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KEYWORDS	ABSTRACT
Language Preferences; Language Attitudes; Higher Education; Medium of Instruction; Language Policy; Pakistan	Pakistan is a multilingual country where the language trend has a significant impact on language policies implemented at the higher educational level. The choice of a language to be the medium of instruction at the higher educational level in Pakistan has always been a complex issue as there is always a choice between Urdu, English and regional languages. The research reported here is a survey conducted in two undergraduate and postgraduate degree awarding institutes of Management Sciences and Electrical Sciences – one located in the region of Punjab and one in Federal capital so as to find out views of teachers regarding choices of language at the higher education level. The survey included 80 teachers who responded to the questionnaire in addition to 8 members from the administration who were interviewed so as to find out their views regarding language policy and its implementation in the premises of their institutes. The analysis of the questionnaires and the interviews suggested that teachers and administration have different opinions with regard to language policies. The teachers believe that Urdu alongside English should be adopted in the professional colleges for the medium of instruction which will help in increasing the comprehension of Management Sciences and Engineering Sciences students in their respective disciplines. However, they do not believe in changing the medium of examination which creates problems for students during examination. The administration on the other hand firmly believes that English should be both medium of instruction and medium of examination at the higher educational level. It is important for teachers and administration to be aware of the outcomes of implementing Urdu, English or both at the undergraduate and postgraduate level in Pakistan.
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Introduction

Pakistan is a multilingual country where language has a significant existence as it shows its presence in almost every encounter. In addition to a national language, Urdu, there are other local languages and vernaculars which are spoken as mother tongues in various regions of Pakistan that are legally acknowledged based on claims of tradition or indigeneity. In addition, the effect of colonialism and the expansion of the global economy has never decreased the importance of English in Pakistan. This language trend has a significant impact on language policies implemented at the higher educational level.

English has officially been maintained as the medium of instruction in Higher Education after the country's independence in 1947. However, Mansoor (2003) points out that this has always been considered as an interim arrangement as the reports of Educational Policies as well as Education Commissions and Committees have claimed to introduce Urdu as the official medium of instruction at the Higher Education level once teaching materials have been developed in the national language. Mansoor (2003) also notices that soon after the independence, Urdu was declared the official medium of instruction in the public sector for classes 1-12 but the transfer from English medium to Urdu medium in higher education has still not been materialized. Though every government has endorsed the need to adopt Urdu at the Higher Educational level (fifteen years by Sharif Commission, 1959, five to seven years by University Grants Commission 1982, Report of the Education Sector Reform, 2001) but it has been generally observed by students, teachers and parents as well as other stakeholders that the issues regarding learners' language difficulties in the English medium or developing sufficient and quality materials in Urdu for higher education have not been given adequate attention.

The choice of a language to be the medium of instruction at the higher education level in Pakistan has always been a complex issue. There has always been a dilemma whether to promote Urdu or English at the higher education level. Urdu being the national language needs to be promoted for ideological purposes but English as the medium of instruction is also necessary to be maintained keeping in with the demands of the emerging global market where English is considered as a symbol of progress and development (Mansoor 2003). In addition, most of the learners who have received initial schooling in their mother tongue find it difficult to cope up with either English or Urdu at the higher education level.

Language Attitudes

The research here sets to find out the attitudes of the teachers towards language hence it is important to describe the concept of 'attitude.' Baker (1988) defines 'attitude' as 'something an individual has which defines or promotes certain behavior.' He believes that though 'attitude' is a hypothetical psychological construct but it helps in reflecting the realities of life as they are learned predispositions, not inherited and are likely to be relatively stable. Attitudes are however influenced by experiences hence attitude of teachers towards usage of language helps in reflecting their experiences both inside and outside the classrooms.

Problem Statement

The most significant observation at the higher educational level in Pakistan is that the language practices of students and teachers may not ideally be their language preferences. Mansoor (2003) has observed that a crisis in the educational system of Pakistan is demonstrated by the high rate of failure of students in examinations in the intermediate, graduate and postgraduate levels. One of the reasons is a failure to understand that medium of instruction and medium of examination are not same (especially for technical subjects like Science, Computers and Mathematics). Hence, comprehension in the class does not ensure success in examination also. The medium of instruction depends upon various factors like the language needs of learners, parental and teachers' attitudes towards language, available economic resources to implement the policy in terms of training of teachers, developing course materials in the language selected and the lack of research in the areas of language planning in education in Pakistan (Mansoor 1993, Rahman 2002). This research, therefore focus on the attitudes of the teachers regarding usage of medium of instruction at the higher educational level which will help in determining their language preferences and also reveal their ideologies through their language practices.

Aim

The main aim of the research is to identify language attitudes of teaching staff towards multilingualism at higher educational level. In order to understand the impact of a language policy on a specific academic community it is necessary to take into account the daily practices of the members of the institution including teaching staff and administration. Hence this research will probe into the variables that the teachers associate with the notion of languages and multilingualism in higher education. The research study will also help in revealing the ideologies of the members involved in the process of higher education.

Research Questions

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

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

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

RQ3. How does socio-cultural and socio-economic context and L1 affect teachers' views regarding language policies prevalent in Pakistan at the higher education level?

Literature Review

Language is a key factor in any country's social, political, economic and cultural systems. Language is not only a linking force of communication but a symbol of identity and nationalism. Pakistan a multilingual postcolonial country has to face triple challenges of determining the status of colonial language, national language, and regional languages. As Dr. Justice S. A. Rahman in his inaugural address to Linguistic Research Group of Pakistan said, "we cannot wholly dispense with English and must retain it as a secondary language... will open to us the door to the treasures of higher modern learning" (Dil, 1963 p.20). There is no separate document dealing with the language policy in the country. The education policies, however, would sometime have a section or two on language policy.

English language has been deeply rooted in the socio-political structure of Pakistan since its inception, as far as it was constitutively declared as official language of Pakistan. It was only in September 2015 that a significant change occurred in the language policy with Urdu being acknowledged and announced as the official language of Pakistan with the implementation process gradually progressing towards its complete realization. The status of Urdu is controversial in Pakistan; it is the national language and now the official language of Pakistan, the medium of instruction in state schools. It was initially chosen as a national language but the tendency is to associate it particularly with Mohajirs (the muslim refugees who left India at the time of partition) resulting in ethnic resistance. The linguistic hierarchy in Pakistan is as follows: English, Urdu and local language. In the KPK and Sindh, however, Pashto and Sindhi are seen as identity markers and are spoken informally. In Punjab, sadly, there is widespread culture-shame about Punjabi. It is associated with the low class and many educated parents prefer to speak Urdu rather than Punjabi with their children.

Language policy (LP) is the deliberate attempt to change an individual's or community's use of a language or languages or a variety or varieties. Communities exist at local, regional, national, international or, increasingly, cross-border (Omoniyi 2004 cited in Kennedy, *Challenges for language policy...*) levels and agents of LP may try to influence the language behaviour of such different groups (or users). Language policies by the governments of Pakistan and globalization have increased the pressure of English on all other languages and at the same time threatening the linguistic and cultural diversity in Pakistan. According to National Education Policy (2009) English and Urdu would both be taught at primary level and English would be medium of instruction from class 5 onwards. But this policy lacks completely in the spheres of acquisition and corpus planning, which add up to the problems of students as well as teachers (cited in Ammar et al, 2015).

The term "academic literacies" was originally developed with regard to the study of literacies in higher education and the university, refers to the diverse and multiple literacies found in academic contexts such as disciplinary and subject matter courses. An academic literacies perspective treats reading and writing as social practices, that vary with context, culture and genre (Barton & Hamilton, 1998; Street, 1984; 1995). The literacy practices of academic disciplines can be viewed as varied social practices associated with different communities. Building upon theories of reading,

writing, and literacy as social practices, Lea & Street have proposed an academic literacies model which is a new approach to understanding student writing and literacy in academic contexts which challenges the dominant “deficit” model (Lea and Street, 2006). An approach using the academic literacies model foregrounds the variety and specificity of institutional practices, and students’ struggles to make sense of these instead of focusing on student deficits.

The language policy issue in higher education in Pakistan has not been effectively addressed by the various education commissions set up by different governments. In all Educational Policies and Reports of Education Commissions and Committees set up in this regard (1957-1998), the official policy with regard to language has been to maintain English as the medium of instruction in Higher Education after the country’s independence in 1947. This policy is seen as provisional whereas the long-term language policy as laid down in all the Reports of Educational Policies as well as Education Commissions and Committees 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. (Mansoor, Language Planning in Higher Education... pp.17-18).

The selection of a language to be the medium of instruction is a complex matter concerning various factors including the aims of the language planners, language needs of learners, parental and teachers’ attitudes. Apart from practical factors including economic resources and development of materials in the language so selected, one major problem is the lack of research in the areas of language planning in education in Pakistan. Even though there have been a few sociolinguistic surveys involving schooling in Pakistan (Mansoor, 1993; Rahman, 2002), these have been restricted to a few institutions or a particular region.

One of the difficulties that many students encounter as they shift into higher education involves writing and academic discourse. The situation in Pakistan is worsened by the fact that medium of instruction is what one can afford to buy as there are three major types of schooling e.g., (a) state-run Urdu-medium schools, (b) (private) non-elite English-medium schools, (c) (private and state sponsored) elite English-medium schools. Students coming from such backgrounds who could not afford English medium may experience such difficulties to a greater degree than some other students.

Language planning in higher education gains more significance in the backdrop of Pakistan as a multilingual country as well as the inequality of education system. The issue of vital concern is medium of instruction at HE level keeping in students’ difficulties in English and lack of required materials in Urdu. In many countries English has become implicated in social and economic mechanisms that structure inequality, linking poverty with access to the lingua franca of the global elite – English along with other factors. In post-colonial countries like India and Pakistan, English medium schools provide one of the mechanisms of distributing social and economic power.

Slightest attention has been paid to the acquisition of language related to teaching methodologies and language learning (Cooper, 1989). Yet, the language policy of Pakistan favours the language shift from less powerful to more powerful (Rahman, 1996 cited in Ammar, 2015) and the sacrificed

languages are Urdu and other major regional languages. To achieve this objective, English language communication courses are a compulsory part of university level education in Pakistan as well. However, the teaching methodologies are not defined clearly. Therefore, the graph of communicative competence in English remains very low (see PEELI Report 2006), and the conflict in the teachers and learners about the utilization and learning of English vs other languages remains a constant source of tension and anxiety in general.

Nearly all the studies on multilingual practices focus on two languages but studies centering on three or more languages offer more interesting information about different strategies and directions in the use of languages that are not obvious when only two languages are involved. For example, Moore's (2010) study of multilingual practices by Chinese children in a French immersion program in Canada shows the competencies in the three languages as well as code-switching in different directions in a multilingual and multicultural context. Multilingual practices involving three or more languages can often be found outside the school context in the linguistic landscape. (Gorter, 2006; Shohamy & Gorter, 2009 cited in Cenoz, & Gorter, 2011).

Code mixing and code-switching take place in classroom contexts despite the fact that official policy is linked to the idea of language separation. According to this policy "other" languages spoken at home or in the community must be avoided in classrooms. Though, classroom language practices do not always match official policies and code-switching is a very common phenomenon in multilingual contexts. A study in the Asian context by Van Der Meij & Zhao (2010) focuses on code-switching in English major courses in Chinese universities. The findings of the study indicate that teachers have a positive view of code-switching but also that the frequency of code-switching was much higher than what teachers themselves thought. The similar research in many other countries could certainly confirm the same result.

Research Methodology

Sample

The data is collected from two perspectives: i) Administration and ii) Teachers. The two perspectives will help in comprehending the dilemma which is found in Pakistan regarding language practices and preferences at the higher educational level. The first perspective will help in revealing the language policies followed by the college/ university. It is important to notice here that the policies regarding usage of language in the institutions are not explicitly defined. The second perspective will help in probing into the attitudes of the teachers towards usage of language both within and outside the classrooms. This perspective will help in understanding the extent to which the attitudes of the teachers influence the choice of language at the higher educational level.

The sample comprises teachers from three degree awarding institutes: Army Public College of Management Sciences, Rawalpindi, Punjab Group of Colleges and Punjab University Jhelum Campus. The disciplines chosen for finding out the attitudes of teachers regarding language policies are Electrical Sciences (BSCS) and Management Sciences (BBA, MBA). These two

disciplines are most commonly chosen by students for higher studies in Pakistan and secondly are involved with teaching of technical subjects where books and teaching materials are only available in English language. The teachers involved in the survey are teaching both at the undergraduate (BBA, BCS, BSCS) and postgraduate level (MBA, M.Com).

Tools for Data Collection

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

The Questionnaire

The questionnaire aimed at finding out the language practices and language preferences of teachers both inside and outside the classroom. It helped in obtaining the views of the respondents with respect to choices of languages which teachers are making both willingly and forced to make in the classrooms due to language policies prescribed by the institute/HEC. The questionnaire revealed information regarding respondents' sociolinguistic context, gender, L1 and age. Next it helped in finding out the language used by the respondents as a medium of instruction in classrooms and rationale for it. The questionnaire also reveals the policies of institutes and Higher Education Commission regarding usage of language in the classrooms and awareness of respondents regarding language policies in Pakistan. The questionnaire next indulges into preferences which teachers' are desirous to make regarding medium of instruction in the classrooms especially with reference to the disciplines they are teaching. The questionnaire also aimed to find out the awareness of respondents regarding medium of examination at the higher education level. This helps in revealing the compatibility between medium of instruction and medium of examination at the undergraduate and postgraduate level in college/university. The questionnaire also helps in revealing the practical scenario of our classrooms where the language mostly understood and practiced by the students in Pakistani social context is discussed which provides a rationale for teachers in using a specific language as a medium of instruction so as to increase the comprehensibility of their subjects/topics. The questionnaire also aimed to find out the sociocultural perspective of respondents with respect to languages used in their everyday life so as to find out the compatibility of languages used both in their professional and practical life. In the end the questionnaire helps in portraying personal opinions of the teachers regarding language policy implemented by the institutes/HEC at the university/college level.

The Interviews

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

The sample selected for interviews depended upon the organogram of the institute. Since the organogram of the first college selected, APCOMS, has Principal as the head of the institute so his opinions regarding the topic under investigation is foremost taken into consideration. Followed by him are the deans of Management Sciences and Electrical Sciences who are also interviewed. Hence the sample for the interviews consisted of three participants from APCOMS.

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

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

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

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

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

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

Theoretical Framework

The present research is designed to be mainly concerned with contributing to language practices and language preferences at higher educational level in Pakistan hence the research model adopted here is 'Sociolinguistic Survey' as suggested by Robin Dodsworth (1999) who highlighted the importance in variationist sociolinguistic studies for collecting data on a social network or a speech community rather than solely on an individual speaker. The research framework is significant as it helped in looking at a social network instead of a single informant which enabled the researchers in getting more information about the relationship between language and social interaction.

Model of Analysis

The responses from the questionnaires are analyzed both quantitatively and qualitatively. For the quantitative analysis the questionnaire responses are coded and entered into the Statistical Package for the Social Sciences (SPSS, Version 6.1.3). The qualitative analysis of the data helped in interpreting the rationale for the attitudes exhibited by the teachers regarding language choices by looking at the categories of sociolinguistic context, gender, influence of L1 and age of the respondents. The analysis of all quantitative data obtained from the questionnaires is later analyzed at a descriptive and inferential level so as to preview them qualitatively as well.

The responses of the teachers are analyzed under the following major categories:

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

In order to analyze the data under these above mentioned categories the variables of socio-cultural and socio-economic perspective and L1 practices are taken into consideration.

Analysis

Quantitative Analysis:

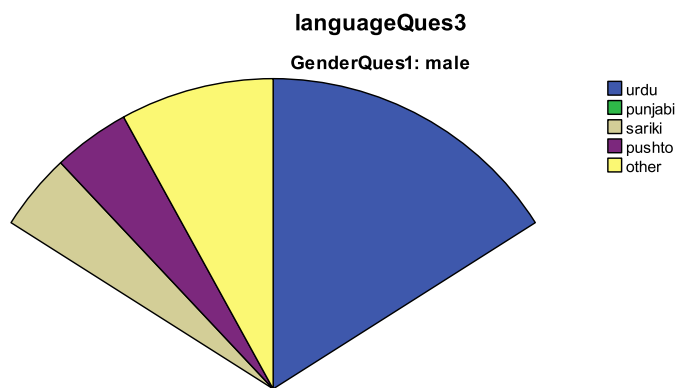
For the purpose of quantitative analysis questionnaire responses are coded and entered into the Statistical Package for the Social Sciences (SPSS, Version 6.1.3). The responses are then illustrated in the form of pi-chart and tables. First twenty tables represent males' responses and the last twenty tables represent females'.

Male response on question 3

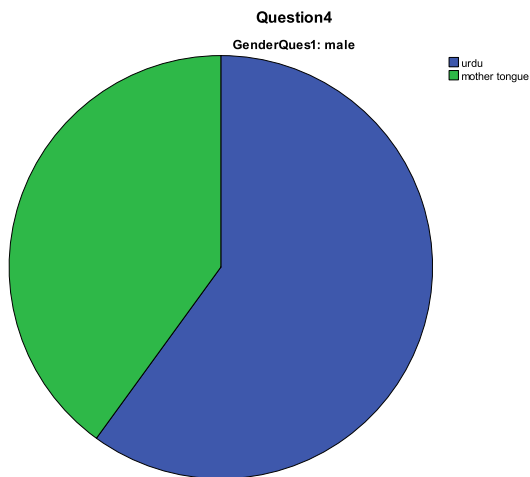
Table 1

Table reveals 1 that male are speck in Punjabi as compare to other languages.

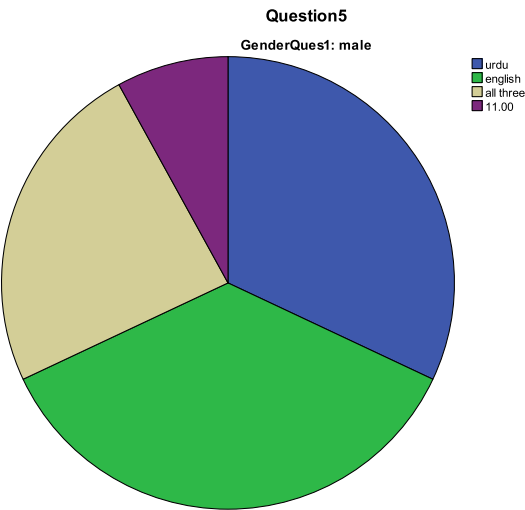
Question 3	Frequency	Percent	Cumulative Percent
Urdu	4	16.0	16.0
Punjabi	17	68.0	84.0
Sariki	1	4.0	88.0
Pushto	1	4.0	92.0
other	2	8.0	100.0
Total	25	100.0	



Question 4	Frequency	Percent	Cumulative Percent
urdu	15	60.0	60.0
mother tongue	10	40.0	100.0
Total	25	100.0	

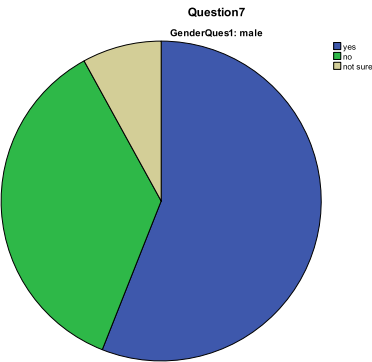


Question	Frequency	Percent	Cumulative Percent
urdu	8	32.0	32.0
english	9	36.0	68.0
all three	6	24.0	92.0
11.00	2	8.0	100.0
Total	25	100.0	

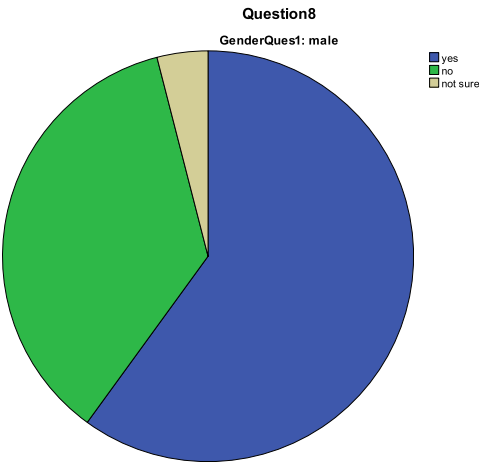


Question	Frequency	Percent	Cumulative Percent
u r at ease with the language	7	28.0	28.0
u feel that this laguage explain the topic best	18	72.0	100.0
Total	25	100.0	

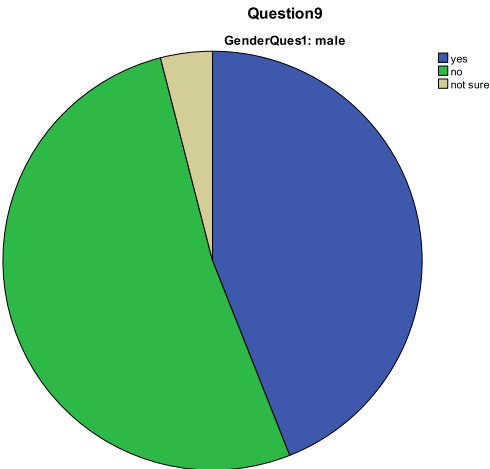
Question	Frequency	Percent	Cumulative Percent
yes	14	56.0	56.0
no	9	36.0	92.0
not sure	2	8.0	100.0
Total	25	100.0	



Question	Frequency	Percent	Cumulative Percent
yes	15	60.0	60.0
no	9	36.0	96.0
not sure	1	4.0	100.0
Total	25	100.0	

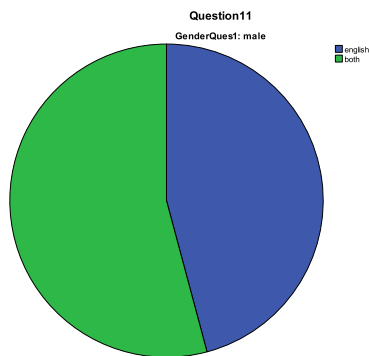


Question	Frequency	Percent	Cumulative Percent
yes	11	44.0	44.0
no	13	52.0	96.0
not sure	1	4.0	100.0
Total	25	100.0	

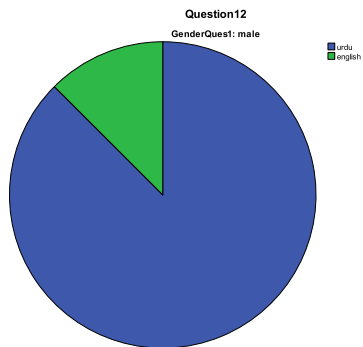


Question		Frequency	Percent	Cumulative Percent
	yes	19	76.0	79.2
	no	4	16.0	95.8
	11.00	1	4.0	100.0
	Total	24	96.0	

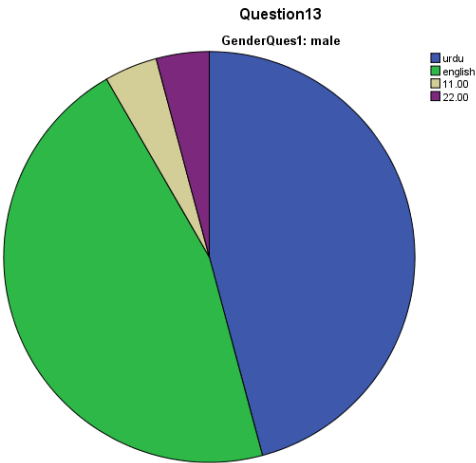
Question		Frequency	Percent	Cumulative Percent
	english	11	44.0	45.8
	both	13	52.0	100.0
	Total	24	96.0	



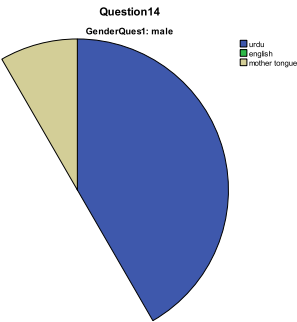
Question		Frequency	Percent	Cumulative Percent
	urdu	21	84.0	87.5
	english	3	12.0	100.0
	Total	24	96.0	
Missing	System	1	4.0	
Total		25	100.0	



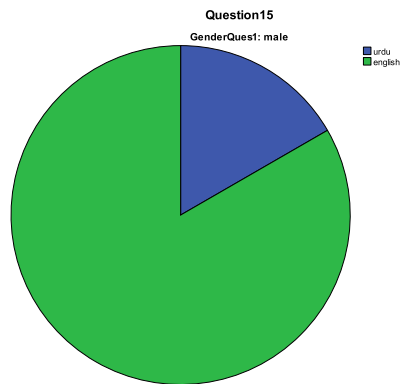
Question		Frequency	Percent	Cumulative Percent
	urdu	11	44.0	45.8
	english	11	44.0	91.7
	11.00	1	4.0	95.8
	22.00	1	4.0	100.0
	Total	24	96.0	
Missing	System	1	4.0	
Total		25	100.0	



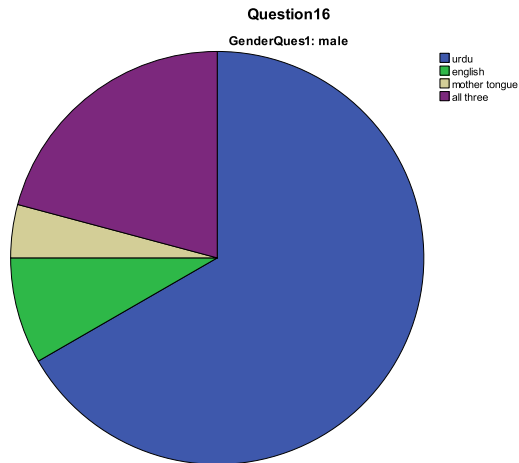
Question		Frequency	Percent	Cumulative Percent
	urdu	10	40.0	41.7
	english	12	48.0	91.7
	mother tongue	2	8.0	100.0
	Total	24	96.0	
Missing	System	1	4.0	
Total		25	100.0	



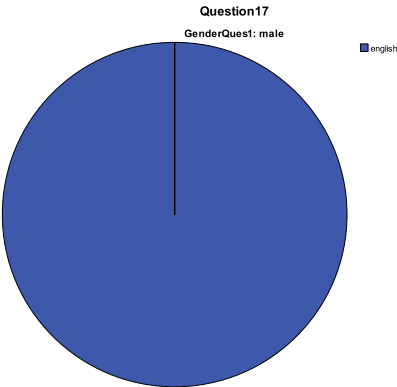
Question		Frequency	Percent	Cumulative Percent
	urdu	4	16.0	16.7
	english	20	80.0	100.0
	Total	24	96.0	
Missing	System	1	4.0	
Total		25	100.0	



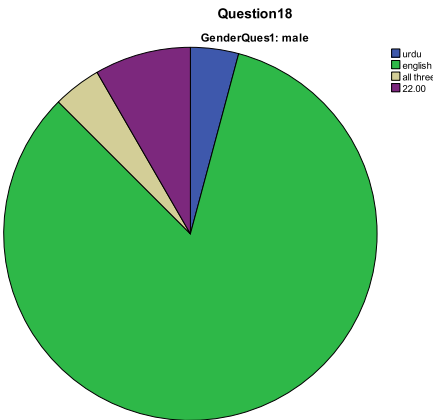
Question		Frequency	Percent	Cumulative Percent
	urdu	16	64.0	66.7
	english	2	8.0	75.0
	mother tongue	1	4.0	79.2
	all three	5	20.0	100.0
	Total	24	96.0	
Missing	System	1	4.0	
Total		25	100.0	



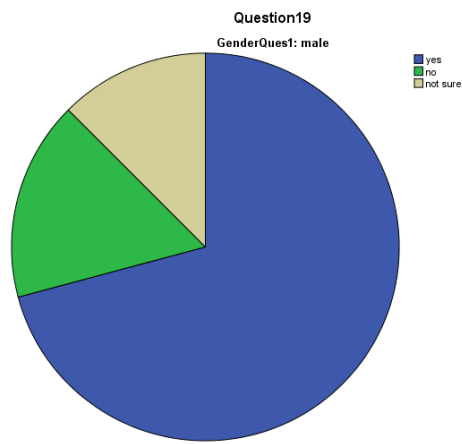
Question		Frequency	Percent	Cumulative Percent
	english	24	96.0	100.0
Missing	System	1	4.0	
Total		25	100.0	



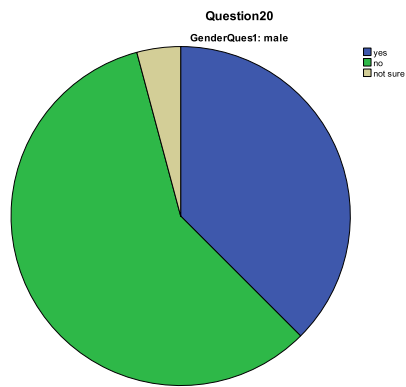
Question		Frequency	Percent	Cumulative Percent
	urdu	1	4.0	4.2
	english	20	80.0	87.5
	all three	1	4.0	91.7
	22.00	2	8.0	100.0
	Total	24	96.0	
Missing	System	1	4.0	
Total		25	100.0	



Question		Frequency	Percent	Cumulative Percent
	yes	17	68.0	70.8
	no	4	16.0	87.5
	not sure	3	12.0	100.0
	Total	24	96.0	
Missing	System	1	4.0	
Total		25	100.0	



Question	Frequency	Percent	Cumulative Percent
	yes	9	36.0
	no	14	56.0
	not sure	1	4.0
	Total	24	96.0
Missing	System	1	4.0
Total	25	100.0	

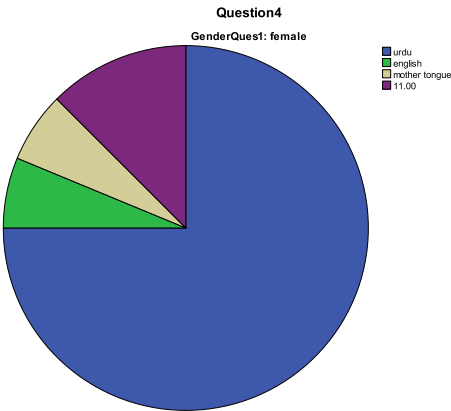


Female response on question 3

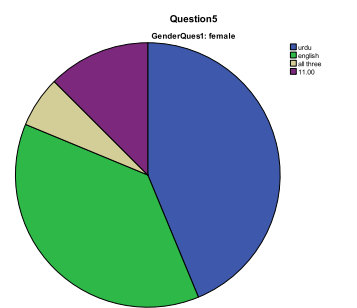
Question	Frequency	Percent	Cumulative Percent
urdu	2	12.5	12.5
punjabi	9	56.3	68.8
sariki	1	6.3	75.0
pushto	4	25.0	100.0
Total	16	100.0	

Question	Frequency	Percent	Valid Percent	Cumulative Percent
urdu	12	75.0	75.0	75.0
english	1	6.3	6.3	81.3
mother tongue	1	6.3	6.3	87.5
11.00	2	12.5	12.5	100.0
Total	16	100.0	100.0	

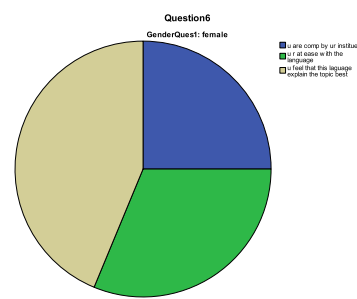
a. GenderQues1 = female



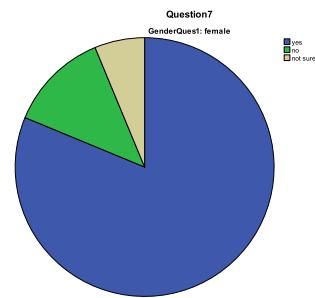
Question	Frequency	Percent	Cumulative Percent
urdu	7	43.8	43.8
english	6	37.5	81.3
all three	1	6.3	87.5
11.00	2	12.5	100.0
Total	16	100.0	



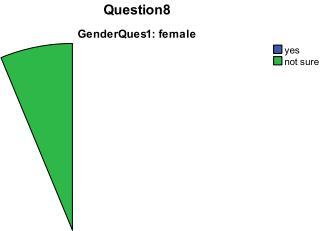
Question	Frequency	Percent	Cumulative Percent
u are comp by ur institue	4	25.0	25.0
u r at ease with the language	5	31.3	56.3
u feel that this laguage explain the topic best	7	43.8	100.0
Total	16	100.0	



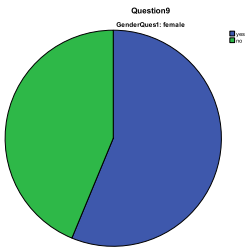
Question	Frequency	Percent	Cumulative Percent
yes	13	81.3	81.3
no	2	12.5	93.8
not sure	1	6.3	100.0
Total	16	100.0	



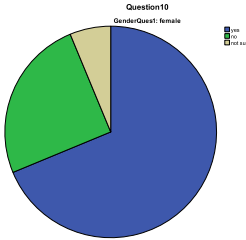
Question	Frequency	Percent	Cumulative Percent
yes	15	93.8	93.8
not sure	1	6.3	100.0
Total	16	100.0	



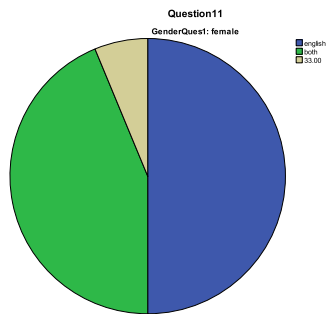
Question	Frequency	Percent	Cumulative Percent
yes	9	56.3	56.3
no	7	43.8	100.0
Total	16	100.0	



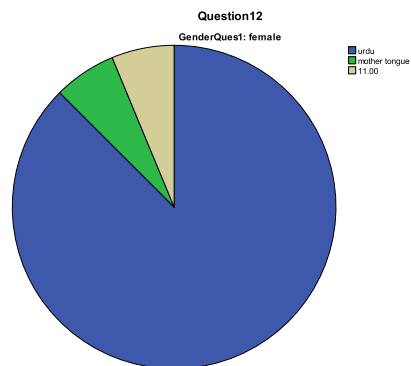
Question	Frequency	Percent	Cumulative Percent
yes	11	68.8	68.8
no	4	25.0	93.8
not sure	1	6.3	100.0
Total	16	100.0	



Question	Frequency	Percent	Cumulative Percent
english	8	50.0	50.0
both	7	43.8	93.8
33.00	1	6.3	100.0
Total	16	100.0	

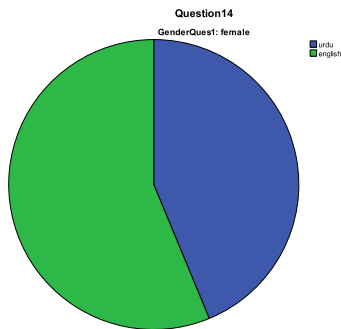


Question	Frequency	Percent	Cumulative Percent
urdu	14	87.5	87.5
mother tongue	1	6.3	93.8
11.00	1	6.3	100.0
Total	16	100.0	

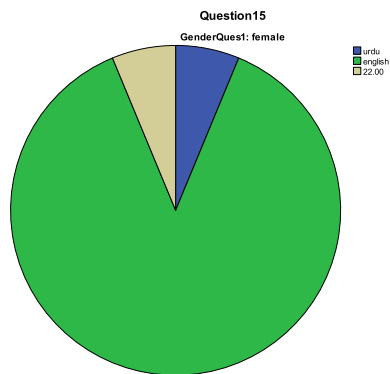


Question	Frequency	Percent	Cumulative Percent
urdu	8	50.0	50.0
english	7	43.8	93.8
11.00	1	6.3	100.0
Total	16	100.0	

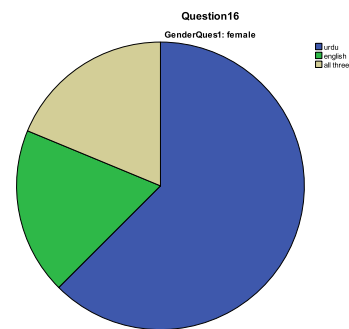
Question	Frequency	Percent	Cumulative Percent
urdu	7	43.8	43.8
english	9	56.3	100.0
Total	16	100.0	



Question	Frequency	Percent	Cumulative Percent
urdu	1	6.3	6.3
english	14	87.5	93.8
22.00	1	6.3	100.0
Total	16	100.0	

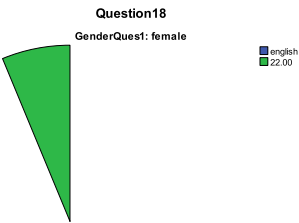


Question	Frequency	Percent	Cumulative Percent
urdu	10	62.5	62.5
english	3	18.8	81.3
all three	3	18.8	100.0
Total	16	100.0	

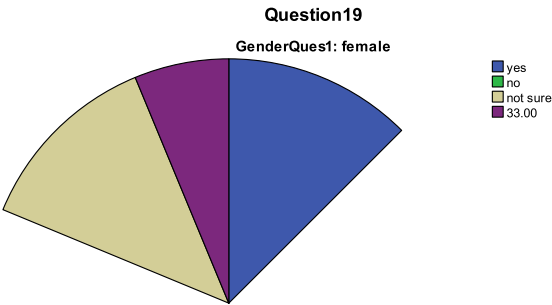


Question	Frequency	Percent	Cumulative Percent
english	16	100.0	100.0

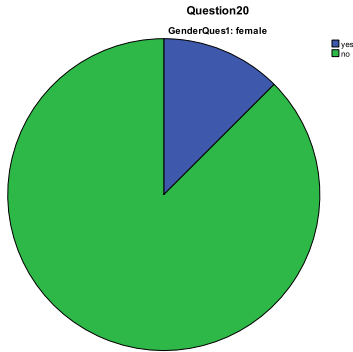
Question	Frequency	Percent	Cumulative Percent
english	15	93.8	93.8
Total	16	100.0	



Question	Frequency	Percent	Cumulative Percent
yes	2	12.5	12.5
no	11	68.8	81.3
not sure	2	12.5	93.8
Total	16	100.0	



Question	Frequency	Percent	Cumulative Percent
yes	2	12.5	12.5
no	14	87.5	100.0
Total	16	100.0	



Qualitative Analysis of the Questionnaire

Language Attitudes of Teachers both inside and outside the classrooms

The first category to be discussed in the analysis is related to the attitudes of teachers regarding language usage. Out of 80 respondents majority had Punjabi as their L1 which shows an impact of Punjabi language on their socio-cultural practices. Others also had Sariki, Potohari, Hindko and Pushto as their L1. The mother tongues of the respondents helped in revealing their sociocultural practices as L1 influences the ideological practices of the society. The most significant observation made here is that 60% of the respondents opted for both Urdu and indigenous languages as their mother tongue which is interpreted in two ways: firstly Urdu having the status of national language in Pakistan is learned and practiced by the learners from the very beginning which gives them same ease in using the language as the mother tongue; secondly socio-economic status of Urdu in Pakistan make respondents consider Urdu as a more prestigious language as compared to their mother tongues.

In response to the question that which language is used by the respondents mostly in their everyday interactions, 90% of the respondents opted for Urdu while 10% have chosen mother tongue as a language of their daily interaction. This shows that at the socio-cultural level Urdu is accepted as a medium of communication in Pakistan by the majority. It is interesting to notice here that most of the respondents chose Urdu and not their mother tongue for their everyday interactions which shows that the teachers at the university/college level due to their socio-economic standing regard Urdu rather than their mother tongue as the medium of communication. The questionnaires also reveal that Urdu is the language which is used in the classroom for giving general instructions also. This gives the ideological portrayal of Pakistani society where English has very restrictive usage. The respondents reported that all their job requirements like writing planners and official

correspondence demands a proficiency in English. Nevertheless they still prefer that they use both English and Urdu as a medium of instruction and as a medium of daily communication with their students in the classroom. Therefore it is seen that the teachers prefer using Urdu as a medium of communication in their own private lives also which outweighs the significance of Urdu in relation to both English and their indigenous languages.

Language Practices of Teachers inside the classrooms

This category helped in analyzing the awareness of respondents regarding language policies at their institute or higher educational level. Almost 60% of the respondents admitted that their institutes have a language policy which restricts them to use English as a medium of instruction in the classroom. These respondents also showed awareness regarding HEC policy towards language which prescribes English as a medium of instruction in the classrooms at the higher educational level. Others however, appeared to be ignorant regarding policies of both their institute and HEC with respect to English being the medium of instruction in the classroom. The responses here indicate that though teachers are aware that the language policy restricts them to use English as a medium of yet they feel that the socio-cultural perspective of Pakistan demands that Urdu should also be used in the classrooms as the medium of instruction. This can be interpreted in two ways: teachers being part of the social context are brought up with both Urdu and English as their own medium of instruction in their institutes secondly they find that students coming from diversified backgrounds require both Urdu and English as the medium of instruction in the classrooms so as to cope up with higher studies at the professional college and university level. It is important to notice here that the books available at the professional colleges/university levels are in English which logically demands that English should be the medium of instruction but still teachers feel that Urdu should be used along English in the classrooms so as to provide students with a better and complete understanding of the topic. Hence it is observed that majority of the teachers believe that English though prescribed by their respective institutes and HEC, should not be the only language which should be used as a medium of instruction in the classroom. The teachers believe that both English and Urdu should be used as a medium of instruction at the professional college and university level.

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

Language used for Literacy Practices in the classroom

The term literacy practices has been used by researchers within New Literacy Studies to refer to the 'social practices of reading and writing' (Street 1984, 1). This perspective of literacy reveals the 'ideological' portrayal of the society emphasizing the social and multiple nature of literacy practices. Street argues that the meaning of literacy cannot be separated from the social institutions in which it is practiced or the social processes whereby practitioners acquire it. Therefore, the

ideological view of literacy calls for a conception of literacy that takes into account the people involved and the places in which it occurs.

The literacy practices of the teachers within the classroom helped in revealing the ideological practices of the teachers in Pakistani social context which helps in providing a rationale for language policies implemented at the university/college level. The responses in the questionnaire reveal that 93% of the teachers use both Urdu and English as the medium of instruction in their classrooms whereas 5% opted for English and 2% use mother tongue in addition to Urdu and English in the classrooms as a medium of instruction. The respondents had four choices so as to give a rationale for the language they opted as a medium of instruction in the classroom; a) you are compelled by the institute b) you are at ease with the language c) you feel that the chosen language explains the topic well and d) you do not know any other language. It is observed that 98% of the teachers opted both option b) and c) or either one of them. This shows that being teachers they are in a position to make an appropriate decision regarding the choice of language as a medium of instruction in the classroom. They find that both Urdu and English provide them an ease in explaining the topic in the class and secondly they find that usage of both languages leads to a better explanation of the topic. This indicates that the teachers are habitual of practicing both code switching and code mixing in their classrooms as they find that both Urdu and English play a significant role in being the medium of instruction in the classroom. Some respondents who opted for English as the medium of instruction in classrooms revealed that they are compelled by their institutes to use the language within the classroom premises. This shows that the choice of only English as a medium of instruction is not their logical preference. None of the teachers opted for the last option d) that they do not know any other language; which shows that the teachers teaching at the professional level are acquainted with both Urdu and English as a medium of instruction themselves.

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

A very significant aspect of this questionnaire was to investigate the awareness of the teachers regarding medium of examination in the classrooms. In response to the question that which language do they use and prefer for designing question papers of their subjects, the teachers unanimously stated English revealing their awareness regarding no alternate in this domain. This shows that though teachers are aware that medium of examination in Pakistan at the higher education level is English yet they opt for Urdu as the medium of instruction alongside English in the classroom. This results in increasing the perplexity of the students who find that throughout the

semester they are taught in English but when it comes to examination Urdu is not their savior. Hence it is observed that most of the students fail at this stage despite their comprehension of the topic in the classroom.

Analysis of the Interviews

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

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

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

The administration also arranges remedial classes of English language for Engineering Sciences students so as to improve their spoken and written proficiency in the language. The Principal remarked, "These students have to capture the international market tomorrow and for this they need to be better armed with English language." This propounds the importance the institute attaches to the learning and teaching of English language. At the end of the semester one of the basic section in student evaluation of teachers is related to their use of English language in the classrooms as a medium of instruction.

The Dean of the college under study points out, "Proficiency in English language is essential for students so as to have healthy competition among students of various institutes." An informal interview with the administration showed the value which the institute attached to English language. In fact, efforts made to improve the proficiency of students in English language is one of the hallmarks of the institute.

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

Findings and Discussion

The research study here aimed to find out the views of the teachers towards usage of language in the classrooms. It is observed that majority of the teachers find that both Urdu and English are used in the classrooms as the medium of instruction as the teachers find that both the languages when used together explain the topics well and complete. It is also noted that teachers tend to use both English and Urdu in the classrooms despite their awareness that the academic material available in Pakistan at the higher educational level is all in English and both their institutes and HEC prescribe English as the medium of instruction in the classrooms. The choice for Urdu together with English is made on the premise that teachers find that English solely fails to explain the topic completely and secondly they feel at ease with only English in the classroom. This proves that teachers are not always very comfortable with only English as the medium of instruction.

The research study here also points that the medium of instruction and medium of examination is not same at the higher educational level. The teachers are aware that English is the medium of examination but still they tend to forget this while teaching. Hence students face the perplexity of being taught in English and Urdu but tested only in English. This is one of the biggest drawback of the system and needs to be worked upon carefully so as to remove the disparity. This is an important factor which needs to be taken into consideration while drafting language policies in Pakistan.

Most of the respondents while answering the last question related to their opinion regarding language policies in Pakistan stated that Urdu should be incorporated across the board so as to increase the utility and productivity of the language at the higher educational level. Most of them believe that both Urdu and English should be the medium of instruction at all educational levels in Pakistan. The teachers also report that teachers are compelled to deliver their lectures in Urdu as they find that students fail to comprehend lectures delivered in English and they demand teachers to speak in Urdu.

Conclusion

The study found that teachers and administration at higher educational institutes consider English important as a medium of instruction but they also believe that both Urdu and English should be the medium of instruction at all educational levels in Pakistan. They want English for instrumental reasons while Urdu is seen as important not only for integrative reasons but importantly for making students comprehension better as the data reveals students and teachers discomfort with only English as a medium of instruction. The study also points to the importance of integrating the medium of instruction and medium of examination firmly. This inconsistency in medium of instruction and examination causes confusion among students. This is one of the biggest drawbacks of the system and needs to be worked upon carefully so as to remove the disparity. This is an important factor which needs to be taken into consideration while drafting language policies in Pakistan.

Keeping in view the favourable attitudes to English of all the respondents in higher education for instrumental reasons, and the views that Urdu should be incorporated across the board so as to increase the utility and productivity of the language at the higher educational level, it would be important to consider a language policy in education where all students are either empowered by being fluent in English or they should be given an opportunity to express themselves in the medium of their choice. Doing away with the barrier of English, students from the public sector institutions and lower socio-economic level would be able to not only access higher education but also get good jobs. This study rightly points out the need for post-colonial countries like Pakistan to develop the educational policy appropriate and practicable in its own context.

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