

In her opinion:

“English will always remain a foreign language that was bestowed upon us and which has become our most abiding colonial legacy. We can no longer afford to reject this legacy, and mastery over the English language. It affords a definite edge in a competitive world.”

Rahman (2001. P. 248)²³ gives another viewpoint as regards importance of English education. He focuses on its marketability. He states:

“Products of English schools either go abroad to join multinational corporations and the international bureaucracy or drift back home in fashionable NGOs and foreign banks. Not as many join either the civil bureaucracy or the officer corps of the armed forces as before (in the 1950s and 1960s). Those who do appear in the armed forces and civil service competitive examinations do better than their vernacular-educated counterparts (several reports of the Federal Public Service Commission, Islamabad, Pakistan).”

In a Dawn (2007 P.7)²⁴ editorial under the caption of ‘Education Woes’ the editor also talks about this class divide which is the result of parallel school systems. He says:

“Although education in Pakistan does not formally discriminate against anyone, in reality it operates in such a way that the socio-economic status of a child determines the kind of education s/he can aspire for. Those who are affluent find high quality modern education. Those of modest means have no option but to give their children a shoddy education that does not take them far in life.”

Education is seen as a means of achieving a position for oneself in the higher rungs of the society. It is also seen as a tool for finding a good job. The editor goes on to say:

“In a country where the employment ratio is low and competition for the scarce jobs is tough, it is inevitable that the lucrative jobs go to those who are products of the private school system.”

Rahman (2007. P.247)²⁵ airs similar views in the following words:

“In fact, there is a lot of evidence that the products of such schools came from richer and more powerful families than their vernacular-educated counterparts and did consider themselves superior to them even without reference to their privileged schooling. Schooling, however, gave them an obvious marker of elitist identity: the spontaneous and natural use of Pakistani English in an accent nearer to the British pronunciation than that of other Pakistanis. Moreover, what increased their self-esteem was the fact that they did, indeed, fare better in the Inter Services Selection Board (ISSB); the armed forces academies; the superior civil services examinations and other elitist jobs in the 1960s. Moreover, they felt that no drawing room, however posh; no club, however exclusive; no organisation, however elitist – both in Pakistan and abroad – was closed to them. English was much more than a language; it was a badge of status; a marker of elitist upbringing. It gave confidence and even without wishing to sound snobbish, the fluent speakers of English from the English-medium schools (especially from the elitist missionary schools who spoke even better English than their counterparts from the cadet colleges) appeared snobbish to others.’

All academicians’ researchers believe that it the government’s responsibility to provide equal opportunities of education to all segments of society. She also realizes that this is easier said than done. Pakistan has not invested in the development of its human capital. Education has not been a priority with successive governments. Only 2.20 percent of the GDP was allocated to the education sector in the past. The present government has increased it to 2.43. But this is a miniscule allocation. It cannot address the gigantic problem.

This background has been given in order to explain the different systems through which students commence studies at a university. The aforementioned comments support the view that students enter universities with a disadvantage because of this class based education. It results in dividing students into high achievers and low performers. The former owe their good luck to the prestigious institutions they attended. The later belong to the government and low-

fee private schools. This deprivation leads to frustration among students.

The medium of instruction division leads to more complications. Where the government has failed to provide equal opportunities of education for all, it has also failed to formulate Pakistan's language policy in education. To date we are moving forward and backward on this issue. Depending on the governments position sometimes Urdu is brought to the forefront and sometimes English.

Haque (1993. P.17)²⁶ states:

“It may not be possible to alter the position of the English language in the national set-up radically, or to reduce its role across the board by fiat. It has permeated far too deeply and far too long for that. This position seems likely to continue in the foreseeable future. English is also the lingua franca of the international business community. In the years to come even if English is de-emphasized for political reasons, it will in all probability continue to occupy pride of place in critical sectors of national life.”

Haque made the statement in 1993, it is now 2009. The situation has not altered. As has been said earlier we kept switching from English to Urdu due to political reasons but could never actually completely replace it. English had a place in the functioning of government then and more so now. Its importance is felt more strongly now because of globalization. Not only has globalization had an impact on the economic front, it has also influenced social thought and ways of living. Nations can no more live in isolation they depend in many ways on each other. Individuals look upon the world as their oyster holding out hope and opportunities to realize their dreams.

“In Syed's (2007. P.7)²⁷ opinion globalization is having an impact on our social thought, institutions and ways of living. This is the result of interaction between western and non-western societies. Mostly influences are traveling from contact between nations, exposure to one another's educational systems and literature, physical proximity and recently exposure to the electronic media have influenced our thinking and forced us to change our mind sets.”

Talking about aspects of globalization, be they social or economic, one cannot ignore the language aspect. In the global

scenario the international language, English has gained this position due to its power and number of users. The researcher will refrain from defending this statement here as she has talked at length on this aspect in chapter three.

Coming back to the role of English language and its importance in the Pakistani society. The researcher will like to quote from Anwar Syed's (2007. P.7)²⁸ article "Aspects of globalization.

He writes:

"Moving on to other areas we see that English is fast becoming an international language. It continues to be the main working language of the higher bureaucracy and judiciary in the Indian subcontinent."

He goes on to say:

"Few in Pakistan can make a statement in their native language (Urdu or any other) on a serious subject without interspersing their speech with English words, phrases and even whole sentences. Most people can't even have "small talk" without the aid of English vocabulary. Domestic servants and others from the lower classes, virtually illiterate, have picked up English words and phrases, which they are happy even proud to use in their speech."

He winds up with the hope that influences being asserted through globalization can be mingled and homogenized with the more dynamic and energizing elements in our native traditions.

This hope makes a small part of the researcher's premise of the present study. We cannot ignore the issues, aspects and trends of globalization. School and university curricular should be in keeping with prospects in the job market, global trends point towards a global language. English is seen as one such language. In this scenario the researcher feels that it has an important role to play in university programmes of Pakistan.

The Higher Education Commission sees English playing a positive role in the development of its human capital.

The "Quality Assurance Committee" (set up by the HEC in all universities to monitor the programmes and working of the University) in its 12th meeting held on March 10, 2007. Took the following decisions:

- a. Each university will be advised for the capacity building of their faculty members and English will be part of it.
- b. By 2008 the fresh faculty members appointed in the universities must have cleared "Test Of English For International Communication". (TOEIC)
- c. By 2009 graduates will have to pass TOEIC Test for the award of degrees.
- d. Universities may arrange TOEIC test for university students and faculty members and Higher Education commission will help in developing TOEIC Test.

The HEC is not taking these decisions whimsically. It has valid reasons for doing so. Its main objective is to develop an educational culture at par with global standards. To achieve this objective it is awarding scholarships to both students and teachers at home and abroad to pursue higher education to update skills necessary for effective participation in academic research. Feedback received from institutes where the awardees were placed (home/abroad) showed that these students could not cope with their studies because they were not proficient in English. Most awardees also felt that they needed to have a better knowledge of English.

The aforementioned decision taken by HEC is a clear reflection on the importance attached to English language in Pakistani universities.

The researcher would like to round off this chapter with a quote from Stevenson. (1994. P.4)²⁹

He, says:

"English is the global language with a stream roller force, no nation can block or direct. It is no longer the language of British imperialism or his economic hegemony. It is the language of the world with a life of its own."

The next chapter will deal with the analysis of the data collected through the distribution of questionnaires and semi structured interviews.

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6

Data Analysis

In this chapter the results gathered through the questionnaires are analysed in relation to the main research questions, which formulate the basis of this study. The questionnaires were designed to elicit a) the respondents' perception of the phenomenon of globalization, b) the respondents' views with regard to the desirability, characteristics and role of English in higher education in Pakistan. The questionnaires responses were coded and then analysed using the statistical package for social sciences (SPSS, Version 13.00). Two sets of questionnaires were distributed to gather responses, one to educationists to get their opinion on the relationship between the global phenomenon and the role of English in higher education in Pakistan and the other was distributed to the student community to get their views on the importance of English language in higher education in Pakistan.

This was followed by interviews with policy makers and administrators. In order to see whether there was correlation between the opinions/views gathered through questionnaires interviews and to look at the patterns that emerged through them.

The data has been analyzed at two levels. First a numerical description has been given of the data using the SPSS, version 13 which is followed by commentary based on the results obtained from the data plus outcome of the discussions and arguments presented in chapters two to five. Hence linking the arguments presented in the literature review and results gathered from the responses received through the data collected.

The data has also been analyzed from a participant observer viewpoint, as the researcher has been in the field of education for the last thirty five years. She has personal experience of issues that are linked with English language learning and efforts made to include or delete it from the curriculum in the past, and how it is being viewed by various stakeholders now, be they educationalists, students or parents. The parents, view point has been gathered through the literature on the subject, as it was not possible to collect data from them through questionnaires / interviews. This is because most of them shy away

from responding in English. Those who are fluent would have represented the elite, which would have effected the reliability of the data.

6.1 Presentation of Data: Responses of Educationalists

This section will analyze the responses received from educationalists, in Islamabad and Rawalpindi. The total number of questionnaires distributed were 50 and 43 were filled and returned. The percentage was 86, which was quite encouraging.

Survey Questions (for educationalists)

S. No	Question	Total Response and Missing values
01	Category: teacher, educationist, Planner, Administrator	Total: 43 Missing: 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Teacher	29	65.9	67.4	67.4
Educationist	3	6.8	7.0	74.4
Administrator	1	2.3	2.3	76.7
All	2	4.5	4.7	81.4
Teacher, Planner & Administrator	2	4.5	4.7	86.0
Educationist & Planner	1	2.3	2.3	88.4
Planner & Administrator	1	2.3	2.3	90.7
Teacher & Administrator	3	6.8	7.0	97.7
Teacher & Planner	1	2.3	2.3	100.0
Total	43	97.7	100.0	
Missing NR	1	2.3		
Total	44	100.0		

For the first category; teacher, educationist, planner and administrator the table indicates the total number of responses and missing values. Ninety-nine percent of respondents indicated in this category responded, only 1% failed to do so. In the teaching cadre the frequency stands at 29 which is 65.9 percent. Valid percent was 67.4 and cumulative percent was 67.4.

The frequency value of educationists who responded was 3, that is 6.8% thus valid percentage came to 7.0% and cumulative to 74.4 %.

It can be comfortably deduced that the data represents a fairly large number of the teaching community. The frequency falling in the category administrators was 2.3, for valid the percentage being 2.3 and cumulative percentage was 76.7. Respondents that fell in all the above mentioned categories were on the frequency scale of two that is 4.5% the valid percent thus being 4.7 amounting to 81.4 cumulative percentage. Most of these respondents were deans or heads of their respective departments. Hence they were involved in all these tasks. Here again we see a good representation of this cadre in the data.

In the category of teacher, planner and administrator the frequency and cumulative percentage was 1 almost the same. This is because most respondents belonged to the category specified as deans and heads of departments.

Those who were both educationists and planners fell in the frequency value of one. Their cumulative percentage was 88.4. They belonged to the cadre of Principals. Planners and administrators. Their frequency value was one and cumulative percentage 90.7. These respondents were mostly directors and registrars. The next category overlapped teacher, planner and administrator. The frequency was 3 and cumulative percentage was 97.7. They were mostly heads of teaching departments.

In the category teacher and planner the frequency was 1 and cumulative percentage was 100. The two categories that is teacher and planner and teacher and administrator, overlap as in most universities the task of planning and administration go hand in hand. The head's of departments are expected to effectively run the departments and also to plan and introduce new programmes and to strengthen the existing ones in the light of feedback received from the faculty and students. This category has also been represented adequately.

The missing ratio indicates the percentage of respondents who did not specify the category. The Frequency read 1, which amounted to 2.3.

The question at serial no.2 was related to gender. Thirty five respondents indicated the gender they fell into while nine failed to do so. The missing value could be attributed to an oversight on their part or to the fact that they felt it was irrelevant to the over all make up of

the questionnaire. Male respondents were at the cumulative value of 45.7 and females at 100 percent.

Following table gives a holistic picture of the statistics gathered.

S. No	Question	Total Response and Missing Values
02	Gender: Male / Female	Total: 35 Missing: 9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	16	36.4	45.7	45.7
Female	19	43.2	54.3	100.0
Total	35	79.5	100.0	
Missing NR	9	20.5		
Total	44	100.0		

Question No 3 looks at the different positions the respondents hold. Thirty respondents mentioned the position they held. While 14 did not specify. Cumulative percentage of deans was 50, directors 63.3, principals 66.7, heads of department 76.7, registrars 80 and teachers teaching at post graduate level 100. This can be read as a sizeable sample to generalize from.

The following table presents a full picture of the percentages.

S. No	Question	Total Response and Missing Values
03	Job Title	Total: 30 Missing: 14

	Frequency	Percent	Valid Percent	Cumulative Percent
Dean	2	4.5	6.7	50.0
Director	4	9.1	13.3	63.3
Principal	1	2.3	3.3	66.7
Deptt Head of	3	6.8	10.0	76.7
Registrar	1	2.3	3.3	80.0
Post Graduate Level?	6	13.6	20.0	100.0
Total	30	68.2	100.0	

Missing NR	14	31.8		
Total	44	100.0		

As regards work experience those that fell into the category of 10 years or below was 55% percent. Between 10 to 15 was 65, fifteen to twenty was seventy five, twenty to thirty year was 85 and more than thirty years was 100 percentage. A more accurate picture is presented in the table below.

S. No	Question	Total Response and Missing values
04	Experience	Total: 20 Missing: 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Equal or below 10 Years	11	25.0	55.0	55.0
	10 to 15 years or below	2	4.5	10.0	65.0
	15 to 20 Years or below	2	4.5	10.0	75.0
	20 to 30 Years or below	2	4.5	10.0	85.0
	More than 30 years	3	6.8	15.0	100.0
	Total	20	45.5	100.0	
Missing	NR	24	54.5		
Total		44	100.0		

The table indicates that the respondents had adequate experiences in their respective fields.

The cumulative percent of the following institutions' respondents is given as follows:

National University of Modern Languages-cumulative percent 71.4, International Islamic University-81, Sargodha University-85, Quaid-e-Azam University 90, Aga Khan University 95 and Shaheen School System 100 %.

The following table indicates the percentage beyond decimals:-

S. No	Question	Total Response and Missing values
05	Institution / University	Total: 21 Missing: 23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NUML	15	34.1	71.4	71.4
	IIU	2	4.5	9.5	81.0
	Sargoodha University	1	2.3	4.8	85.7
	QAU	1	2.3	4.8	90.5
	Aga Khan University	1	2.3	4.8	95.2
	Shaheen School System	1	2.3	4.8	100.0
	Total	21	47.7	100.0	
Missing	NR	23	52.3		
Total		44	100.0		

The question seeking information regarding the kind of English being taught and for what purpose yielded the following result.

S. No	Question	Total Response and Missing Values
06	Kind of English being taught (for teacher only)/Activity related to job	Total: 25 Missing: 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administration	2	4.5	8.0	8.0
	General English	4	9.1	16.0	24.0
	ESP	1	2.3	4.0	28.0
	General Planning	4	9.1	16.0	44.0
	Act. Curriculum Design	2	4.5	8.0	52.0
	Functional / Official & Coordination	1	2.3	4.0	56.0

	Academic & Functional	4	9.1	16.0	72.0
	English (Lang, Lit & Ling)	4	9.1	16.0	88.0
	Development, Changing Educational Policy and Planning	1	2.3	4.0	92.0
	Gen Planning, Policy Making, Curricu Design, Manage Post Grad	1	2.3	4.0	96.0
	Teaching and Planning course study material M. Phil & PhD	1	2.3	4.0	100.0
	Total	25	56.8	100.0	
Missing	NR	19	43.2		
Total		44	100.0		

The cumulative percent of the various subjects is given:

General English 24, English for specific purposes 28, Academic and Functional English 72, and English literature language and linguistics-88.

In relation to activities related to one's job the results indicate 80% for administration, forty four percent for general planning activities and for designing of curriculum. Fifty six percent for co-ordination and official work. A fairly large percentage is attributed to teaching and planning course study material plus presentation of M. Phil and Ph. D thesis at 100. The missing value and the total is reflected in the following table.

The percentages indicate that English is used for a variety of purposes, especially academic and official.

The next question is about the age of the respondents. The missing value was ten. As this happens to be a research study the researcher will refrain from giving an opinion. However from experience I would say that this failure could be contributed to the female segment

of the respondents, as they do not feel very comfortable in disclosing their age. On the whole they fell in the bracket of 25 to 61 years. Numerical details are given in the table.

S. No	Question	Total Response and Missing values
07	Age	Total: 34 Missing: 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30 to 40	15	34.1	44.1	44.1
	40 to 50	7	15.9	20.6	64.7
	Above 50	12	27.3	35.3	100.0
	Total	34	77.3	100.0	
Missing	NR	10	22.7		
Total		44	100.0		

Survey Questions

Total No. of Form Received: 43

S #		Total	Missing	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
1	Globalization is a growing fact of the modern world.	43	0	63.8	0	4.5 %	45.5	43.2
2	Globalization is a sustainable movement	43	0	4.5	18.2	22.7	40.9	13.2
3	Technological advances in communication are affecting the use of language in the world	43	0	0	4.5	6.8	31.8	56.8
4	Some people argue that higher education should be completely independent of other social, commercial or	43	0	25	47.7	4.5	9.1	13.6

	international factor							
5	Internationalism is finding its way into higher education in Pakistan	43	0	4.5	4.5	18.2	54.5	18.2
6	Global pressures are affecting the use of English in higher education in Pakistan	43	0	4.5	13.6	9.1	43.2	29.5
7	The natural science and technology are more important than the social science	43	0	22.7	31.8	25	13.6	6.8
8	An international lingua franca is desirable for helping and sustaining the movement	43	3	4.9	22	22	34.1	17.1
9	English is (and should be) the world language	43	0	6.8	18.2	15.9	40.9	18.2
10	English might displace several national languages with in fifty years	43	0	4.5	18.2	25	36.4	15.9
11	Functional English is more important than literary English for Pakistan	43	0	9.1	6.8	11.4	40.9	31.8
12	English should be a compulsory component of all higher education courses	43	0	6.8	13.6	2.3	36.4	40.9
13	It is enough for students to be	43	0	22.7	29.5	6.8	27.3	13.6

	proficient in reading and writing in English							
14	Students should be proficient in all the skills of English	43	1	2.3	11.6	4.7	34.9	46.5
15	Students with good English skills have an advantage over those who lack these skills	43	0	2.3	11.6	0	38.6	56.8
16	Students learn English only or mainly for academic purposes	43	0	11.4	20.5	13.6	40.9	13.6
17	The role of English in Pakistan is changing from the cultural to the utilitarian	43	0	2.3	4.5	11.4	63.6	18.2
18	A wide spread ability in English will affect Pakistan's standing on the economic front	43	0	0	9.1	13.6	50	27.3
19	Inroads made by English will adversely affect the local culture	43	0	6.8	13.6	27.3	40.9	11.4
20	English is an impediment to progress in Pakistan	43	1	30.2	30.2	16.3	20.9	2.3

Moving on to the survey questions, these were evaluated on a five point lecket scale, under the headings of Strongly disagree, Disagree, Neutral, Agree, and Strongly Agree. As stated earlier questionnaires were distributed to fifty educationists but only 43 were returned. The calculations were based on the responses of 43 respondents.

Question 1 to 7 dealt with the respondent's perception of the phenomenon of globalization. For the first frame of reference for the researcher's present study. These questions aimed at getting answers to the researcher's first research question, which asks about globalization and the position of the English Language among other world languages in the world today.

Those who strongly disagreed that globalization is a growing fact of the modern world stood at 63.8%. A large number agreed their percentage fell at 43.2. No respondent disagreed and 4.5 percent chose to remain neutral. The tilt was towards agree and strongly agree. Though from the response to the first question it can be concluded that globalization is a fact. The second question whether globalization was a sustainable movement? was responded to differently. 4.5 strongly disagreed with the idea that globalization is a sustainable movement. Those who just disagreed stood at 18.2, 22.7 remained neutral. 40.9 agreed and 13.2 strongly agreed, that the movement is there to stay hence the data supports the contention that the movement is there to stay. The third question inquired whether technological advances in communication were having an effect on the use of language in the world. Nobody opted for the category of strongly disagree. A small percentage that is 4.5 disagreed, 6.8% were not quite clear and 31.8 percent agreed. The percentage of the respondents who strongly agree was pretty high that is 56.8. Thus it can be concluded that technological advancements are affecting the use of language. The fourth question related to education being connected to social needs, thus having a definite direction. The question was framed in the following words:

Some people agree that higher education should be completely independent of other social commercial or international factors? 25 percent strongly disagreed. The percentage of those who disagreed was pretty high that is 47.7. A small number preferred to take the middle path and ticked the neutral column their percentage being 4.5. Agree and disagree category stood at 9.1 and 13.6. From the responses it can be concluded that majority of the people are in favour of higher education being linked with social, commercial and international factors.

The next three questions were specific to the Pakistani situation. They aimed at finding out how far has internationalism and global pressure affected higher education, especially from the perspective of language use.

The fifth question looked at the extent to which internationalism had found its way into higher education in Pakistan. The data yielded the following result:

The respondents who strongly disagreed with the statement stood at 4.5%. A similar percentage disagreed. Quite a high number that is 18.2 percent choose to go for the neutral option. Those who stood at 54.5 agreed and 18.2 strongly agreed. The data supported the assumption that internationalism is entering the corridors of higher education in Pakistan.

Moving on to the next question at serial six related to global pressures and whether they were affecting the use of English in higher education in Pakistan. The scale went as follows; strongly disagree-4.5, disagree-13.6, neutral-9.1, agree-43.2 and strongly agree 29.5. A cursory look at the responses tilts the balance in favour of global pressures affecting the use of English in higher education in Pakistan. The seventh question focused on the importance of natural and social sciences. The aim of this question was to see these two disciplines more objectively. It is repeatedly stated by key persons in higher education that we need English language to study science and technology as this era focuses on scientific and technological advancement. However the respondents had a different view point. Category of strongly disagree stood at 22.7, 31.8 disagreed which is quite a high percentage. The percentage of respondents who wished to remain neutral was also pretty high that is 25. In the agree column the figure stood at 13.6 and strongly agree reflected 6.8.

The data reflected a mixed reaction. One reason for this can be attributed to the choice of respondents. The respondents were selected from Quaid-e-Azam University Islamabad Pakistan a university with a charter for teaching natural sciences. Respondents from other universities were dealing with disciplines which fall under the heading of social sciences and humanities. It is not that these universities do not deal with natural sciences at all but their focus is more geared to social sciences. The conclusion that can be drawn from the data reveals that social sciences cannot be ignored as they too are important. Society needs both scientists and philosophers.

Questions 8 to 20 were designed to elicit respondents' views with regard to the desirability, characteristics and the role of English in higher education in Pakistan. This was done with a view to find out how the global movement was affecting the use and importance of English in university programmes in Pakistan (this being the researchers second question). That is how the position of English in the world is affecting the use and importance of English in university programmes in Pakistan?

The eighth question connected language and globalization. It asked whether an international lingua franca is needed for sustaining

the movement or not. The missing value was three. This is the only question that has a missing value. I do not think that this could have been a deliberate miss perhaps it was an over-sight on the part of the respondents. The percentage of those that strongly disagreed with the statement was 4.9, for the disagree and neutral the percentage was 22. A fairly large number agreed 34.1 and 17.1 strongly agreed. The responses were indicative of the desirability for an international lingua franca:

The next question inquired whether English should be the world's language or not. Those who strongly disagreed stood at 6.8, 18.2 percent disagreed. The neutral category was 15.9 percent. A large percentage that is 40.9 agreed and 18.2 percent strongly agreed. The results were supportive for English being the world language.

In answer to English might displace several national languages within fifty years, 4.5 percent ticked the option 'strongly disagree', 18.2 'disagree', 25 'neutral', 36.4 'agree' and 15.9 'strongly agree'.

Measuring the results on the point scale, respondents feared for the survival of national languages. The researcher tends to agree with them as learning of languages is linked to the benefits they yield. If the regional / national languages do not give them the kind of gratification that English brings them why learn them.

The eleventh question was geared to elicit information about what kind of English was needed by the learners, functional or literary. A small percentage 9.1 strongly disagreed, that functional English is more important than literary English for Pakistan 6.8 disagreed. 11.4 were not quite sure. A large percentage that is 40.9 agreed and again a large number of respondents strongly agreed and the percentage was 31.8. The responses confirm the researcher's stance, that functional English should form a compulsory component of students courses of study as opposed to English literature.

To the next question, on the average respondents were supportive of English being a compulsory component of all higher education courses. Only 6.8 percent strongly disagreed, 13.6 disagreed. A very small percent was unsure that is 2.3, 36.4 percent agreed and 40.9 strongly agreed.

The averages indicate that students favour the inclusion of English as a compulsory component. Thus verifying the researcher's views that attitude towards English as a second language was changing. Respondents were aware of the needs of their students and hence wished to equip them with this essential tool, for enhancement of

knowledge and quality education. To the next question that it is enough for students to be proficient in reading and writing in English. The percentage fell between the following categories. Strongly disagree 22.7, disagree 29.5, neutral 6.8, agree 27.3 and strongly agree 13.6.

The high percentage of strongly disagree, confirms the researcher's contention that students want to be proficient in all four skills of language. The fourteenth question was connected to what had been asked in question 13. It was to get information about how important was it for the learners to be proficient in all the four skills of language? Only a small percentage strongly disagreed that is 2.3, 11.6 disagreed, 4.7 percent selected the neutral category. Once again we see the tilt towards a positive response that is 34.9 agreed and 46.5 strongly agree that students should be fluent and proficient in all four skills of language. Once again verifying the researcher's view point, that students need exposure to oracy skills, along with strengthening their reading and writing skills.

Responses received for question 13 & 14 confirmed the desire that students should be proficient in English.

The fifteenth question was posed to confirm or negate the assumption that students with good English skills have better chances in the job market. The results of the data tend to prove, that students proficient in the language had better chances in the job market.

2.3 percent strongly disagreed, 11.6 disagreed, 38.6 percent agreed and 56.8 strongly agreed. The result conforms that their marketability enhances and thus the desire to learn it is growing day by day as mentioned in ch. 5.

The next question asked whether students learn English mainly for academic purpose or not.

A relatively higher percentage 11.4 strongly disagreed, 20.5% disagreed, 13.6 chose to remain neutral. Quite a high percentage 40.9 agreed and 13.6 strongly agreed. Though compared to the preceding fifteen questions the percentage of people who strongly disagreed and disagreed was high yet the tilt favoured the assumption that English is mainly learnt for academic purposes. The different purposes for which English is being used noted in the table based on the purposes for which English is used also confirms this assumption that mostly in Pakistan it is used for academic purposes.

The seventeenth question was designed to elicit information that the role of English language was changing from the cultural to the

functional. A small percentage that is 2.3 strongly disagreed, 4.5 disagreed, 11.4 ticked the neutral column. A very high percentage 63.6 agreed and 18.2 strongly agreed. Data once again supports the researcher contention that a shift from the cultural to the functional is desired by the students. The researcher's point that languages are learnt more for their utilitarian purposes and less for their cultural value is supported by these responses.

The eighteenth question received interesting responses. Nobody strongly disagreed, 9.1 disagreed, 13.6 were neutral, 50 percent agreed and 27.3 percent strongly agreed, that a wide spread ability in English will affect Pakistan's standing on the economic front. The responses illustrate the fact that the market ability factor connected with English would yield positive results on the economic front.

The nineteenth question was framed to find out how language and culture is envisaged by the respondents, 6.8 percent strongly disagreed with the assumption. 13.6 disagreed, 27.3 were not sure 40.9 agreed and 11.4 strongly disagreed. The responses support the position taken by different linguists that languages can not be separated from their culture. Some impact of that culture is bound to rub off and be reflected in the behaviour and thinking of the people who adopt it.

The last question gathered information related to English being an impediment to progress in Pakistan: the missing value was 1 percent. A high percentage that is 30.2 strongly agreed. A similar percentage disagreed. 16.3 remained neutral, 20.9 agreed and 2.3 a small percentage agreed. The responses proved that English was not seen as an impediment to progress in Pakistan. They felt that Pakistan could progress and develop even without English.

Data Analysis / Inferential description:

The first seven questions were an endeavor to get the respondents perception of the phenomenon of globalization and to establish the existence of a viable global movement, especially in trade and commerce in order to find out how this movement has impacted other fields of development, such as language and higher education.

The respondents' answers revealed that they thought of the movement as a viable force to be reckoned with. They agreed with the contention that world has shrunk to the status of a global village, we can no longer live in isolation. Technological advancements in communication are responsible for forcing our attention to the use of language in the world. The need for a language for communication is

keenly felt by policy makers. Though it is argued that higher education should be free of social constraints. Majority of the people believe that in today's technologically advanced world, it would be wrong to deprive students of this vitally important factor. Education should be aligned with the needs of the present time. Social, commercial and international factors cannot be ignored. The process of Globalization that is interdependence among countries and their citizens is difficult to fathom as it is multifaceted. It relates to almost all aspects of human life, that is social, political, economic, technological and cultural. The technological aspects have a direct bearing on human life. Improvements in communications and the spread of information has contributed in giving people awareness of what is happening around the world. this awareness makes them question the living conditions in their own country. Thus governments are forced to give better opportunities to people at home. Isolation is no more possible, even the U.S.S.R had to succumb to pressure at home. The Berlin wall which divided Germany collapsed.

Migration and labour flows are greater now than they were in the past. There is greater migration rate from developing countries to developed countries. Technological advancement has made commutation from one country to another much faster and easier. Stanley Fisher in the revised lecture on "Globalization and its Challenges says:

In terms of people's daily lives, globalization means that the residents of one country are more likely now than they were fifty years ago: to consume the products of another country: to invest in another country: to talk on the telephone to people in other countries; to visit other countries; to know that they are being affected by economic developments in other countries; and to know about developments in other countries.

This quote clearly projects that globalization touches every aspect of human life. In order to carry out the above mentioned activities one would certainly need a language to communicate with. It would help one to give information, to ask for information, understand market trends, study the procedures being adopted by developed and developing countries for economic growth. To have access to books and study material on development of science and technology.

Travelling to other countries for higher education or for business enables individuals to bring back the best practices being

adopted elsewhere for achievement of set goals to their own country. It is not a matter of being for or against this movement. It is a matter of recognizing this trend and finding ways of combating it.

A realization of the above factors is reflected in the responses of the respondents. Majority of them agreed that globalization is a growing fact of the modern world. They endorsed the statement that the movement is sustainable. They further supported the claim that technological advances in communication are affecting the use of language in the world. They opposed the idea that higher education should be independent of social, commercial and international factors. They recognized the fact that internationalism has entered the corridors of higher education. They also affirmed that global pressures are playing a major role in the use of English in higher education in Pakistan.

The answers received from the first seven questions help the researcher to generalize that respondents not only understand the concept well but they also feel that its key issues affect all aspect of our life, including the present position of the English language among other world languages. Hence they feel that it plays a vital role in university programmes in Pakistan.

Returning to the next set of questions from 8 to 20 which were designed to elicit the respondents views with regard to the desirability, characteristics and role of English in higher education in Pakistan a relatively high percentage felt that it HAS become imperative to have an international lingua franca for sustaining this movement. It is feared that within a period of fifty years it might displace several national languages. However this fear whether real or imaginary cannot diminish its predominance.

As regards the type of English needed for the students, the respondents favoured functional English over literary English. This viewpoint coincides with the researcher's contention, that English as a second language is acquired for the benefits it yields to individuals. It facilitates trans-cultural, commercial, social and political activities. Besides when benefits accrue only to those who learn it and those who do not know this language are marginalized it would be unfair to deprive a large number of the opportunities they would otherwise enjoy.

As has been mentioned earlier students with good English skills have an advantage over those who lack these skills. The respondents tend to confirm this on the basis of the global scenario and how it is affecting every aspect of our life, including language proficiency. They further state that most students learn English mainly

for academic purposes, as it happens to be a compulsory subject besides it also helps them to get jobs in multinational companies. So it works both ways, it helps them in getting a degree and to secure a job as well.

The respondents recognize that the role of English is changing from the cultural to the utilitarian the foregoing argument is a proof of this change. It is the ability to use English language which is the objective of the study and not a desire to be able to appreciate literary texts. This is because not all students want to pursue a masters' degree in English literature. English language is required in other disciplines pertaining to natural sciences, social sciences and arts & humanities. Thus a sound knowledge of the language will go a long way in their academic growth.

The respondents were of the opinion that a wide spread ability in English will affect Pakistan's standing on the economic front. In most cases demand in the job market for English seems to be a pre-requisite both at home and abroad.

The respondents agreed that inroads made by English will adversely affect the local culture. Language and culture are closely connected; therefore it is natural that a foreign language will also bring its culture with it. The spread of electronic media has also introduced the viewers to other cultures and some of its effects are already being felt in the society.

They disagreed that English is an impediment to progress in Pakistan.

To wrap up the analysis it can be safely generalized that in the backdrop of globalization the position of English is growing day by day and this in turn is effecting the use and importance of English in university programmes in Pakistan.

Conclusion

The questionnaire was constructed around the researcher's main research questions, and around issues associated with globalization as a concept and its affects on technological advances in communication, higher education, internationalism, role of English in higher education, and scientific advancement. They dwelt upon the role of English in university programmes in Pakistan. How educationalists viewed English? What benefits they associated with it? How did they view complex issues like culture, nationalism and identity and the learning of a foreign language? Some questions were designed to find

out the kind of English the students needed. They were based around the frame works discussed in chapter three, four and five.

This was done to establish a link between the research and questions, the theoretical / conceptual frame work; The responses indicated that such links existed and were effecting the role of English in University programmes.

6.2 Presentation of Data: Survey Questions for Students

This part of the chapter deals with presentation of data gathered from the students through the distribution of three hundred questionnaires. Two hundred and twelve were returned. The percentage stands at 71%. Which in the opinion of the researcher is a sizeable percentage to draw generalizations from. Students were asked to choose from four choices and to tick, (which in their opinion was) the best choice.

Male and female students were chosen at random in the natural sciences, technology and humanities at graduate and post graduate levels in key higher educational institutions.

The first few questions were asked in order to get the students profile. That is gender, course of study, and the institutions they belonged to.

Gender: Male / Female

		Frequ ency	Percent	Valid Percent	Cumulative Percent
Valid	Male	63	29.7	68.5	68.5
	Female	29	13.7	31.5	100.0
	Total	92	43.4	100.0	
Missing	System*	120	56.6		
Total		212	100.0		

System: The word stands for the value which has not been filled in by respondent or no record is present, or the question was misprinted therefore the respondent did not reply.

6.3. Statistical Description:

The tabulation for determining the gender, reflected the following percentages. Male-valid frequency 63, percentage 29.7, valid percentage 68.5 and cumulative percent 68.5. Females valid frequency was 29, valid percentage 31.5 and cumulative percentage 100.0. The

total amounted to 92, valid percent was calculated at 43.4 and the valid percent was 100.0.

A fairly high number failed to indicate the gender. The missing frequency was 120 which was calculated at 56.6 percent.

Total number of respondents were 212.

		Course of Study			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BBA	11	5.2	5.2	5.2
	BE (CE)	10	4.7	4.7	9.9
	BS	7	3.3	3.3	13.2
	BE (TE)	26	12.3	12.3	25.5
	MCS	6	2.8	2.8	28.3
	MBA	11	5.2	5.2	33.5
	MA English	97	45.8	45.8	79.2
	Humanities	11	5.2	5.2	84.4
	Social Sciences	18	8.5	8.5	92.9
	M. Phil	7	3.3	3.3	96.2
	PhD	1	.5	.5	96.7
Management Sciences	7	3.3	3.3	100.0	
Total		212	100.0	100.0	

This table presents the result of the course of study the students are enrolled in. Valid frequency of students in Bachelor's in Business Administration (BBA) stands at 11 which comes to 5.2 percent. Hence valid & cumulative percent is 5.2.

The valid frequency of Bachelor's in Computer Engineering is 10, valid percentage is 4.7 and cumulative percentage is 4.7 and cumulative percentage is 9.9. The valid frequency in Bachelor's in Science is 7, valid percent is 3.3 and cumulative percentage amounts to 13.3.

The valid frequency in Bachelor's in Telecom Engineering is 26 which is pretty high. Thus valid percentage stands at 12.3 and cumulative percentage is 25.5.

The frequency of Students belonging to Masters in Computer Science was 6, valid percentage 2.8 and cumulative percent was 28.3. Which is again a sizeable number. Those doing Masters in Business

Administration had frequency at 11, valid percentage 5.2 and cumulative percentage at 33.5.

It is evident from this table that the most popular discipline among humanities is English literature and linguistics. Valid frequency being 97, valid percentage 45.8 and cumulative percentage read 79.2. Those belonging to other humanities group were comparatively smaller, the frequency was 11, valid percentage came to 8.5 and cumulative amounted to 92.9.

Masters in Philosophy, frequency 7, valid percentage 3.3 and cumulative percentage 96.2.

Doctor in Philosophy, frequency 1, valid percent 5 and cumulative percentage 96.7.

Management Sciences frequency 7, valid percentage 3.3, cumulative percentage 100.

This exercise was conducted to gauge the percentage of respondents belonging to different disciplines. So that a mix of respondents from sciences and humanities could form a part of the survey.

After having ascertained the different groups students belonged to, question pertaining to which university / institute they belonged to was asked. The following table presents the data obtained.

		University / Institute			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NUMLS	198	93.4	93.4	93.4
	QAU	7	3.3	3.3	96.7
	IIU	7	3.3	3.3	100.0
	Total	212	100.0	100.0	

The highest number of respondents were from National University of Modern Languages and Sciences. Their cumulative percentage was 93.4. This was because NUMLS happens to be the researchers own University and it was easier for her to pursue the respondents. They knew that there was no getting away from her and so they filled in the questionnaire. In the other two universities that is the Quaid-e-Azam and International Islamic University the questionnaires were received with enthusiasm but very few were returned in-spite of repeated reminders.

However since at all three universities students were chosen randomly, care was taken that they belonged to different disciplines therefore generalizations could be drawn, on the basis of number of students who participated in the research as opposed to the number of students from institutions visited.

The table gives a visual of the situation of the information received. NUMLS valid frequency 198, valid percentage 93.4, cumulative percentage 93.4.

The frequency for QAU was 7, percentage 3.3, cumulative 96.7 IIU frequency 7, percentage 3.3, cumulative 100.

After having presented the data on the students profile, the researcher will move on to present and comment on the responses received on different questions. The questions were framed around her second research question, that is how the global movement was affecting the use and importance of English in university programmes in Pakistan? The first question was, why learn English?

It was focused on what benefits students get from the study of English. The choices revolved around job opportunities, social status, modern knowledge and awareness of things happening in the world.

Why Learn English?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It helps in getting good jobs	9	4.2	4.3	4.3
	It increases one's social standing	14	6.6	6.7	11.0
	It opens doors to modern knowledge	30	14.2	14.3	25.2
	It enables one to participate in global affairs	16	7.5	7.6	32.9
	All of the above	141	66.5	67.1	100.0
Missing	NR	2	.9		
Total		212	100.0		

The data yielded the following result. The valid frequency for the first choice is 9, and the valid and cumulative percentage is 4.3.

The valid frequency for the second choice is 14, valid percent is 6.7 and cumulative percent was 11.0.

The valid frequency for the third choice is 30, valid percentage is 14.3 and cumulative percentage is 25.2. The valid frequency for the fourth factor stood at 16, valid percentage at 7.6 and cumulative percent 32.9.

The highest response goes to the choice which said all of the above, frequency value was 141, percentage came to 66.5 valid percentage was 67.1 and cumulative was 100.0.

The missing number of respondents is 2, percentage and valid percentage stands at 9.

Over all total number of respondents were 212 and percentage was 100.0.

Commentary:

From the students' responses one can generalize that English is learnt because it gives students multifarious advantages, like getting good jobs, enhancing their social standing, opening doors to modern knowledge and enabling them to participate in global affairs. This finding can be substantiated by the response received for they chose all of the above. Out of a total of 210, 141 stated that it helps positively in a number of ways.

The second question was related to English language skills and which skill they need to improve the most.

Which English Language Skill (s) do you feel you need to improve?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Listening and speaking (Oracy skills)	86	40.6	41.0	41.0
	Reading and writing (literacy skills)	22	10.4	10.5	51.4
	All of the	90	42.5	42.5	94.3

	above (1 & 2)				
	Neither '1' not '2'	12	5.7	5.7	100.0
	Total	210	99.1	100.0	
Missing	NR	2	.9		
Total		212	100.0		

For oracy skills that is listening and speaking the frequency was pretty high that is 86, the percentage fell at 40.6 thus making the valid and the cumulative percentage 41.0.

In the category of literacy skills (reading & writing) valid frequency was 22, the percentage was 10.4, valid percentage was 10.5 and cumulative percentage was 51.4.

The desire for improvement in all four skills was very high, the valid frequency stood at 90, the percentage was 42.5, valid percentage 42.9 and cumulative percentage was 94.3. The valid frequency of those who opted for neither 1 not 2 was relatively small. Frequency was 12, percent was 5.7 and cumulative percent came to 100.

The valid total was 210, the percentage was 99.1 and valid percentage came to 100.

Missing numbers frequency amounted to 2 and percentage was 9. The grand total tabulated was 100.0.

Commentary:

As has been stated in chapter five of this study students are more interested in improving their oracy skills. Command over spoken English helps them in performing better at interviews and giving good presentations. It helps them in projecting a good impression of themselves among fellow friends and acquaintances. Even though they are not very good at the literary skills yet they feel that they have a better command at these two skills because they have been exposed to them from class six on wards. On the whole students are aware of the importance and utility of English language, as a very high percentage stated that they would like to improve all the four skills. A small percentage felt that they did not need to improve any skill. This can be interpreted in two ways, one that they were already fluent in the language and did not require any improvement. This small percentage could belong to the English medium schools. The second interpretation could be that they belonged to the school of thought for whom knowing

English language did not mean much. They were in favour of the National language Urdu or one of the Regional languages.

The third question was to elicit information regarding the gains students got from studying English literary texts at school and college. The question was framed to authenticate the shift from the cultural to the functional aspect of language.

What gains did you get from studying English literary texts at school and college

		Frequ ency	Per cent	Valid Percent	Cumulative Percent
Valid	Greater facility in using the language	74	34.9	35.4	35.4
	Greater understanding of the world	38	17.9	18.2	53.6
	Neither of the above (1 & 2)	24	11.3	11.5	65.1
	Both of '1' & '2'	73	34.4	34.9	100.0
	Total	209	98.6	100.0	
Missing	NR	3	1.4		
Total		212	100.0		
			0		

The valid frequency of the first choice that is greater facility in using the language was counted at 74. The accumulative percent was 34.9 and the valid and cumulative percent was 35.4. The percentages show that a small number felt that the study of English literary texts had helped them in using the language. To the second choice, greater understanding of the world, frequency stood at 38, the percentage was 17.9 and valid percent was 18.2 cumulative stood at 53.6. Here again it is noticed that students do not think that they understand the world better due to exposure to English literature.

The frequency was 24 for the choice neither of the above I and II and the percentage was calculated at 11.3 which made the valid percent 11.5 and cumulative percent to 65.1. Which is a fairly high percentage. Thus it can be concluded that they did not gain from studying English literary texts.

Coming to those who feel that they gained greater facility in using the language and received better understanding of the world by the study of literary texts the frequency was 73 which amounted to 34.4

percent the valid percentage thus was 34.9 and the cumulative percent was 100.

The total came to 209, the percentage 98.6 and the valid percent 100. The missing number was 3, the percentage 1.4 and the grand total came to 212.

Commentary:

It has been mentioned in chapter five that that in Pakistan there are three systems of education. Students enter colleges and universities from these feeder institutions. Thus having different proficiency levels in English. The data presents a divide which is fairly balanced. Students react positively to the study of English literature and say that exposure to literature developed their spoken and written expression and they can use the language fluently and with ease. These respondents belong to the English medium system of education. Plus they are interested in literature as a subject. Since from the start of their school years they received instruction in English, they acquired English language during their formative years. They were proficient in the language and so could handle the literature of that language and enjoy the implicit and explicit meaning woven through the language features. Because of that they gained a better understanding of the world depicted in literature.

The category that did not gain any benefit from the study of English literature came from the Urdu medium system of education. They were exposed to English language in class six. English was taught to them through grammar translation method. They were asked to mug-up grammar rules and were tested on defining these rules as opposed to their application. In grade ninth and tenth, they were introduced to simple poems and short stories. All they were required to lean was to paraphrase the poems and give brief summaries of short stories. Which they crammed from help books based on past papers. The teaching method and testing did not encourage an appreciation of these texts. The teachers did not make an effort to kindle an interest in literature. At the college level they were faced with a sharp incline. They were introduced to all genres of literature. They found the task formidable, especially with the small amount of language at their command. Besides all this they could never understand the logic behind studying this compulsory subject, when they had no desire of majoring in it.

They were interested in being able to use the language, and for that they felt greater exposure to the skills was required. They understood the importance of English language but not of English

culture, and why they needed to know about it. This line of argument coincides with the researcher's position taken in this study. That students need to be able to use English language, as opposed to studying literacy texts which they do not need to quote from in their practical life.

The next question aimed at finding out at what age the respondents were introduced to English language.

When did you start English at School?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In pre-school	90	42.5	43.1	43.1
	In Class one	72	34.0	34.4	77.5
	In Class Six	47	22.2	22.5	100.0
	Total	209	98.6	100.0	
Missing	NR	3	1.4		
Total		212	100.0		

It yielded the following result. The frequency of those who started English in pre School was 90, the percentage came to 42.5 and the valid percent was calculated at 43.1 the cumulative being 43.1 as well. The frequency of those who started studying it in class one was 72, the valid percentage being 34.4 and cumulative percentage was 77.6. Those who started studying it in class six frequency was 47, valid percentage being 22.5 and cumulative percent 100. Total was 209 which came to 98.6 percent. Missing number was three and the percent was 1.4. Total came to 212. Missing number was three and the percent was 1.4. Total came to 212.

Commentary:

The responses received verified the researcher's contention that peoples attitude towards the study of English had changed. Parents are conscious of the importance of this language. In their every day life they observe the advantages knowledge of this language gives to those who have command over this language. Majority of the respondents had started studying this language much before they reached sixth grade. This means that they had joined private English medium schools. Parents now want to give the same advantage to their children which earlier on was given to the privileged few. In the

government schools English was taught in class six, that category has also been reflected. However as has been stated during the course of the present study, this trend has changed. In addition to starting English from class one in public schools, two additional subjects that is Mathematics and Science will be taught through the medium of English. This has been done to facilitate the students in their higher studies, as these subjects are taught in English at that level.

The next question was directed to get feedback as to how English was taught to them. That is the methodology employed.

At College, was English taught directly (through English) or through some other language?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Directly	69	32.5	32.5	32.5
	Through-Urdu	54	25.5	25.5	58.0
	Through the regional language	2	.9	0.9	59.0
	In a mixed manner	87	41.0	41.0	100.0
Total		212	100.0	100.0	

For the choice “directly” frequency stood at 69 which came up to 32.5 percent. The valid & cumulative percent was also 32.5. For the category “through Urdu” the frequency was 54 and the percentage came to 25.5, the cumulative percent was 58.0. Which was pretty high.

The frequency of the fourth choice is only 2 which amounts to .9, the cumulative percent is 59.0. The frequency for the last choice was 87 and the valid percent 41.9. The cumulative percent 100.

Commentary:

The result is not surprising. It is a common observation that English is taught in a mixed manner. It is a rare phenomenon that in an English class the teacher does not revert to the National language Urdu or to a regional language, to explain a difficult concept, to give the meaning of a word, to tell a joke, to scold or to give instructions about a home assignment. It is because all these tasks are better understood

by the student in the language he is comfortable in. Even in an English medium school, the above mentioned functions are carried out in Urdu.

In the Urdu medium school English is taught through Urdu, that is using the translation method. This is reflected by a fairly high percentage of respondents who have answered in the affirmative to this query.

The next question pertained to the level at which English should be introduced. The table below reflects that negligible number went for the choice that English should not be taught at all. The valid frequency of this group was 2, the valid percentage came to 0.9 and so did the cumulative percentage. For the next choice in which class English should be introduced, for the choice in class one, out of 212 respondents 191 were for it. The valid percentage thus became 90.1 and the cumulative percentage was rounded off at 91.0 percent. Once again a very small number went for in class sixth. The frequency recorded was 7 and the valid percent was 3.3 thus the cumulative percent read 94.3 For the category not sure the frequency depicted 12 percent, valid percent 5.7 and cumulative percent amounted to 100 percent.

At which level should English be introduced?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	.9	.9	.9
	In Class one	191	90.1	90.1	91.0
	In Class six	7	3.3	3.3	94.3
	Not sure	12	5.7	5.7	100.0
	Total	212	100.0	100.0	

Commentary:

The result once again verifies the researcher's generalization that most parents and students realize the importance of English language in the present era. It is because of this that they want their children to start acquiring it at an early stage. It is believed that the sooner they are introduced to this language the better will be their proficiency in the language. This premise is based on the theory of acquisition of mother tongue just as a child acquires his mother tongue

by being exposed to it at a very early stage in the same way a second language can be learnt by being exposed to it, as early as possible. As language taught through drills, by repetition practice and reinforcement would enhance proficiency.

The next question asked should English be taught at all levels, including advanced ones?

Should English be taught at all levels?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, standards are low-it is requires at all levels	193	91.0	91.0	91.0
	No, it wastes time-it is not necessary after the BA	13	6.1	6.1	97.2
	Not sure	6	2.8	2.8	100.0
	Total	212	100.0	100.0	

The frequency of all levels was pretty high, 193 responded positively to it. The valid and cumulative percentage recorded was 91.0. To the second statement; no it wasted time it is not necessary after B.A. A small number affirmed. The frequency came to 13 which came to 6.1 percent. The cumulative percent was 97.2. A small percentage were not sure. The valid frequency read 6, the percentage came to 2.8 and cumulative percent stood at 100.

Commentary:

Majority of the students are aware of the fact that good English language skills are an asset in today's global world. They also realize their weakness and want to overcome it. They want to study English at all levels, including the advanced ones. A very small number think of it as a waste of time after BA. This small percentage could belong to the group who finds this subject difficult, and blames it for their bad grades. They find it a hindrance to their further studies. They think it is unreasonable to have English as a compulsory subject up to the graduation level. For them the paper degree and good grades mean more than advancement in knowledge.

The next questions asked whether knowing English was a help in studies.

Does knowing English help in your studies?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A little	8	3.8	3.8	3.8
	A lot	202	95.3	95.7	99.5
	Not sure	1	.5	.5	100.0
	Total	211	99.5	100.0	
Missing	NR	1	.5		
Total		212	100.0		

To the first classification “a little” the frequency was 8, simple percentage, valid percentage and cumulative percentage was 3.8 “a lot” received the highest possible positive response, out of 212, 202 stated that it helped them immensely. The simple percentage was recorded at 95.3, valid percentage 95.7 and cumulative percentage 99.5. “Not sure” frequency was merely one & valid percentage .5 and cumulative 100.

Commentary:

Students are of the opinion that knowledge of English definitely helps them with their studies. More information about their subject can be found on the internet. Research carried out in their field of study is available on the net. Good books and journals are also available. A number of websites have been helpful in providing them with guidance. The rapid advancement in science and technology is now within their grasp. Electronic media has made all this possible. The language that comes across strongly through the media is English. Knowing this language helps them in retrieving information from all the aforementioned sources.

The next question posed pertained to whether English was an impediment in their studies or not.

Is English an impediment in your studies?

		Freque ncy	Perc ent	Valid Perc ent	Cumulative Percent
Valid	Yes, it is unnecessary	22	10.4	10.9	10.9
	Yes, everything should be done in the national language	6	2.8	3.0	13.9
	No, it is useful to know English	160	75.5	79.2	93.1
	Not sure	14	6.6	6.9	100.0
	Total	202	95.3	100. 0	
Missing	NR	10	4.7		
Total		212	100. 0		

To the question whether English is an impediment in studies, the following results were received. To, yes, it is unnecessary valid frequency was counted at 22, which can be presented in percentage as 10.4 and 10.9 as valid and cumulative percent.

Most students disagreed with the next choice as to should everything be done in the national language. The frequency was merely 6, which when converted to percentages read as, 2.8, 3.0 and 13.9. To the choice no, it is useful to know English a positive response was given. The frequency of respondents was 160 and the percentages read 75.5, 79.2 and 93.1.

The respondents who were not quite sure their frequency was 14 making the percentages as 6.6, 6.9 and 100.

Missing frequency was 10 and percentage came to 4.7.

Commentary:

The responses confirm that students are cognizant of the usefulness of knowing English language. Shrinking of the world into a global village, and issues related to it force people around the world to change their priorities and mind sets. English is no more looked upon as an impediment in their studies. Infact as they stated in response to

question 6, they want to be introduced to it as early as in class one and want to continue learning it up to the advanced level.

To the next question which was related to whether marketability would increase if they had good language skills. A large number respondent positively.

Will your prospects in the local job market improve if you are proficient at English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely	167	78.8	79.1	79.1
	Somewhat	31	14.6	14.7	93.8
	No	4	1.9	1.9	95.7
	Not sure	9	4.2	4.3	100.0
	Total	211	99.5	100.0	
Missing	NR	1	.5		
Total		212	100.0		

For the first choice, the valid frequency was counted at 167 which is 78.8 percent, valid percent and cumulative percent becomes 79.1. For the second choice "somewhat" frequency count recorded is 31 which is 14.6 , valid percent is 14.7 and cumulative percent 93.8. The third choice recorded a small frequency count that is 4, simple and valid percent was 1.9 and cumulative percent came to 95.7.

The fourth choice received valid frequency count 9, thus making the percentages as 4.2, 4.3 and 100. Missing number is recorded as 1 and the percentage falls at 5.

Commentary:

Education is linked to the opportunities and prospects it offers an individual. Students have their fingers on the market pulse. They keenly follow the market trends and try to inculcate in themselves such qualities skills which will make them sought after individuals. A glance at the advertisements at annexure-A will show the demand for men and women who are proficient in English.

The eleventh question asked about the importance of English for the international job market? For the first choice "not very

there are many Pakistanis abroad". The valid frequency came to 9 the valid and cumulative percent came to 4.3.

How important is English for the international for market?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not very-there are many Pakistanis abroad	9	4.2	4.3	4.3
	It is more important to learn the language of country working in	42	49.8	19.9	24.2
	It is very important because it is spoken in many countries	160	75.5	75.8	100.0
	Total	211	99.5	100.0	
Missing	NR	1	.5		
Total		212	100.0		

Higher frequency was recorded for the second choice that it was more important to learn the language of the country one was working for was recorded at 42, and the percentages fell at 19.8, 19.9 and 24.2.

The frequency for the third choice that English is spoken in every country is very high-160 thus the percentages stands at 75.5, 75.8 and 100. The missing no was 1 and the percentage was calculated at .5.

Commentary:

Once again it is seen that students feel that knowing the language results in better prospects both at home and abroad. It is true that many Pakistani's working abroad get by without knowledge of this language. They learn a few words and phrases and string them together to communicate with foreigners. However that does not mean that they do not face difficulties. The jobs they get are manual in

nature. That is they compromise on the quality of life. To get by does not mean the same as having a good life. Besides work they do not enjoy the same entertainment opportunities that others enjoy. Agreed that knowing the language of the country one is working in has its benefits, but they are restrictive in nature. As long as you are in that country you are comfortable but not knowing an international language limits your job market. The researcher knows a few Pakistani families who were living in Germany and Holland. When their children had to start school they made the choice of shifting to England, as they felt that knowing German / Dutch Language would restrict their choices. Besides when they returned to the country of origin knowing English would be more useful to them.

Question twelfth asked whether they thought English has gained the status of an international language or not?

Do you think English has gained the status of an international Language?

		Freque ncy	Per cent	Valid Percent	Cumulative Percent
Valid	It is one of the international language	79	37.3	37.4	37.4
	It is the most important language in the world	127	59.9	60.2	97.6
	No	4	1.9	1.9	99.5
	Not sure	1	.5	0.5	100.0
	Total	211	99.5	100.0	
Missing	NR	1	.5		
Total	212	100.0			

The responses gathered are as follows. Valid frequency for the first choice is 79 and the percentages are 37.3, 37.4, 37.4.

The Valid frequency for second choice is 127 and the percentages are 59.9, 60.2 and 97.6.

The third and the final choice received a valid frequency of 4 and percentages are spread out as 1.9, 1.9 and 99.5. For “:not sure” valid frequency is 1, and percentages are reflected as .5, 0.5 and 100.

Missing number was 1 and the percentage is 5.

Commentary:

The respondents replies wavered between 'it is one of the international languages', and it is the most important language in the world today. So it can easily be said that they think it has gained the status of an international Language. Out of a total of 211, 206 think that it has either already gained this status or is fast gaining it.

The next question inquired about the presence of English effecting our local languages.

Is the presence of English affecting our local languages?

		Frequ ency	Perc ent	Valid Percent	Cumulative Percent
Valid	They are being effected somewhat	104	49.1	49.3	49.3
	They are not being effected	19	9.0	9.0	58.3
	They are being effected strongly	80	37.7	37.9	96.2
	Not sure	8	3.8	3.8	100.0
	Total	211	99.5	100.0	
Missing	NR	1	.5		
Total		212	100. 0		

To the question whether the presence of English is effecting our local languages or not, out of a total of 211, 104 are of the opinion that they are being effected somewhat. The valid cumulative percentage came to 49.3.

A very small number thought that they are not being effected. The frequency was 19, valid percentage 9.0 and cumulative percentage came to 58.3.

A fairly large count was witnessed for, 'they are being affected strongly' the frequency was 80, the valid percent came to 37.9 and the cumulative percent was 96.2. The frequency of those who were not sure was 8 and the percentage was 3.8, cumulative percentage came to 100. The missing number was one and the percentage was .5.

Commentary:

A fairly high percentage which when calculated together comes to 86.6 percent felt that the presence of English is effecting our local languages. The researcher has stated during the course of her study that learning of languages is linked to the benefits they provide to the individuals. Next to English the language that is rated as having high value is the national language Urdu. Both these languages are the medium of instruction in different systems of schools. As stated earlier in all job advertisements the bottom line is, those proficient in English and Urdu will be preferred. Thus knowing these two languages provides them with greater job opportunities. Regional languages are restricted to informal use at home for communication purposes that too as far as the oral skills are concerned. Knowing of local languages does not provide the kind of opportunities students are looking for. Hence it can be generalized from the data that English is effecting our local languages.

The fourteenth question whether knowing English assisted them in using the computer. Majority of the respondents answered in the affirmative.

Does knowing English help you in using the computer?

		Freque ncy	Perc ent	Valid Percent	Cumulative Percent
Valid	Not particularly –only a little English is required	15	7.1	7.1	7.1
	Yes. It is easier if one knows English	166	78.3	78.7	85.8
	It helps in creating and maintaining international links	28	13.2	13.3	99.1
	No	2	.9	0.9	100.0
	Total	211	99.5	100.0	
Missi ng	NR	1	.5		
Total		212	100.0		

The valid frequency for the first choice is 15 and the percentages were 7.1.

The frequency for the second choice is 166 and the percentages read 78.3, 78.7 and 85.8.

The frequency for the fourth choice is 2, percentages read as .9, 0.9; 100. Missing no was 1 and the percentage was .5.

Commentary:

Majority of the respondents are of the opinion that knowing English helped them in using the computer. Almost eighty percent of information available on the net is in English. Most computer games are in English. All major search engines like google and yahoo are in English. Encyclopedia Britannic and Wikipedia are in English. Major contributors in the field of research, science and technology are the U.S.A, U.K, Australia & Canada. The native language is English so all the information available on the net is in English.

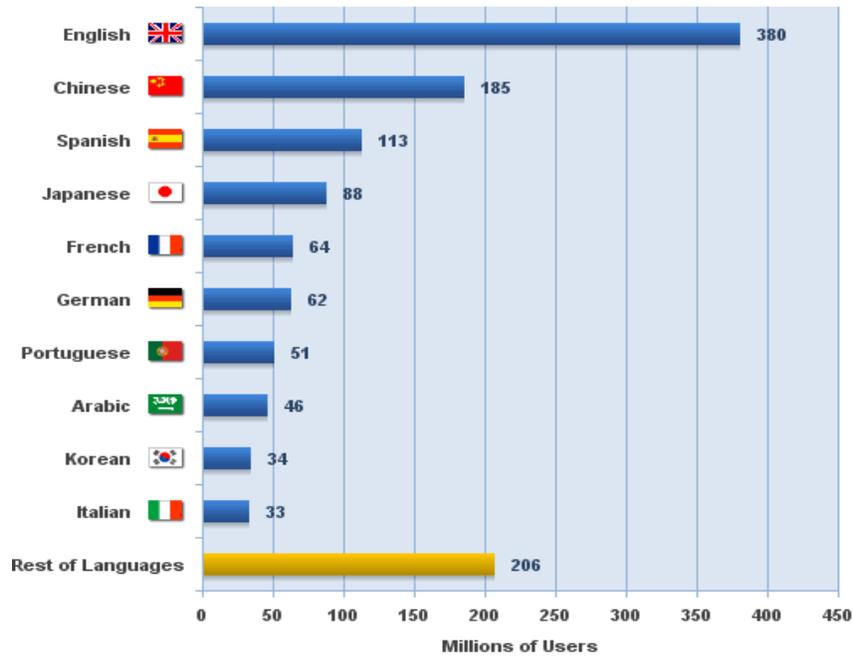
In the Indian sub-continent, including Sri Lanka, Bangladesh, India and Pakistan. (Comprising a population of over 1, billion) research in the natural and social sciences is all produced in English language. E-mailing and chatting is mostly done in English. Even while sending messages in Urdu, people use Roman Urdu.

In the top 10 Internet Languages, English is at the first position with 380 which comes to 30.1 percent.

Details of the other nine languages can be viewed by looking at the following graph.

INTERNET WORLD USERS BY LANGUAGE

Top 10 Internet Languages - November 2007



Source: www.internetworldstats.com
 Copyright © 2008, Miniwatts Marketing Group

Hence it can be said that knowing English helps in using the computer.

Question fifteen further questioned them about how using the computer was effecting their knowledge of English? Responses indicated that it was helping them in improving English languages skills.

Is the computer effecting your knowledge of English?

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Yes, it is effecting my spelling	62	29.2	29.5	29.5

	No, my Eng is the same as it was before I started using comp	45	21.2	21.4	51.0
	Yes, it is improving my English languages skills	84	39.6	40.0	91.0
	Yes, it is making me lazy by spell and grammar check	19	9.0	9.0	100.0
	Total	210	99.1	100.0	
Missing	NR	2	.9		
Total		212	100.0		

The valid frequency for the first choice is 62 and the percentage across the board is 29.5.

The frequency for the second choice is 45, the valid percentage was 21.4 and cumulative was 51.0.

The frequency for the second choice is 84. Percentages read as 39.6, 40.0 and 91.0.

And the fourth choice yes it is making me lazy by spell and grammar check showed the results as follow: frequency was 19, percentage was 9.0 and the cumulative percent was 100.

The missing numbers were 2 and the percentage was .9.

Commentary:

Most of the respondents were of the opinion that the use of computers was helping them in improving their English language skills. A fairly large number said that it had effected their spellings because they used letters and numbers in place of proper words in sending emails, like "where r u". A small number said it was making them lazy due to the spell and grammar check. On the whole it can be said that instead of effecting them negatively, it was having a positive affect on

them, as they stated that it was helping them improve their language skills.

The next question inquired about whether the local culture was being threatened by English. The responses received were a mix of yes and no, with the tilt towards yes being more marked than, no.

Is our local culture under attack because of English?

		Frequ ency	Perc ent	Valid Perc ent	Cumulative Percent
Valid	Yes-but this is good for the country	68	32.1	32.2	32.2
	Yes, and this is bad for the country	72	34.0	34.1	66.4
	No, the local culture is strong enough to resist outside influence	35	16.5	16.6	82.9
	Not sure	36	17.0	17.1	100.0
	Total	211	99.5	100.0	
Missing	NR	1	.5		
Total		212	100.0		

For the first choice, the frequency is 68 and the percentages stood at 32.1, 32.2 and 32.2.

The frequency for the second choice is fairly high, 72 valid percentage is 34.1 and cumulative 66.4.

The frequency for the third choice is relatively low that is 35 the percentages are tallied at 16.5, 16.6 and 82.9.

The frequency for the last choice is also quite high 36 and the percentages are calculated at 17.0, 17.1 and 100.0.

The missing no was 1 and the percentage was .5.

Commentary:

In response to this question once again we notice a mixed response. The frequency of those who think that it is good for the

country that we should be introduced to English culture and those who think it is bad for the country stands at 68 and 72 respectively. Those respondents who think that our culture is strong enough and we need not fear outside influence is relatively small when compared to the frequency of responses of the first two choices. A fairly high percentage is not sure. Language can not be isolated from culture. A new language will definitely bring with it its culture. It will influence local culture directly or indirectly. Traces of which can already be witnessed in Pakistan.

The next question was related to ethical issues that is whether learning English affected their religious beliefs. Majority responded in the negative, which supports the researchers line of argument as regards learning of English language.

Does learning English as a second language affect your religious beliefs?

		Frequ ency	Perc ent	Valid Percent	Cumulative Percent
Valid	No, religious beliefs are not effected by language	177	83.5	86.3	86.3
	Yes, but not much	13	6.1	6.3	92.7
	Yes-exposure to an alien language is bound to have some effect	11	5.2	5.4	98.0
	Not sure	4	1.9	2.0	100.0
	Total	205	96.7	100.0	
Missing	NR	7	3.3		
Total		212	100. 0		

Question No.17 asked; does learning English as a second language affect your religious beliefs?

The valid frequency for the first choice is recorded at 177, percentages ranged from 83.5, 86.3 to 86.3.

The valid frequency for the second choice is 13 and the percentages were titled at 6.1, 6.3 and 92.7. The valid frequency for the third choice is 11, and the percentages read 5.2, 5.4 and 98.0

The valid frequency for the fourth choice is 4 and the percentages were 1.9, 2.0, 100.

Missing numbers were 7 and the percent was 3.3.

Commentary:

From the data, one can conclude that a large segment of the sample population, does not think that leaning English as a second language effects ones religious beliefs. It verified the researchers assumption that we have come a long way from the pre-partition beliefs. Where learning of English was discouraged as it was then believed that it would corrupt the morals and sway the population from the path of righteousness.

It is argued that faith and religious beliefs are not so weak that they can be effected by the learning of a foreign language, and English is no exception to this view.

The last question was related to HEC's new policy of introducing English in all university programmes. The responses indicated that respondents positively responded towards it.

How do you view the HEC policy of introducing English in all University Programs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is an unnecessary imposition and a waste of time	13	6.1	6.8	6.8
	Yes, it is useful because most textbooks are written in English	83	39.2	43.7	50.5
	Yes, because advanced research in most subjects is done in English	89	42.0	46.8	97.4
	Not sure	5	2.4	2.6	100.0
	Total	190	89.6	100.0	
Missing	NR	7	3.3		
	System	12	7.1		

	Total	22	10.4		
Total		212	100.0		

The valid frequency for the first choice it is an unnecessary imposition, is 13 and the percentages read 6.1, 6.8 and 6.8.

The valid frequency for the second choice it is useful, is 83 and the percentages are 39.2, 43.7 and 50.5.

The valid frequency for the third choice yes, because research in almost all subjects is done in English is 89 and the percentages are 42.0, 46.8 and 97.4.

The valid frequency for the fourth choice not sure is 5, simple percentage 2.4 and valid is 2.6. Missing numbers are 7 and the percentage is 3.3.

Missing systems came to 15 and the percentage was 7.1.

The total comes to 22 which is 10.4 percentage, overall total was 212 and the percentage was 100.

Commentary:

The responses indicate that students are for HEC's policy of introducing English in all university programmes. Students wanted English skills because these would help them to comprehend better the textbooks which are mostly in English. Advanced research in most subjects is done in English. Fluency in the language would help them in academic writing and in giving presentations.

At the school and college level, not much was done to help them overcome this weakness. Now that it was made compulsory for the universities, they would be forced to study it. In turn it would benefit them, especially as HEC emphasizes English language and not the study of English literature.

Conclusion

To wind up this part of the chapter, it can be concluded that respondents feel inclined to study English as a second language. It yields a number of benefits to them academically, socially and economically. It opens up a broader horizon and gives them knowledge of what is happening internationally.

The students were interested in improving their oracy skill as this helped them in communicating with people at home and abroad. The functional aspect of the language was considered to be more useful than the literary or cultural aspect.

The researcher's contention that attitude towards the learning of English is changing gets confirmed from the responses received to question three. It is seen that only forty seven percent started learning English in class six. Majority of the students had started learning English at the pre school level. The students were of the view that it should be introduced at the primary level in class one, as it helped them a lot in their studies and otherwise it was useful to know English. They further stated that it helped their prospects in the job market if they were proficient at English, not only at home but also internationally. They also thought that English had gained the status of an international language.

They agreed that the presence of English was effecting the local languages. However they felt that English did have its utility, it helped them in using the computer, which in turn helped them in improving their English language skills. Their stance on the question on culture and religion, was that culture and religion are strong enough to resist outside influences, no language is so strong that it would adversely effect one's culture or religious beliefs.

They were appreciative of HEC's policy of introducing English in all university programmes. It was seen as a positive step towards improvement in higher education.

On the whole respondents confirmed the researchers premise that globalization and the need for an international language are linked. English is viewed as that language, hence its importance and role is being positively viewed in university programmes in Pakistan, both by the educationalists and students.

At the school and college level, their English language skills were never strengthened. Now that it was made compulsory for the universities, they would be forced to do so. In turn it would benefit the students, especially as HEC's emphasis was on the English language and not on the study of English literature.

6.4 Analysis of Key Educationists' Interviews

This part of the chapter deals with an analysis of interviews, of key educationists.

The third tool to collect data was interviews with policy makers and senior educationists. This was done to ascertain whether there was a co-relation between the movement known as globalization and the role of English in university programmes in Pakistan. Semi structured questions were put to fifteen key personnel. To get a clearer picture on the issues raised in the questionnaires, open ended questions provide the respondents with an opportunity to air their views more freely and to explain their viewpoint fully. They are not restrictive in nature and hence a mix of the quantitative qualitative yield more reliable results.

The researcher proceeded with questions related to globalization and moved on to the relevance of English in higher education. It was difficult for the researcher, to get time from senior policy makers, vice-chancellors and administrators, so she restricted her sample to fifteen.

Question 1: The first question posed was whether globalization was a growing fact of the modern world or not? The interviewees unanimously agreed that it was becoming more and more obtrusive. It was not a matter of liking or disliking this situation. It was of accepting the ground realities. Increasing world commerce, a fair contribution to the international work force, plus greater contact with foreigners due to advancement in communication and trade was growing and overtaking us at many points.

They also expressed views regarding their own position about this trend. Most of them said that though they did not like the hegemony of the powerful over the weak, yet they were willing to concede that it might have some advantages. They further added the language component, making a case for English, though this was not a part of the question. The reason for this could be attributed to the brief introduction the researcher gave to the interviewees about her research premise, so they linked the two.

Question 2: The second question asked whether technological advances in communication were effecting the use of language in the world or not.

Once again the response was unanimous. Interviewees gave different reasons for it, but they agreed that technological advances in communication were affecting the use of language in the world. Their views can be summed up in the words of a senior educationist Dr. Abida Hassan (interviewee No. 15) Dean, Faculty of Social Sciences Air University, Islamabad who is closely involved in a semi-official capacity with matters of language planning and curriculum

development, with special reference to the teaching of English on a nation-wide scale in the country.

In her opinion "technology not only changes one's life, it changes one's perception of life".

Another respondent Dr. Tariq Rehman, Director, Center of Pakistan Studies, Quaid-e-Azam University (interviewee No. 13) quoted David Crystal and said that Crystal in his book *Language Revolution*, states that new forms of technology like e-mail and internet chatting, have given rise to new forms like contractions in spellings, while certain symbols for expressing emotions etc are also being used. Because of the SMS contracted language is used. Dr. Hassan, (Interview No. 2) Dean, Faculty of Quality Enhancement Cell NUML, Islamabad, also referred to short forms of words gaining ground. He went on to say that these new short forms might displace the original English word to a new, machine-driven, English-based linguistic currency, and that this might be in the process of development.

Dr. Aziz Ahmed Khan Rector of National University of Modern Languages, Islamabad (interviewee No.1) was of the opinion that when we brought in technology most of what we got came from the English speaking world. Of course, we also had things in German, say, or Japanese, or Chinese, but compared to what we had in English they are small. So yes, these advances did affect communication.

Dr. Sohail Naqvi Executive Director Higher Education Commission (interviewee No.10), was of the opinion that technology was coming to our rescue in terms of availability of instantaneous translation of websites which was allowing us to cross the language barriers. So technology was definitely impacting language.

The other interviewees ideas revolved around similar viewpoints. They too said that we might not be aware of this fact, but it was creeping upon us. Effects of this would be gauged from the language being used by our younger generation. It could be especially noticed in the use of internet and mobiles, where the basic purpose was to convey the message in the shortest possible manner.

The views expressed by interviewees reflected a close affinity between technological advances and use of language in the world.

Question No.3: The third question asked about whether we can delink education from social, commercial and international factors or not.

Out of fifteen interviewees twelve stated that it was no more feasible to delink higher education from social, commercial and

international factors. This had become imperative since one had to look for a job and live one's life. Hence whatever was valued in the market was to be reflected somewhere in the system of education.

They were of the opinion that higher education was about developing a critical human resource which was an essential requirement of today's progressive societies and economies. It was because of this that the curriculum rested heavily on a needs assessment of the outside world so that students were equipped in advance to face the real world.

Dr. Abida Hassan thought that it was a tricky question. She too agreed that education should be useful for something. Her focus was more towards English language as opposed to a holistic approach to education. She linked her answer to the second research question, and stated that English should also be geared to what this society needed within the larger context of the world. Literature she felt was no longer useful, knowing a few facts about Chaucer did not do much good. No tangible benefit accrued to society as a whole. On the other hand English language was a useful tool for development within the country and a widely used linguistic carrier of commerce and diplomacy round the world.

Dr. Azam, (Interviewee no. 12) Dean Faculty of Social Sciences, National University of Modern Languages also focused only on language. He was critical of the Higher Education Commission, who were stressing the importance of English in higher education. He was of the view that by doing so, we were de-linking higher education from the true idiom of the country.

Dr. Allah Baksh (Interviewee no. 11) Head department of Education, National University of Modern Languages felt that linking education to its utilitarian aspect was an attractive slogan. However a strict insistence on usefulness might be self-defeating.

Dr. Naqvi Interviewee no. 10 was emphatic that we could not delink higher education from social, commercial and international factors. He stated that the availability of higher education was directly proportional to one's movement into the knowledge economy, so higher education, society and the economy are interlinked.

The respondents on the whole favoured that higher education should be linked with its utilitarian aspects. Most respondents answers revolved around education in general only one respondent just touched upon the language of instruction, and stated that we ought to be careful about which language (that is Urdu or English) we should stress upon.

Question No.4: The fourth question asked the reasons which gave a language a global status.

The majority of the interviewees stated that language was a means we used to communicate with each other, so a global status would be associated with the number of people who were able to communicate in that language with each other. They were of the opinion that a global status was acquired when that language was used in the domains of power globally rather than nationally. The interviewees agreed that English had gained that status. It was the most widely used international vehicle of commerce and diplomacy and the biggest repository of scientific knowledge in the modern world. Regardless of which nation made what, when it came to world trade, the most commonly used language is English and that was the deciding factor. Besides this, the support of leading nations in order to maintain its prestige and position among languages, also contributed towards its present status. Dr. Allah Baksh, however pointed towards the progress the Chinese language was making and said that it was definitely on the rise and perhaps it would challenge the status of English in the future.

To wind up the discussion it can be said that understandability, the number of people who communicate in that language, military power plus economic power, trade, commerce, diplomacy, and availability of scientific knowledge, gave a language global status, and English fulfilled this criteria.

Question No. 5: The fifth question asked whether English as an international lingua franca was desirable for sustaining the global movement.

Out of fifteen interviewees, fourteen agreed that English as a lingua franca was desirable for sustaining the global movement. They were of the opinion that globalization would only be possible if there were some common means of communication. Dr. Naqvi said that when we say that the world was linked that means that we would like to talk to each other and in order to do that we would need to have at least some language to be able to communicate in. Interviewee number thirteen believed that English had already occupied that slot, as it was a part of American capital, it was part of big business, it was part of the intellectual domination of English speaking countries, so it will certainly be there as long as globalization remains the hegemony of these powers over the rest of the world.

Dr. Shaheena (Interviewee no. 8) Head Department of English, was of the view that with Chinese coming up fast in the commercial and

industrial worlds, the status of English as a lingua franca might be compromised. As for desirability, only a few of the interviewees commented on it as a separate issue. Dr. Rehman said “I don’t especially take any position on desirability because that would be according to what one wished rather than what the facts were.

Dr. Azam was of the view that it was not desirable and should not be supported blindly.

Dr. Abida Hassan said “desirability is another kind of question, many people resent the fact yet when they weigh the benefits against the disadvantages, most of them agree that it is a useful language to know”.

On the whole the interviewees were of the opinion that it was a desirable lingua franca.

Question No.6: The next question asked if the demand for English would continue to grow or not.

This question received an unqualified “yes” Dr. Naqvi and Dr. Shaheena qualified it from a Pakistani standpoint. Dr. Shaheena was of the opinion that while the demand for English was growing in Pakistan the rest of the world was moving in the direction of a needs-based lingua franca. Dr. Naqvi pointed out that China and India had taken English by storm and that there were more English speakers in China than in some English speaking countries, including USA.

Dr. Abida Hassan qualified her “yes” with the observation that what we needed was a bare, unemotional, unadorned, unambiguous usage of the language so that we could communicate with other people round the world.

Dr. Kamran (interviewee No.5) Director General, National University of Modern Languages was of the opinion that after the second World War countries like the US, Canada, Australia and New Zealand had strengthened the role previously played by the UK. He further elaborated that English today was perhaps the only language used as a national language by two continents and two countries of the developed world.

Question No. 7: The question at number seven asked if internationalism was finding its way into higher education in Pakistan or not?

All the interviewees agreed that it was. They gave different reasons for it. Dr. Naqvi was of the view that present day connectivity

was putting us in rapid touch with the world. We have a huge exchange of scholars doing research abroad, as in the research domain there are no boundaries recognized by any country of the world. Internationality and globalization was hence an absolute fact.

Dr. Shaheena stated that the curriculum at the tertiary level of education in Pakistan had been internationalized to a great extent.

Dr. Kamran referred to the boundless world of today which allows free movement of commodities, it also encourages talented youth to join leading universities of the developed world. Pakistani youth also get their fair share so they go in for subjects which have a world market. Dr. Rehman affirmed that internationalism is finding its way into higher education in Pakistan. That was because globalization makes communication faster and easier. It also made it possible for the global market to expand and prosper with in and outside the country. All these things made it possible for students to desire and acquire the skills which are in demand in the rest of the world.

Dr. Hassan said if we are to compete with the rest of the world we have to make sure that our curriculum is at par with the rest of the world.

This in turn will help us with student / teacher exchange programmes with universities of the world.

Dr. Abida Hassan asserted that if it was not already doing so then it ought to. She was of the opinion that it was changing though slowly, she further stated that there was a move to replace the old fourteen year BA course with a sixteen year programme.

Dr. Azam, admitted that it was so. However he was critical why should it be internationalism as defined by the Anglo-Saxons – their language, their culture, their norms, their understanding of things?

Dr. Aziz Khan said that the HEC had already announced that English was to be the “across the board” source language for research and higher studies. He believed that the matter was important enough to be tackled urgently.

Dr. Azam Khan, Prof. Abida Hassan, Dr. Allah Buksh also agreed that internationalism had found its way into higher education in Pakistan. They felt that it was critical for us to stay abreast of changing trends if we are to compete with the rest of the world. Our youth went abroad for higher studies, thus if our curriculum was at par with international standards it would assist our students in getting admission in foreign universities.

To conclude it can be said that all the interviewees agreed that internationalism was finding its way into higher education in Pakistan and it was a good thing to acquire linguistic and educational skills which are in demand in the rest of the world.

Question No 8: The next question asked was whether global pressure was effecting the use of English in higher education in Pakistan. Dr Rehman was of the opinion that global pressures were effecting the use of English, especially in the elitist universities, schools and colleges, where children who studied there could afford to do jobs or study abroad. So they had got their eyes fixed on globalizing, which was not national but international.

Dr Abida Hassan was of the opinion that at the moment Pakistan was lagging badly in translation, while the output from the English speaking world continued to be high. It was more efficient to remain in the mainstream of events through English, than to set up nation-wide translation facilities: she was of the view that we should not waste our limited budget. Dr Naqvi felt that it was a difficult question to answer. He went on to say Pakistan had a heritage of English as a medium of instruction because of our colonial background. Hence Pakistan was in a position to take advantage of that because of its ability to work in that language. Globalization being an international movement there were international pressures on every country not just Pakistan, so Pakistan was also succumbing to international pressures.

Dr Kamran expressed similar views to Dr Sohail's. He added that awareness among masses had enhanced the importance of learning English even at the non – degree level because of gadgets like cell-phones, computers and planners.

Dr Aziz Khan, too agreed, he said the elitism once associated with English studies in this country was ceding ground to functionality, and the earlier narrow base was becoming broader with the passage of time. This was all for the good.

Prof X (did not wish to be named) commented that he could see a lot of change in English in Pakistan since the early years. Now in our institutions he noticed a tendency to concentrate more on language than literature, and this made sense. Learning a language in an environment not attuned to that language is a huge task which can cripple other aspects of education. Yet we should remember that language is not an end in itself. It is only a primary tool for other things.

Dr Shaheena was of the opinion that it was more of a social rather than a global pressure.

Prof "Y" (who did not wish to be named) was also of the opinion that perceptual changes were taking place with regard to English, but rather slowly. She felt that the National Commission for English had come out with firm recommendations yet everything was on hold. It was an old story.

Dr Riaz Hassan, Dr Azam Khan and Dr Allah Buksh were of the opinion that the world was shrinking and that we could not avoid these pressures. For connectivity one needed to communicate and for that one needed a language. English had occupied that slot so it was effecting the use of English in Pakistan.

To sum up, it can be said that global pressures are effecting the use of English in Pakistan.

Question No 9: The next question asked whether English should be a compulsory component of all higher education courses or not.

(Prof Y) interviewer no 7 was of the opinion that the best time for learning a language was childhood. If there was significant exposure to the language it came naturally to children. It becomes more difficult with the passage of time. There are marked deficiencies in English among our older students.

A series of refresher or bridging courses should be devised for them. This is one possibility, as they cannot do without English.

Prof X wished that it should not be so, but was aware of the fact that unless it was made compulsory our young people would not take it seriously. Dr Aziz Khan was of the opinion that it should be compulsory, as we cannot do without English. However he insisted that it should be taught well so that credible second language skills are developed in Pakistan.

Dr Kamran was of the view that it should be a compulsory component provided adequate provisions are made at the school and college level, not otherwise.

Dr Naqvi replied in the negative. He said that in the domain of science and technology we must have a good command of English. In arts and humanities we do not require it but we certainly desire it. Dr Rehman was of the view that it should be a compulsory component from at least school level onwards but definitely at the higher level. He stressed that it should be compulsory for all in the same way. The present system is unjust, it privileges the rich and powerful and sustains an unequal society, that ought to change.

The other interviewees said that it should not be a compulsory component of all higher education courses; only in such disciplines in which we could not do without it e.g. science and technology.

Dr. Abida Hassan was of the opinion that it should be, so that they could speak, read and write proficiently, to get a good grip on the subject of study.

Holistically speaking all agreed that it should be a compulsory component if not in all disciplines then certainly in the disciplines of science and technology.

Question.10: The tenth question asked whether students with good English had an advantage over those who did not have good skills. Prof “Y” agreed. He further said that they also had a clear advantage when they entered the job market.

Dr. Kamran felt that it definitely gave them an edge as they had better communication skills, which enabled them to be more receptive to the world around them Dr. Abida Hassan also affirmed this. Prof “X” also endorsed this, and said they had a standing advantage all the way through the system. For teachers of English it was pleasing to come across a student who could function easily and creatively in English.

Dr. Shaheena took a holistic view and stated that there was imperceptible advantage that people with good communication skills have; regardless of the language concerned.

Dr. Rehman felt that English was a barrier for those who did not know it and thus the system was unjust as it did not offer English equally to all.

Dr. Naqvi, Dr. Shazra and Dr. Allah Buksh said that since the language of instruction, in our universities was English, the books were in English, the internet was in English, so a command of language was extremely important and students who did not have it were at a disadvantage. On the whole the interviewees were of the opinion that students with good English had an advantage over those who lacked these skills.

Question No.11: To the question whether a widespread ability in English affects Pakistan's standing on the economic front or not?

Dr. Khan was of the opinion that it was an essential skill if our people wanted to work abroad. Prof “Y” was of the view that these factors were interlinked. He felt that at the moment English was confined to certain segments of our society. This was unconstitutional,

as all citizens should have equal rights and opportunities. He said if he had his way he would concentrate on just two languages, English and Urdu. We could not accommodate all Pakistani language in our language planning as we had about seventy of them. We need English today and we would need it tomorrow. Dr. Rehman also thought that ability in English would affect Pakistan's standing on the economic front. He said that the elite of Pakistan was sizeable and they knew English very well. They got good jobs both at home and abroad. He went on to say, it was because of this he advocated English for all.

Prof X was of the view that English should help, he gave the example of Singapore which had a mixed population of Chinese and Hindi-speakers. They had managed to make their mark internationally because Singapore was also strong in English. Similarly Hong Kong, Malaysia and the Philippines also had this advantage. On the other hand countries like South Korea, China and Japan had also done pretty well without second language abilities. Hence he was not quite sure how to answer this question.

Dr. Abida said Pakistan already had contributed quite a lot to the international workforce, mostly at technical and semi-skilled level. English had a crucially important role to play here.

Dr. Naqvi was of the view that the globalized world we talk about was interconnected with everybody selling to everybody else, and the medium of communication was English and the more people who could speak it the better it would be for the economy.

Dr. Azam, Dr. Kamran, Dr. Riaz, Dr. Shaheena and Dr. Allaha Buksh responded in the negative, their answers ranged from a total negation like "Not at all" to "Not really".

In short it can be said that all were in agreement that a widespread ability in English would affect Pakistan's standing on the economic front.

Question No.12: The last question asked whether inroads made by English will adversely affect the local culture or not.

Dr. Naqvi believed that it had already done so. English had effected the local culture and we were now in a sense moving towards a global culture at the cost of our local culture. Then again this was a global trend, it worried people in Finland just as much as it worried people in Pakistan.

Prof "Y" also expressed similar views. She was of the opinion that the implication of this question was that our culture was complete

and perfect, and we must put up stiff resistance against corrupting foreign influences. She went on to say that the implication was suspect. In her view there was nothing wrong in opening doors to other cultural perspectives, life styles and world views. It was a rich, varied and interesting world out there.

Dr. Rehman, also gave a similar viewpoint, he said this always happened but then this was not something new. When Persian became the language of the Mughal empire even then the Hindu clerical class learnt Persian, and some of the Muslim cultural norms were adopted by them. Inroads are always made with power, that is going to be there, it happens in all cultures. At one stage Russian culture was dominated by French. Then again it was only the elite in whose culture in-roads were made. Now a days it is influencing the middle class as well because of exposure to the T.V., radio and the internet, so this is certainly going to happen. Dr. Aziz Ahmad Khan stated that no culture was or should be static. Likewise no language could remain stuck in one mould forever. We need exposure to what is happening in the world. Some of those influence would be good some might be bad, but we should be large enough to carry things along with us.

Dr. Kamran qualified his statement by stating that perhaps to a certain extent. He went on to say that inculcating our own culture was a separate activity and should not be linked with the task of providing appropriate communication skills.

Dr. Shaheena responded with a plain negative.

Dr. Abida Hassan, was also of the opinion that traces of these influences were already visible in our dress, food and music. It was also seen in the kind of books we read, the music we listen to and the T.V programmes we watch. We also see this influence in everyday Pakistani communication, which exhibits large borrowings from English, while rampant code mixing as a widespread fact of existence.

Dr. Azam, Dr. Riaz, Dr. Shazra and Dr. Allah Buksh were of the view that it was a certainty that inroads made by English would effect the local culture. They however refrained from taking a one sided position that it would adversely effect the local culture. They felt that foreign influences have their good and bad aspects, it depends on how people view these influences. They said we talk of global trade, global curriculum, global trends and global cultures. A lot of borrowing goes on in the world, so why not show some tolerance? The language issue can be dealt with as a vehicle for communication and hence as a useful tool for development.

Dr. X was not bothered about culture. He jokingly asked, is this male or a female? He stated that we need to bring about more fundamental changes, e.g. un-punctuality and indiscipline and our general contempt for rules. He was critical of our policy makers who are all the time trying to catch up with the English speaking world. He insisted that knowing English is an advantage. But what about those who have been left behind because of miserable school budgets? He agreed that English is a culturally divisive influence in our country. It is good to know it, but it must be ensured that all people are equally exposed to it at school and college level.

Analysis:

The pattern that emerged out of the responses of the interviewees more or less confirmed the researchers research premises. They agreed that globalization is a growing fact of the modern world. There were people for and against it, some feel that it gives greater advantages to the developed countries as opposed to the underdeveloped ones. However the interviewees are of the opinion that its not a matter of likes and dislikes. It is more to do with ground realities, it is definitely a fact of life and will continue to be so. They further agreed that technological advances in communication are affecting the use of language in the world, because of e-mails, internet chatting, etc certain forms like contractions are in vogue. These effects are also reflected in the language used by our younger generation. Hence English is definitely impacting language.

About delinking higher education from social, commercial and international factors. The response by all was that it would not be feasible as higher education is an integral part of the society. Universities were never ivory towers. Skills were valued even in the past so that when students left the university they could take up a job or run a business. The same is true today. Therefore whatever is needed in the market has got to feature somewhere in the system of education. Thus it can be said that higher education is directly proportionate to the degree of movement into the knowledge economy so higher education, society and economy are interlinked.

Regarding global status, the responses can be summed up in the following words. A language that is spoken and understood by a large number and understood by a large number of people can be termed as having a global status and at present English seems to be enjoying that position. Besides this global status is acquired when that language is used in the domains of power globally rather than nationally. To the next question is English desirable as a lingua franca. The responses were in the positive. All were of the view that we need

linguistic commonalities to assist communication and commercial interaction between nations.

To the question would the demand for English continue to grow or not, a majority felt that until something very unforeseen happens English would remain a dominant language and continue to grow. The present tilted the balance towards English and it was strengthening day by day. Question related to internationalism also received a positive response. They thought that it was need of the hour. We needed to compete with the rest of the world, so our curriculum must be at par with that of the rest of the world. Global connectivity is putting us in rapid touch with the world. This had made it possible for students and others to desire to acquire the skills which help them seek a position for themselves in this global scenario.

The respondents agreed that global pressures were effecting the use of English in Pakistan. Now the elitism once associated with English studies was giving way to functionality, and the earlier narrow view was becoming broader with the passage of time. They felt that this was a good trend. The next question was linked to the previous one, and the response once again was positive. They said English should be a compulsory component of all higher education courses. That was because unless something was made compulsory majority of our young people would not take it seriously. We needed to come out of this lethargic state and compete with the rest of the world. We had a sizeable elite who knew this language, so why not build on it and provide this opportunity across the board. Students with good English have an advantage all the way through the system. This is unjust and unequal. The constitution states equal opportunities for all, so this right should be given to all and not just to the privileged few. (This view once again supports the researchers stance)

The next question that a wide spread ability in English will affect Pakistan's standing on the economic front got a positive response as well. They felt that it was because the globalized world that we talk about is interconnected with everybody trading with everybody else. The medium of communication is English and the more people who can speak it the better it is for the economy. In short a wide spread ability in English will definitely give Pakistan an edge on the economic front.

About English adversely effecting the local culture, they agreed that it would and that signs of this were already visible. However what could be gathered from their answers was that they were not so sure that it would adversely effect the local culture. This was because in their opinion the majority was not affected by these influences, it is the

elite class and that is a small segment of the society. Then again they felt that this trend could not be escaped. The best approach would be to adopt the good and ignore the bad.

They were unanimous in that students with good English skills had an advantage over those who have poor skills. They further affirmed that a widespread ability in English would affect Pakistani's economic front. They agreed that English would adversely affect the local culture, but not a vast majority only the elite class.

Conclusion

Interviewees agreed that globalization was a growing fact of the modern world. Technological advances in communication were affecting the use of language in the world. Most of them were of the opinion that education could not be delinked from social, commercial and international factors.

They were of the view that a language acquired a global status when that language was used in the domains of power globally rather than nationally. They agreed that English as a lingua franca was desirable for sustaining the global movement. They further reiterated that the demand for English would continue to grow. They also believed that internationalism was finding its way into higher education in Pakistan. Majority of the interviewees believed that global pressure was effecting the use of English, especially in the elitist universities. Interviewees believed that English should be a compulsory component if not in all discipline than certainly in the disciplines of science and technology.

It can be said that the interviews supported the researcher's research's premise that globalization was a sustainable movement and its effects were being felt in Pakistan as well. It effected higher education as well and in that backdrop a need for a language of communication is being felt by all, the language of choice is English, which is fast gaining a global status.

To wind up this chapter, the researcher will briefly recap the findings of the data collected through questionnaires distributed to educationists, students and the interviews. Globalization was considered to be a sustainable movement, with far reaching affects. Pakistan too was influenced by them. English was a choice language for a world language. It was desirable to introduce it across the board in Pakistan so that its advantages could be reaped by all. It was viewed as having a definite role in university programmes in Pakistan.

In the next chapter the researcher will end her research with conclusions drawn from her study, followed by findings, and recommendations for further studies of this nature.

End-Notes

NOTES: (1). This quote is from a revised of the Ely Lecture presented at the American Economic Association meeting in Washington, DC on January 3, 2003.

(*) NOTES: (2) Internet Top Ten Languages Usage Stats were updated for November 30, 2007. (2) Internet Penetration is the ratio between the sum of Internet users speaking a language and the total population estimate that speaks that specific language. (3) The most recent Internet usage information comes from data published by [Nielsen//NetRatings](#), [International Telecommunications Union](#), [Computer Industry Almanac](#), and other reliable sources. (4) World population information comes from the [U.S. Census Bureau](#). (5) For definitions and navigation help in several languages, see the [Site Surfing Guide](#). (6) Stats may be cited, stating the source and establishing an active link back to [Internet World Stats](#). Copyright © 2008, Miniwatts Marketing Group. All rights reserved worldwide.

Examples for data interpretation:

- There are **113,463,158** Spanish speaking people using the Internet, this represents **9.0 %** of all the Internet users in the world.
- Out of the estimated **446,648,991** world population that speaks Spanish, only **25.4 %** use the Internet.
- The number of Spanish Speaking Internet Users has grown **359.7 %** in the last seven years (2000-2007).

Tallying the number of speakers of the world's languages is an increasingly complex task, particularly with the push in many countries to teach English in their public schools. How many people can actually use the global language? David Graddol estimated a total of 750 million L1 (first or native language) plus L2 (second or nth language) speakers of English in his [Future of English Report](#) (pdf document) for the British Council. One of our subscribers, [Martin Schell](#), has reviewed Prof. Braj Kachru's new book [Asian Englishes](#) which claims that India and China combined have over half a billion "users" of English.

Indeed, many people are bilingual or multilingual, but here we assign only one language per person in order to have all the language totals add up to the total world population (zero-sum approach). No adjustments have been made for infants or illiteracy in the Internet penetration rate calculations. Very few countries have 100% literacy. Australia, Denmark, Finland, Liechtenstein, Luxembourg and Norway are six countries to mention. Regarding children, most are early Internet adopters (when they are given the chance to surf).

Top Ten Languages Used in the Web (Number of Internet Users by Language)					
TOP TEN LANGUAGES IN THE INTERNET	% of all Internet Users	Internet Users by Language	Internet Penetration by Language	Language Growth in Internet (2000 - 2007)	2007 Estimated World Population for the Language
<u>English</u>	30.1 %	379,529,347	18.8 %	167.3 %	2,022,629,545
<u>Chinese</u>	14.7 %	184,901,513	13.6 %	472.4 %	1,356,701,170
<u>Spanish</u>	9.0 %	113,463,158	25.4 %	359.7 %	446,648,991
<u>Japanese</u>	6.9 %	87,540,000	68.7 %	85.9 %	127,433,494
<u>French</u>	5.1 %	63,761,141	15.6 %	422.7 %	407,819,872
<u>German</u>	4.9 %	61,912,361	64.2 %	123.5 %	96,403,511
<u>Portuguese</u>	4.0 %	50,828,760	21.4 %	570.9 %	237,003,607
<u>Arabic</u>	3.7 %	46,359,140	13.2 %	1,575.9 %	350,965,119
<u>Korean</u>	2.7 %	34,430,000	47.6 %	80.8 %	72,346,515
<u>Italian</u>	2.6 %	33,143,152	57.0 %	151.1 %	58,178,115
TOP 10 LANGUAGES	83.7 %	1,055,868,572	20.4 %	221.4 %	5,176,129,939
Rest of the Languages	16.3 %	206,164,125	14.4 %	534.8 %	1,430,840,227
<u>WORLD TOTAL</u>	100.0 %	1,262,032,697	19.1 %	249.6 %	6,606,970,166

(*) NOTES: (1) Internet Top Ten Languages Usage Stats were updated for November 30, 2007. (2) Internet Penetration is the ratio between the sum of Internet users speaking a language and the total population estimate that speaks that specific language. (3) The most recent Internet usage information comes from data published by [Nielsen//NetRatings](#), [International Telecommunications Union](#), [Computer Industry Almanac](#), and other reliable sources. (4) World population information comes from the [U.S. Census Bureau](#) . (5) For definitions and navigation help in several languages, see the [Site Surfing Guide](#). (6) Stats may be cited, stating the source and establishing an active link back to [Internet World Stats](#). Copyright © 2008, Miniwatts Marketing Group. All rights reserved worldwide.

Examples for data interpretation:

- There are **113,463,158** Spanish speaking people using the Internet, this represents **9.0 %** of all the Internet users in the world.
- Out of the estimated **446,648,991** world population that speaks Spanish, only **25.4 %** use the Internet.
- The number of Spanish Speaking Internet Users has grown **359.7 %** in the last seven years (2000-2007).

Tallying the number of speakers of the world's languages is an increasingly complex task, particularly with the push in many countries to teach English in their public schools. How many people can actually use the global language? David Graddol estimated a total of 750 million L1 (first or native language) plus L2 (second or nth language) speakers of English in his [Future of English Report](#) (pdf document) for the British Council. One of our subscribers, [Martin Schell](#), has reviewed Prof. Braj Kachru's new book [Asian Englishes](#) which claims that India and China combined have over half a billion "users" of English.

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7

Conclusions, Findings and Recommendations

The researcher's premise is based on the assumption that the global movement has effected almost every aspect of man's life stretching from the social to the economic. It has forced individuals and policy makers to think beyond national boundaries. There is a greater interconnectivity between nations. People need to talk to each other for which they need a common language. It is in this backdrop that the researcher has looked at the role of English as a global language, and has made a case for its inclusion in Pakistani university programmes across the board. In order to test the validity of the assumption the research has been conducted around two basic questions. The first research question entailed an overview of the global movement and the current status of English in the world. The researcher's own observations as a result of visits to a few countries and her assessment of the situation also form part of the study. She has also relied heavily on relevant reading material. The second research question hypothesized correlations between the process of globalization and what is happening in Pakistan, with special reference to the role of English in university programmes. The researcher has endeavoured to point out such links and has described changes in attitudes and teaching approaches as a result of this situation within the country.

The second chapter dealt with the methodology employed to conduct this study. The study was conceived in three phases. In the first phase the researcher endeavoured to establish the existence of a viable global movement and how it is impacting other fields of human development. In the second phase the researcher tried to assess the level of awareness of this movement among key persons in the education sector in Pakistan plus the kind and quantum of English being taught, in institutions of higher education in Pakistan. In the third phase the researcher tried to analyse the situation with regard to English, especially at higher levels of education in Pakistan.

The study was descriptive, and partly empirical, but not empirical in the sense of being laboratory based. The research was conducted using a multi-method approach. Glaser's statement that "all is data" was especially appealing for the researcher, as the research

was based on interviews, questionnaires, observations and statistical analysis and all these could be used in a sociological research.

The third chapter studied the “movement known as globalization” and how it was viewed by developed and developing nations, what issues were related to it and how integration of global economy played a role in the development of poorer countries. After having looked at all these issues, the language issue was isolated for a detailed study, as the researcher’s main question dealt with the role of the English language in Pakistani universities. It is the functional aspect of language which has been the focus of the study. The researcher has tried to establish that change of attitude towards a second language is the aftermath of globalization / glocalization, the advantages connected to it, and spread of electronic media. Interconnectivity has compressed the world to a small community thus giving the world an awareness of acquiring a language for communication.

The fourth chapter looked at the position and status of English language and its potential of becoming a world language. The last part examined the present position of English in university programmes of Pakistan. This chapter also looked at the position of English language among world languages. The literature revealed that English is in the first position among world languages, and is seen as an accidental byproduct of global forces. Studies of the 21st century reveal a causal relationship between economics, globalization and the English language which has transgressed the boundaries of nations and races. English more than any other language has made a place for itself due to migrations and colonization. It is the official language in more than 70 countries. (See Chap.4) It is the most widely taught second language. This is because language and power are closely connected. During the present times the spread of American English is the result of its military and economic power. The human repertoire of communicational signals and devices is very wide, but it is clear that language occupies the central position. The global movement has made it imperative to have an international language. In the past translation played a vital role and even today world organizations rely heavily on it. Money spent on these activities could be better utilized if there was a global language. It would yield greater benefits to all those who were proficient in this international language. (researcher’s position)

In the fifth chapter the researcher focused on the role of English in Pakistani universities. She gave a brief background of how English was introduced in the sub-continent and how it was introduced to the Indian people. This was done to underscore the political and

ethical issues attached to the spread of this language in general, and in the field of education in particular. Educational policies from 1765 onwards were discussed at length to trace how the English language crept into administration and education in pre-partition India and how it continued in Pakistan. Salient features of the policies were presented to highlight the importance given to the language to be used as a medium of instruction. Discussion on Pakistan's Language Policy and its fallout was done to explain why we need consistency in this policy to bring about the required reforms in higher education.

Eminent scholars and educationist's views on the subject were quoted to substantiate the researcher's insights. In brief their arguments can be summed up in the words "English is no longer the language of British imperialism. It is a language of the world with a life of its own".

The sixth chapter dealt with the analysis of the data collected through questionnaires and semi-structured interviews. This exercise was carried out to elicit the respondents' perception of the phenomenon of globalization and their views with regard to the desirability, characteristics and role of English in higher education in Pakistan. Two sets of questionnaires were distributed, one to the students and the other to educationists, in order to get their views on the two research questions. The responses were coded and analysed using the statistical package used for social sciences the SPSS, version 13. The number of questionnaires distributed to educationists was fifty out of which forty three were filled and returned. The percentage was calculated at eighty six. Three hundred questionnaires were distributed to students. Two hundred and twelve were returned. The percentage was 71 %. Male and female students were chosen at random in the natural sciences, technology and humanities at graduate and post graduate levels in key higher educational institution. To carry out this research a mixed qualitative/quantitative approach was adopted (see section on methodology). This was done because globalization as a phenomenon is difficult to quantify and using these methods approximate quantification is possible. In the light of the data and its analysis, the following findings emerged:

7.1 Findings:

The findings of the present exercise are the result of extensive data collection and analysis. One major finding is that globalization is a fact of the modern world and gives evidence of being a sustainable movement. Any nation that wants to progress must keep this fact in mind that technological advancements are also effecting the use of language, especially when it comes to English as a foreign language.

Most people are in favour of higher education being linked with social, commercial and international factors. People do not want to get higher education per se. They want programmes which can give them results in the shape of improving their lives.

The researcher has further found that internationalism is entering the corridors of higher education in Pakistan, and most people welcome it.

Another important finding is that an international lingua franca is a requirement of the present times. English should be a compulsory component of all degree courses, as it is an international language and people recognize this fact. This supports the researcher's contention (chapter 1) that peoples' mind sets are changing towards learning the English language. Students desire to be proficient, as those with good English skills have better chances in the job market both at home and abroad, which results in changing their lives. It may be mentioned here that studies conducted by Sabiha Mansoor and Tariq Rehman yielded similar results, stating that knowing English enhanced peoples' chances in the job market. An encouraging finding is that the majority do not consider English as an impediment to progress in Pakistan, instead they feel that knowing English gives them many advantages.

Another finding is that English is mainly learnt by students for academic purposes. They do not consider it to be used for recreational purposes as the mother tongue or the national language suffices in that respect. A shift from the cultural to the functional aspect of language is desired by students. Pakistanis view English as a utilitarian tool, and people are of the view that a widespread ability in English will affect Pakistani's standing on the economic front. Hence the need and desire to learn the language.

The next finding is that students would like to be proficient in all the four skills as they recognize the importance of these skills. They would further like to be proficient in English language as opposed to English literature. This gives credence to the finding above that mostly English is considered to be a useful tool. Pakistanis on the whole are not really fond of English literature.

Some minor findings were related to the level at which students should be introduced to English. It was felt that English should be introduced in class one as opposed to class six. The researcher's next finding supports the one mentioned above: that English language should be taught at all levels – knowing English helps students in their studies because the majority of the subjects are in English. Students recognize the fact that their prospects in the job market will improve if

they are proficient at English. They were of the opinion that it is not just the local job market where knowing English is vital but the international job market also, as English has gained the status of an international language, and it is imperative to recognize it.

The next finding is a bit disturbing: the presence of English is effecting our local languages. Some steps must be taken to revive them and yet benefit from English as it is also a global language. The data further revealed that to a certain extent our local culture is being effected by English, and positive and realistic steps ought to be taken by people at the helm of affairs to ensure our culture is not invaded by the English culture.

The researcher's data further reveals that knowing English helped them in using the computer. The last of the findings is that students view HEC's policy of introducing English in all university programmes positively. This is encouraging and points to the fact that our students are realistic. They are also appreciative of the steps taken by HEC which should encourage that body to take initiatives that benefit the Pakistani students.

7.2 Recommendations:

The researcher has some recommendations to offer in the light of her findings.

Globalization being a fact of the modern world, it is recommended that the curriculum be made in line with the needs of the time, especially from the point of view of communication. English is the language in demand and our students should also be given the opportunity to acquire it across the board.

Most scientific research and advancement in technology trickles down to the developing countries from English speaking countries like the US, U.K, Canada and Australia in addition to European countries. The language of communication is mostly English. Knowing English would prove to be advantageous for our students. It would enable people to operate on a wider canvas of communication. It is therefore recommended that English be taught as a second language across the board from class one. It is further recommended that English language be a compulsory component of all degree courses as apposed to English literature, as this happens to be the need of our time. It is recommended that all students coming through the three current systems of education be taught English as a second language from class one, to give them equal opportunities in the job market both nationally and internationally.

It is further recommended that students acquiring technical skills should also be taught the English language. This would enable them to get jobs abroad. There is great demand in the U.A.E, for skilled labour. The only hindrance in the way of these people securing jobs in U.A.E is that they can neither communicate in Arabic nor in English. The Ministry of Labour, Manpower and Overseas Employment, has requested NUML to run programmes in English for the skilled workers, so that they can be sent to states which have requested Pakistan for manpower.

Global trends in economics, technology and culture suggest that we need to correlate these trends with our educational needs, especially with regards to the English language, as the study shows it plays a vital role in the twenty first century. Writers like David Crystal, Graddol and Tariq Rehman believe that English has already acquired the status of a global language. Thus it is recommended that a nation wide plan be developed for improving the standard of English language in Pakistan.

The above recommendation would be a huge task to accomplish in the absence of trained English language teachers. Therefore it is recommended that ELT/TEFL courses be introduced in the university programmes, along with masters in English literature / linguistics / language to bridge this gap.

It is also recommended that the Masters in English Language Teaching be treated at par with the Masters in English literature by the Federal Public Service Commission / Provincial Public Service Commission. This would motivate the students to go for these professional courses.

It is recommended that language courses be linked with the school / college programmes. At present in the Urdu medium schools there is only one period of English, the duration of which varies between 30 minutes to 45 minutes. This time is divided between teaching English literature and English grammar. English happens to be a third language in some situations in Pakistan so in order to overcome students weaknesses it is recommended that students be exposed to this important language for a longer period of time. This subject should be taught by trained teachers who have an awareness of the new teaching methodologies in order to facilitate the teaching / learning process.

All this will require a lot of finances and infrastructure. For a start it is recommended that centres of English Language be housed in the Universities where these programmes are being offered. They

could train master trainers who could go back to their respective institutions and train the staff there. Some work in this regard is already being done as Fauji Foundation Chain of schools and colleges send future master trainers to NUML for training. These trainers, then, go back and train staff in their respective institution. This training at NUML lasts from three to six months.

“Higher education”, “science and technology”, and “upward mobility”, are the buzz words in today’s global world, with English being considered as the international currency (English Language Teaching Reforms in Higher Education in Pakistan P.6). “It is recommended that to strengthen the students’ proficiency in English support programmes be introduced in all universities. This could be in the form of an extra semester or extra credit hours could be allocated to the study of English language, across the board for all disciplines”.

It is further recommended that the present syllabus and curriculum be revised, keeping in view the needs of students in higher education.

The last recommendation is to motivate and give incentives to English language teachers. One way of encouraging them would be to give scholarships to outstanding faculty members to go abroad for M. Phil and Ph.D in ELT. Moreover special instructions must be given to these scholars to pursue topics which would directly benefit their home country, Pakistan.

English can be used as a medium to promote the local as well as national culture of Pakistan. In the words of Bapsi Sidhwa, Kamla Shamsia, Sara Sulehri, Riaz Hassan, Mohsin Hamid and other prominent novelists this aspect takes a dominant place. It is a good way of promoting ones culture, and literature can play a positive role in introducing Pakistani culture, norms and traditions to the English speaking world. Furthermore literature written in English by Pakistani writers can be included in the curriculum. This will remove the danger/fear of a foreign culture creeping into our culture. It will also reduce the level of difficulty for the students as they will be reading about things they are familiar with. This in turn will help them to focus more on the language, which they will learn in a meaningful context.

7.3 Suggestions for future research:

It is further hoped that the current study would motivate further research. There are a number of areas which if explored can benefit our country. For one, future researchers can study the effect of the global movement on each Pakistani language. The influence can range

from lexis to syntax and phonology. Psychological aspects of the global movement can also form a part of future research. The effects of the global movement on Pakistani culture can also be explored in detail. Another area could be a comparative study of various Pakistani generations views and attitudes towards globalization of which English is an important component.

A predictive study could also be carried out on the future relationship between English and various Pakistani languages. This would help us find ways to preserve our national languages. Giving up our own languages for the sake of a global language can never resolve issues as we must keep in mind that our native languages will remain ours for a long time, whereas globally the importance of a language may vary with changing times.

7.4 Conclusion:

In view of the extensive and in depth discussion done throughout this study, the conclusion is to be viewed in the context of the data analysis, finding, recommendation and suggestion for future study.

What can be observed from the data and the researchers personal experience is that people who are involved in a global language in this instance English, (especially the functional aspect of it) accept the cultural influence of it to a certain extent. They are aware of the fact that their culture will change to some extent but that is a chance which they are willing to take. As far as religious beliefs are concerned they feel that ones faith is strong enough and it is not effected by learning a second language. The functional aspect of language provides a number of positive benefits like better jobs, chances of travelling abroad, getting enrolled for higher studies, getting greater exposure to science and technology. Reaping the benefits of exposure to world literature. Being introduced to different people and knowing their culture. Being able to put across ones point of view more effectively and to a wider audience. Thus weighing the benefits against the cultural pit falls, the balance tilts towards the opportunities it offers.

In short knowing the language (English) makes it possible for them to become members of this global village and by participating and using this tool, being an actor in building this global community.

The limitations of the study have not allowed the researcher to dwell in detail on these related aspects of the study. However these inferences have been make on the basis of the descriptive study that is the literature review related to the research questions and the

theoretical underpinnings of the study. Mainly the concept of globalization and glocalization, mingling of the global with cultural can be seen in the Pakistani society, hence a calculated assertion can be made that people are not aware of this trend. Furthermore other studies/research conducted in the second language learning context also strengthen the researcher's point of view that people are ready to reap the benefits of knowing a second language.

The conclusion to be drawn is simple and to the point. English in Pakistan must be viewed in a realistic framework. Adequate steps should be taken to ensure that our students benefit from this important language which has become a key to success in modern times. Yet, we must not lose sight of the fact that we are Pakistanis, and our languages embody our cultural values which we do not want to lose at the altar of learning English. Learning English must be harmonized with ground realities, and the data acquired for this study supports this observation.

Samenvatting

Het onderwerp van studie in deze dissertatie is het proces van globalisering en meer specifiek de rol van het Engels als wereldtaal. Binnen deze context richt de dissertatie zich op het groeiende belang van Engels als taal van instructie in onderwijsprogramma's van universiteiten in Pakistan.

In de onderhavige studie worden de volgende vraagstukken geëxploreerd: a) globalisering en de implicaties daarvan op hoger onderwijs, b) Engels als een wereldtaal en de rol van het Engels in het taalbeleid van India en Pakistan historisch beschouwd (vanuit de Britse koloniale overheersing), c) de rol van het Engels in het hedendaagse Pakistan en d) de invloed van mondiale veranderingen op het gebruik en het belang van het Engels in universitaire onderwijsprogramma's in Pakistan.

Na een inleidend eerste hoofdstuk wordt in hoofdstuk twee het onderzoeksonderwerp toegelicht: voor de studie is gebruik gemaakt van verschillende methoden, zowel kwalitatief als kwantitatief. Er zijn interviews gehouden met beleidsbepalende actoren op het niveau van de landelijke overheid zowel als op het niveau van bestuur van hoger onderwijs in Pakistan. Daarnaast zijn er vragenlijsten uitgezet onder studenten uit verschillende wetenschappelijke disciplines van drie Pakistaanse universiteiten in Islamabad. Voor de bredere context van globalisering en de rol van het Engels in taalbeleid in Pakistan en India is uitgebreid documentenonderzoek verricht, waarbij gebruik is gemaakt van zowel theoretische als historische bronnen en journalistiek materiaal.

Hoofdstuk drie biedt een overzicht van het proces en concept van 'globalisering' vanuit theoretisch en historisch perspectief. Het daarop volgende hoofdstuk vier gaat dieper in op een aspect van de globalisering dat in de dissertatie centraal zal staan: de positie en het belang van het Engels als wereldtaal. In dit hoofdstuk wordt ingegaan op de huidige status van het Engels in de wereld en op aanverwante thema's zoals de voor- en nadelen van het Engels als mondiale taal, lokale gezichtspunten op Engels als een tweede taal en, ten slotte, de bijdrage die het Engels kan leveren aan de ontwikkeling van een land als Pakistan.

Hoofdstuk vijf gaat in op verschillende politieke en ethische kwesties die samenhangen met de verspreiding van het Engels in de Pakistaanse samenleving, in het bijzonder gericht op het onderwijs. Als context wordt eveneens kort een geschiedenis geschetst van het taalbeleid in Pakistan.

In hoofdstuk zes worden de uitkomsten van de kwalitatieve en kwantitatieve data geanalyseerd. Centraal staan de visie en betekenisgeving van respondenten aan het verschijnsel van globalisering en de waarde en wenselijkheid van het gebruik van de Engelse taal in het hoger onderwijs in Pakistan. De belangrijkste uitkomsten worden hieronder beschreven.

Uit de antwoorden van de respondenten blijkt dat zij het proces van globalisering erkennen als een belangrijke kracht in de Pakistaanse samenleving. Bovendien accepteren zij, vanuit deze beweging van globalisering, de toenemende rol van het Engels in het hoger onderwijs in Pakistan. De respondenten onderschrijven deze rol met verwijzing naar de toegenomen behoeftes naar internationaal beschikbare informatie en de groeiende technologische mogelijkheden van communicatie.

Met betrekking tot Engels als tweede taal gaven de antwoorden van de respondenten aan dat zij het belang van Engels onderkennen voor een internationale oriëntatie en voor het, in academische zowel als sociaaleconomische zin, verbreden van de eigen horizon. Het functionele aspect van de taal wordt belangrijker geschat dan de literaire en culturele aspecten. De respondenten waarderen en onderschrijven het beleid dat gericht is op de introductie van het Engels in alle universiteitsprogramma's.

Het dominante standpunt met betrekking tot kwesties van cultuur en religie was dat beide domeinen sterk genoeg zijn om invloeden van buitenaf (effecten van globalisering en het toenemende belang van het Engels) te weerstaan en dat geen taal sterk genoeg is om een negatief effect te hebben op de eigen cultuur noch op de eigen geloofsovertuigingen.

De respondenten uit beleids- en bestuurskringen, waarmee kwalitatieve interviews zijn gehouden zijn van mening dat Engels als *lingua franca* wenselijk is als ondersteuning van globalisering. Bovendien gaf men aan ervan overtuigd te zijn dat de vraag en behoefte naar het Engels in Pakistan zal blijven groeien. Internationalisering, zo meenden de geïnterviewden, zal meer en meer zijn weg vinden binnen het hoger onderwijs van Pakistan. Mede om deze reden is een meerderheid van de respondenten van mening dat

Engels een verplichte component zou moeten worden in ten minste de disciplines van natuurwetenschappen en technologie.

Hoofdstuk zeven vat de bevindingen van de studie samen en sluit af met een aantal praktische aanbevelingen en suggesties voor verder onderzoek.

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