

Pedagogical Practices In Terms Of Communicative Settings: Teachers' Perception Approach

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Abstract:

Both Urdu as a national language and English as an official language are widely used for spoken and written communication in Pakistan. In education; however, a linguistic divide is evident in two strands of education system referred as English and Urdu medium. This disparity in educational system has badly affected the students, society and national identity. Language in education policy is like a lifeblood for any nation and requires an ethnographic and empirical research for a productive and practically workable plan. The present study is qualitative and exploratory in nature. The phenomenon of English Urdu divide in education system and the medium of instruction in linguistically plural society is approached from teachers' perspective to reach out a pragmatic analysis of this phenomenon through the lived experience of people. The area of the study is district Khushab as in the central and southern Punjab education phenomenon is deplorable. Even after reaching college level the students don't have required proficiency in English. They study has been carried out to find out that how far English as a medium of instruction affects the comprehension of the students? What role L1 can plays in learning process? How far the English Urdu medium divide affect the performance of the students and causes class division. The results have been in favor of an additive type of language in education policy keeping in view the ground realities and pluralistic context of the society.

Keywords: Language in Education policy, Linguistic plurality, Communicative practices, Cognitive processing, Urdu English medium divide, Counterproductive, Top down approach, Bottom up approach, Additive policy, language and identity, National unity.

1.0 Introduction:

Pakistan is a linguistically complex country. In the 21st century of globalization and technological development, this linguistic plurality has become more complex. English as a language of future prospects and economic development is inevitable but at the same time it has raised serious issues of identity and nationalism. Identity and national consciousness are intertwined with language; it is developed, professed and maintained through language. Therefore, language in education policy is a very sensitive and important aspect for any nation. Pakistan has seen many education policies, commissions and committees in its history but all those efforts turned out counterproductive. All the previous policies were based upon national and international political objectives and ignored empirical realities. Therefore, there is a quantitative increase in degrees and institutions but less development in knowledge and research. In this phenomenon of globalization and English hegemony we are blindly following English as a medium of instruction. All our policies echo the top-down strategy of colonialism. The failure of the 2009 policy expresses that ethnographic research in Pakistani settings is a prerequisite for a consolidated and workable policy. Communicative practices of a pluralistic society entirely differ from the classroom environment which has badly affected the students and society. The study is conducted in government colleges of district Khushab in order to observe the phenomenon from teachers' perspective that how the comprehension of the students can be developed and what type of policy can be workable in the Pakistani context where the majority is poor, illiterate and uses indigenous languages in communicative practices. The majority of the students in public colleges speak Punjabi in their family and Urdu in social communication. More than 60 languages are spoken in Pakistan. It has mainly 6 languages: Urdu a national language, English an official language and four regional languages as Punjabi, Pushto, Balochi and Sindhi. Even these regional languages have many dialects. Therefore, language policy is most important for the consolidation of a linguistically complex society.

1.1: Research Objectives:

1. To explore the relationship between medium of instruction and comprehension of the students at college level.
2. To find out the effects of disparity in communicative practices and classroom environment on the performance of students.
3. To explore whether L1 facilitates or hinders the learning process at college level.
4. To find out strategies for the skill and knowledge development of students at college level.

1.2: Research Questions:

1. How far medium of instruction affect the comprehension of students at college level?
2. How far disparity in communicative practices and class environment affect the performance of students at college level?
3. Whether L1 facilitates or hinders the learning process of students at college level?
4. What strategies can be adopted to develop the skill and knowledge of students at college level?

2.0 Literature Review:

2.1 Education Policy and Language Ideology in Subcontinent.

Durrani (2012) has analyzed overlapping national and colonial ideologies and the persistent presence of colonial ideology in successive language policies of Pakistan. She foregrounded that how political, moral and cultural objectives are embedded in ideologies. The prestigious position given to English over indigenous languages in pre independence time has great impact on the present national and international political context of Pakistan. The top-down anglicized policies in subcontinent proved counterproductive which clearly indicate that the current language-in-education policies with political and administrative concerns are incompatible with the empirical realities and are destined to fail.

A deep and thorough historical perspective of language policies in subcontinent express colonial functional purpose behind educational policies. Rahman, (2004, p.6) says the purpose of East Indian Company was to develop profitable and peaceful trade relations. Orientalists in East Indian company favored cultivation of indigenous languages especially Persian, the language of Mughal emperors, for the functional purpose of administrative consolidation. In 1784 when British Crown took the direct control of East Indian company, linguistic preference changed and Pitt's India Bentinck's English Act in 1835, preferred anglicized education policy in order to disseminate religious and moral values and English became the medium of instruction in colonial system. Macaulay, who was a prominent proponent of Anglicist policies stressed the strategic importance of good governance over vernacular languages. He opposed the maintenance of both English and vernaculars as it was threatening for administrative consolidation. He stressed the importance of English as the language of science and knowledge because vernaculars were not fit for this purpose, but the functional aspect behind this policy was the consolidation of Crown control and good governance. Moreover, he advised to constitute a class of English Indians that will play the role of interpreter between the crown and Indians community. Thus dual system of English medium and public schools was announced and was rationalized on the basis of resources paucity. (Macaulay). With this act, Persian was strategically replaced with English for colonizing mission because it was the symbol of Mughal power (Rehman, 2011). Macaulay's ideology of language negated Indian texts and learnings. This ideological and strategic move had dual purpose rather two ideological purposes of dividing Indians into two classes for administrative control and to get support for Crown by forming an anglicized class of elites. Rahman (2002) echoed Macaulay advice when he explained that bureaucracy and elite class is privileged by education policy and

the dual policy is authenticated on the basis of resources paucity. This dual schooling system remained important rather basic characteristic of education policy of Pakistan ever since. Thus a professional upper middle class emerged that was separated from masses. Muslims as Shah Adul Aziz (1746-18230) acknowledged the importance of English for communication but he strongly resisted anglicizing ideology as it would threaten the cohesion of Muslim community. (Rahman,2002).

The historical perspective of pre and post-colonial period clearly express that the notion of single language for administrative purpose failed to capture the dynamic aspect of communication (Blommaert, 2005). 1857 rebellion proved a turning point in British presence in India and the formation of congress in 1885 by English anglicized Indians for legal rights in colonial government expose the failure of anglicized policy. In other words, it expresses the irony of British expectations when they intensely desired that English education policy would destroy Indian's desire for independence, their own planning turned against them and contributed to the final division of subcontinent in to two states in 1947. passing of the Indian Independence Act by the British parliament in 1947. Muslims' national identity was counter to Indian nationalist identity in the language ideology of both the nations. Rahman (2011) says both these languages became religious identity markers for both the nations which expressed opposed language ideologies of both and culminated ultimately in the division of subcontinent in independence act of 1947. Ideologically speaking, the discourse after partition about Urdu as a symbol of unity is the echo of pre partition colonial ideologies (Rahman, 2002)

2.2 Historical Perspective of Education Policy in Pakistan:

Right after the inception of Pakistan, the debate over medium of Instruction started. Pakistan faced serious ideological challenges in educational planning. Pakistan faced Urdu Bengali controversy between western and eastern wing. In 1948 in a public meeting in Dhaka Jinnah forcefully stressed one language as a symbol of unity. the Objective Resolution by Constituent Assembly in March 1949 stressed Islamic ideology and the importance of educational system for the development of a value based society to protect and promote Islamic heritage and to transfer it into new generation. in 1955 federal government adopted dual language policy (Jalal, 1998). The constitution of 1956 constitution announced both Urdu and Bengali as national languages respectively for East and West wings of Pakistan; while English was retained its previous status of official language. It is beyond doubt that language policy also became an important factor, along with many other factors, that caused Bangladesh separation in 1971. This language controversy proved a chance for English to secure place which it had ever since enjoyed and was declared official language. Article 251 of 1973 constitution, delineated Urdu as a national language and English as an official language for fifteen years as a temporary policy. During this temporary period effort were to be done to replace English with Urdu. Moreover, it stated that provincial assembly would make the arrangements to promote provincial languages. 1969&1979 recognized the permanent presence of English as the legacy of colonial era. Therefore, medium of instruction shifted towards Urdu and regional languages even in English medium schools. Zia regime (1984) again announced dual system in

order to prepare students for foreign countries. In the policy of 2009, the sudden shift towards English proved drastic as it was not based upon empirical research. In perspective of 9/11, it appears that this chapter has been closed for ever. Repeated pledges in constitutions to make Urdu as an official language proved rhetoric and English is still enjoying its previous privilege as medium of instruction.

The policy of one language for consolidation was backed by political objectives and resulted in conflicts (Oldenburg, 1985, Peshkin, 1962 & Shackle, 1977). According Rahman (2004b) Pakistan's educational institutions are playing role in creating class difference. Elite are privileged in educational and career access; while working class is deprived because of Urdu medium divide and the very poor mostly male attend madrassas. Thus 2009 policy also proved just rhetoric as it overlooked linguistic plurality and empirical obstacles faced by the teachers and students. It also served the interests of the international agencies.

2.3 Sample Studies about the incompatibility of Education Policy with Empirical Realities.

Different studies have been conducted to see the impact of 2009 policy of English as a medium of instruction. Here some studies with diverse contextual background are mentioned which express that any policy incompatible with empirical realities and linguistic context would be counterproductive. According to Pearson (2013), 2009 shift to English as a medium of instruction in Rwanda failed because it was not compatible with ground realities. Rwanda shifted back to the previous policy of primary education in the local language Kinyarwanda. Mulumba and Masaazia (2013) studied the situation in Uganda after 2009 policy and concluded that English as a medium of instruction impedes comprehension. Students felt uncomfortable with English and were forced to cramming. Thus they failed to acquire skill and knowledge. Mohamed (2013) conducted a study in Maldives and concluded that English not only hindered the academic achievements but the indigenous languages of the country also got badly affected. Bhattacharya (2013) concluded that in India, English as a medium of instructions in a private school for the middle and lower class constrains the attainment of knowledge in the real sense.

According to the study by Society of the Advancement of Education (SAHE) in Punjab, school teachers were not competent for English teaching and 50% teachers opposed policy. It also suggested that instead of using English as a medium of instruction, it should be taught as a subject.as a subject. (Rashid et al. 2013). Ramirez et al. (1991) conducted a longitudinal study in United States and concluded that non-English speaking students require more than five years to learn proficiency in English. Hakuta, Butler, & Witt (2000) also concluded that nonnatives need minimum seven years to achieve proficiency in English context n Pakistan the class room and social linguistic environment are entirely different. Usually students speak two or three indigenous languages out of class room. Therefore, the findings foreign studies cannot be valid in Pakistani environment of linguistic diversity. Rehman also says five to seven years are not enough for a Pakistani student with the contextual background of linguistic plurality. Moreover, policymakers focus the education objectives of foreign agencies. Thus such flawed and subjective policies have

adversely affected the families and students educationally and ideologically. (Shamim,2008). Mansoor (2005) conducted an empirical study, from the perspective of students, teachers, parents and stakeholders, on language planning in Pakistan. The objective of the study was to see whether English, Urdu or mother tongue proves linguistic support in academic success. She also approves bottom up approach and proposes an ethnographic approach based upon the understanding of local communicative practices, ideologies, globalization and nuanced realities faced by Pakistani youth.

2.4 Complexity of Language policy in Pakistani Context.

Language policy is a very complex phenomenon in linguistically plural society as Pakistan. In the pre and post partition periods, undue focus has been placed on good governance and empirical realities has been overlooked. All the policies by successive governments echoed the ideology of British crown as they also considered that multi language policy in education would be disadvantageous for strategic and consolidated governance. An ethnographic research is required for a well-planned policy that accommodates linguistic diversity. If it is not done any policy will remain counterproductive. Pakistan has seen eight education policies and many commissions and committees by successive governments in its history. All these were not based upon research work. Teachers and student had never been consulted. Unstable political governments, undue focus on governance and incongruity with ground realities became the cause of failure. (Salim Mansur& M. Fayyaz Khan,2006).

Urdu is the symbol of national unity and integration. Therefore, ministry of education in 2009 stressed the simultaneous development of Urdu and English realizing the importance of English in the competitive environment of globalization and the importance of Urdu as the symbol of unity and national integration but it failed as it was also not based upon research work. The present Educational Task Force requires to consider multifarious factors as the paucity of qualified staff, financial limitations, linguistic plurality, ethnicity and the economic perspectives in the globalized world. Blind pursuing of English as a medium of instructions would be disastrous (Khalid, M. Fayyaz Khan:2006)

Many scholars as Lyon & Edgar(2010), Mansoor (2005) Mustafa,(2011), Rahman,(2010a) and Sabiha Mansoor (2005) suggest an additive form of multilingual education policy that incorporates the linguistic diversity in Pakistan. Rahman(2010a) argue that Urdu plays a bridging role in the acquisition of English competency. He also highlights tremendous disparity in the standard of education which is causing a high degree of social and class division. According to Mustafa (2011) Many public figures say that if class disparity can't be removed from education system Pakistan must leave English as MOI. He proposes that mother language should be the medium of instructions until class 7, then should be changed for Urdu and at Grade 11 students can choose for either Urdu or English. With reference to many international studies about bilingual education, top-down approach to language education is incompatible with empirical realities (Bartlett & Garcia, 2011). According to the UNESCO report If their cultural similarity between L1 and L2 as English and French then acquisition of Le becomes comparatively easy as only

understanding of language need to be developed. But if both the languages have entirely different cultures as Nigerian and English then learning difficulties increases and proficiency becomes difficult. This scenario is explicit in Pakistan where quantitative increase in the institutions doesn't reflect quality of knowledge acquisition and research development. Michael Trucano (2011), a World Bank education specialist also conducted a research study in local college students and said that the use of Roman alphabets in Pakistani communication as Roman Punjabi, Sindhi and Urdu etc. greatly imply that language policies are designed in closed rooms at bureaucratic level therefore run counter to the realistic needs of the student.

Mustafa used the term "Urlish" to referred to the ugly phenomenon of linguistic mixing of Urdu, English and Hindi that is prevalent in community and media. Rahman (2010) also used the terms "Urdish" and "Urdu" for the linguistic mixing. Linguistic mixing has ideologically negative connotation and education system is blamed for it. He stated that Urdu is ideologically positioned low and considered hindrance in the acquisition of English proficiency without any research work on contextual communicative practices of students. Rahman (2005) suggests a policy woven with language, ideology and identity. He suggests that the researchers and policy makers must recognize the multi-dimensional communicative repertoires of multilingual society.

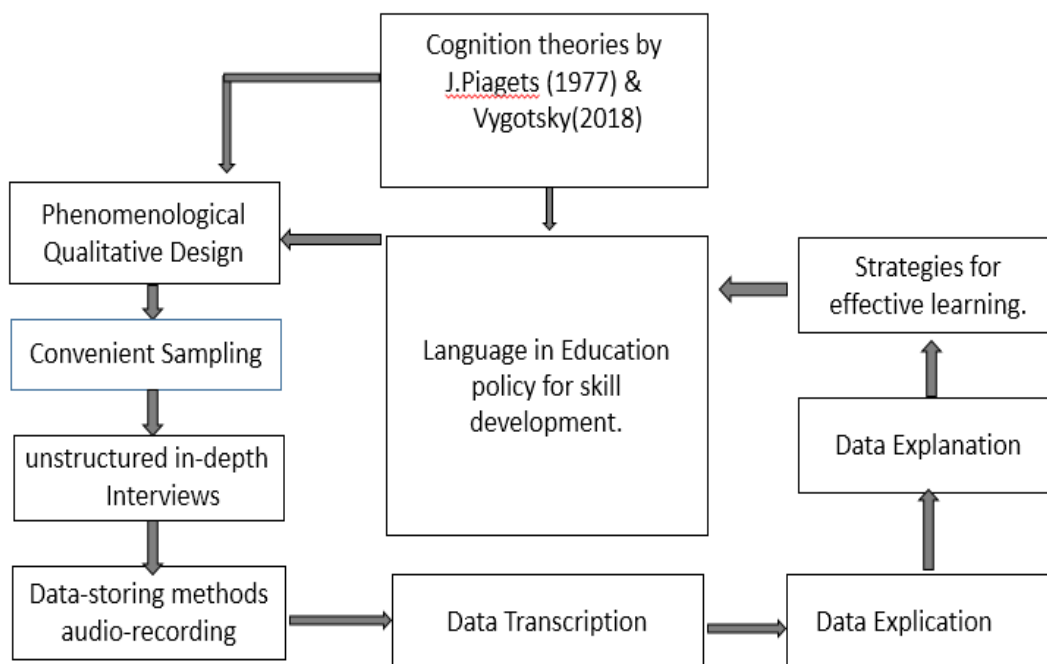
3.0 Methodology:

The study has been qualitative and exploratory in nature, within interpretivist paradigm, to figure out relationship between medium of instruction and effective learning at college level. 20th century's epistemological turn in social sciences acknowledged the importance of qualitative research methods (Denzin & Lincoln, 2000). Theoretical background of the intended study are theories of cognitive development given by Jean Piaget (1977) and Vygotsky (2018). These theories are directly concerned with education and learning process. Epistemological assumption of these cognitive theories is that mother tongue helps in mental and intellectual development. Cognitive process involves adaptation, organization, accommodation and assimilation and this process is carried out in mother tongue.

Ontological and epistemological position of the researcher is that reality is relative and data is contained within the perspectives of people who directly experience the phenomenon. Research design for the intended study is Phenomenological Qualitative Design. Population of the study is government colleges (w) of district Khushab. Population has been further delimited to four colleges out of seven colleges. By using convenient sampling technique, 8 employees have been selected as sample of the study. (two from each college). According to Hycner (1999, p. 156) "Phenomenon dictates method (not vice-versa) including even the type of participants." Therefore, Unstructured and informal interview is used as a data collection method. Bailey (1996, p. 72) says informal interview is effective tool to elicit more information about the institutional context of the person. Data has been collected in Urdu language, recorded, transcribed and explained. Each interview is assigned a number to preserve confidentiality of the participants. Explication of data requires careful handling. It includes delineating units of meanings, clustering of meanings, validating.

Explication is the cognitive systematic process on the basis of which data is summarized and explained. Ethical and validity concerns have been ensured by prior information. Respondents have been informed about the purpose, nature, procedures and implications of the research in order to seek their voluntary participation.

3.1 Diagram of Methodology:



3.2 Data Analysis:

Data has been collected through an in depth open ended interview in Urdu language and then transcribed and explained. The interviewees have been assigned numbers in order to maintain their confidentiality. Data is analyzed as per the interview questions. The respondents have been science and English teachers of government colleges (w) district khushab, as the medium of expression in these subjects is English. Their responses are given as under.

When they were asked about the medium of instruction they use in class, respondent 1 said that she follows GTM method as per the perception level of students. They require translation for the concept clarity. Sometimes students demand explanation in Urdu as they can't properly understand in English. Respondent 2 said that as per the nature of the subject it should be delivered in English. She took the start of career with complete lecture in English but with the passage of time and as per the performance of the students, she realized that concept clarity and comprehension require the use of L1 in the class; therefore, she mix codes and every time give explanation in Urdu language. Respondent 3 said that their students come from backward areas even their parents are illiterate; therefore, they can't carry the lecture in English. They have to explain in Urdu and even

have to give them translation of terms so that they can understand the concept. Rahman(2010a) also argued that Urdu plays a bridging role in the acquisition of English competency.

Respondent 4 said that the students of public institutions receive their education till matriculation in Urdu language. At the level of F.sc medium of expression changes towards English in science subject. Students get scared of abrupt change; therefore, she uses Urdu language to explain in order to reduce their fear of English language. This sudden change of medium in science subjects badly affects the performance of the student. Respondent 5 also said that lecture is delivered with Urdu explanations as students can't pick the difficult scientific concepts in L2. In order to make the things easy and graspable L1 is necessary in class room. Respondent 6 said that she even uses Punjabi to explain as per the requirement of students. She quoted her own teacher who once advised her to use any language required by the students for comprehension. Respondent 7 said that abstract scientific concepts require explanation with reference to the empirical realities and concrete examples; therefore, L1 is required in the class. Respondent 8 said although her subject is English yet in her 18 years' experience she has been doing code mixing because students can't comprehend the lecture properly. Comprehension is always in L1. Mulumba and Masaazia (2013) concluded in their study about Uganda that English as MOI impedes comprehension

In answer to the question about cognitive processing and L1, respondent 1 replied that cognition development is in mother language. Thought process goes on in L1; therefore, comprehension requires the use of L1. Student can understand the things better in their L1. Respondent 2 also said that even at this stage of life her thinking process goes on in L1. Knowledge and skill development requires mental processing and mental processing depends on schema or background knowledge stored in the mind in L1. If input is in L2, it can't effectively activate cognition. For the proper understanding and knowledge development L1 is needed in class room environment. Respondent 3 said all the background knowledge of students is in L1 as they come from Urdu medium public schools. Therefore, they can well understand the things in their L1. If complete L2 is used in lectures it will reduce their interest. Comprehension requires interest so L1 is necessary to seek their attention and interest. Respondent 4 said if lecture is to be completely delivered in L2, students will not understand it and will be forced to resort to blind cramming. The flaws in their performance express that when they can't properly understand they are un able to produce correctly. Respondent 5 said science subjects are difficult and sometimes it happens that students change the subjects only because they can't understand the lecture in L2. The fear of English leads them to change field. Respondent 6 said that concepts clarity is pre requisite for cognitive processing and knowledge development. Respondent 7 said that teacher is a catalyst who activates the mind of the students. But if the medium is L2, students get confused in the language difficulties and concept is over looked. Therefore, linguistic ease is necessary to draw their cognitive attention from linguistic difficulties towards concept. When the concept is well comprehended, they can learn it in L2. Respondent 7 said only those students who have educated family background and native ability can understand concepts in L2 but that number is very small; general students comprehend things in L1. Respondent 8 said knowledge development depends upon mental

processing. It is natural that one thinks in L1 that is one's basic language. Thinking process can be ignited with the same language. At the later stages in life when one has griped both the language with the experience one can understand even in L2. Up till college level L1 is needed to be used as facilitator. At university level MOI can be shifted to English. Up till secondary level and specially in the backward areas of central and southern Punjab L2 becomes hindrance in comprehension.

In answer to the question about diversity in communicative settings and class room environment, respondent 1 said when different languages are used in the social life and class room environment, the students get scared of English lecture and this fear becomes cognitive block. Therefore, L1 is needed in the class room environment to provide ease to the students. Respondent 2 said that linguistic diversity in class room environment and social environment keeps them psychologically disturbed and even they avoid questioning in the class, but when L1 is used it develops their confidence to ask questions and communicate with the teacher. Respondent 3 said that linguistic divide inside and outside class reduces comprehension as knowledge doesn't depend on mere instructions it develops in to skill when one analyses it and discuss it with others. If in class room L2 is used and in communicative settings L1 is used one can't fully comprehend the things. When cognitive processing is carried out in L1, the class room environment also need to be equalized with the outward environment. Respondent 4 said that thinking process is in L1 and questions in the mind are also raised in L1, then how can one convey them properly in another language. Whether the student has to discuss in the class room or outside the class room he requires linguistic equality because it increases comprehension. Respondent 4 also said that linguistic divide in communicative settings and class room environment slows down the learning process. Respondent 5 said learning doesn't come only with instructions but with analysis, observation and discussion about that theoretical knowledge given in the class. When there is same language in the society and class it facilitates the student to discuss with others for concepts clarity. According to Pearson (2013), 2009 shift to English as a medium of instruction in Rwanda failed because it was not compatible with ground realities.

Respondent 7 said environment doesn't make as much difference as the system divide, the problem is that L2 requires to be taught from gross root level. Our public sector students shift from Urdu medium to English medium this sudden shift slows down their learning process. Respondent 8 said human cognition is flexible it can learn many languages at a time. The problem is with the policy. Dilemma is that we couldn't have a long term consolidated policy and random experiments have badly affected the students. If both the languages are given equal status since the beginning, with the passage of time cognition gets trained and students learn cognitive shifting from one system of language to the other system of language. Equal linguistic environment does facilitate learning but the real problem is with dual policy and system divide. Bartlett & Garcia (2011) also said top down policy is incompatible with ground realities.

In response to the question about the relationship between culture of blind cramming and medium of instructions. Respondent 1 said it is natural when one doesn't understand the concept one is

forced to cram. Respondent 2 said medium shift express visible results in the performance of students. If lecture is delivered in English students cram and reproduce but when things are cleared in Urdu the output express less mistakes and better understanding. Respondent 4 said that in the previous few years cramming culture has increased as blind following of L2 as a MOI has led towards imposition of language. When understanding is reduced cramming is increased proportionally. Respondent 5 said its systematic flaw as up till matriculation students pass through Urdu medium and objective system which reduces their analytical and creative faculties do not develop. Therefore; cramming has increased. If the knowledge is delivered in their own language cramming can be reduced. Respondent 7 said when the base of students is weak, they can't follow English and resort to cramming. Respondent 8 said blind following of English as a medium of instruction in a linguistically plural society has reduced comprehension and increased cramming.

In response to the question about teachers' qualification and English as a MOI, respondent 1 replied that teachers at college level are qualified enough as they come through PPSC exam. They can carry on the lecture in L2, but the interest and comprehension of students matters seriously. English as a MOI decreases affects their comprehension and performance. Respondent 2 also said that teachers can carry the lecture in L2 but in government colleges there is mixed community and all the students can't follow instructions in L1. Respondent 3 said it depends upon the children. As she had also experience of a private college she said that the students of private sector can easily grasp concepts in English on the basis of their background knowledge of English. But in Public school teacher tries to facilitate the normal students with Urdu medium background knowledge. Respondent 4 said that although teachers are qualified enough but she suggested that there should be language courses for the teachers also to get them aware with new research and developments Respondent 5 also said teacher can carry out lecture in English and they do but students demand explanation in mother language. Respondent 6 said that she started her career with the lecture in L2 but with the passage of time she realized through experience that concepts clarity requires L1. Now teachers even at school level are M.A and M.Phil. but students can't comprehend in complete L2. Respondent 7 said teacher at college level is qualified but complete lecture in English is not practically productive in Public colleges. Respondent 8 said that mother language facilitates learning process. English is not problem for the teachers at college level they do start their career with English as a medium of instructions but gradually realize it is not effective.

In response to the question about the factors behind failure in developing a consolidated policy, respondent 1 said although we have received freedom but mentally we are still a slave nation. We couldn't get freedom from linguistic slavery. English is imposed on us without realizing the ground realities. (Rehman,2011) also said that Persian was strategically replaced for colonizing mission which is now being done with Urdu. Respondent 2 said that political culture couldn't develop in Pakistan. Every successive government discards previous policies and does new experiments. Respondent 3 said policy makers design policies in closed rooms and don't bother to consider its functional aspect with reference empirical realities. Respondent 4 said our politicians have their vested interests which are hindrance in the way of a practical policy. Respondent 5 said

bureaucracy is the main hurdle they want to keep the society divided for their power dominance. Rahman (2002) also said that echoed Macaulay advice when he explained that bureaucracy and elite class is privileged by education policy. Respondent 6 said we have always preferred the interests of international powers our policies focused international objective not the national aspects. Respondent 7 also said bureaucracy is the hurdle and they are responsible for medium divide. Respondent 8 said any policy requires prior homework about contextual realities, functional aspects and objectives. Without prior consideration of ground realities education policy can never be productive. Durrani (2012) also referred to ideological construct of policies that how political, moral and cultural objectives are embedded in ideologies.

In response to the question that what type of policy they would consider workable for a linguistically pluralistic society as Pakistan, respondent 1 replied that Urdu can't be and shouldn't be ousted from class room as it is our national language. It must be carried along with English. Respondent 2 said we can't get rid of English as it is the need of time but adopting English at the expense of national language is not a sensible decision as comprehension requires native language. Respondent 3 said for the science subject English is necessary but Urdu facilitates the concepts clarity. Therefore, both the language should be used for instructions. Respondent 4 also suggested the combination of both the languages. Respondent 5 emphasized that system need to be revised as per the needs and the ground realities. Dual education system is drastically effecting the society and students. Whatever the language is decided it should be equally implemented for all schools. There should be one syllabus and one system for both public and private sector. Mustafa (2011) also mentioned that many public figures say if class disparity can't be removed from education system Pakistan must leave English as MOI.

Respondent 6 said even all the provincial languages need importance in policy. Medium of instruction should be English and Urdu as per the nature of the subjects. Moreover, there should be a period of provincial languages and even our religious languages as Arabic and Persian till matriculation. It is very necessary for a linguistically plural country as Pakistan. Respondent 7 said that medium of instruction should be the combination of English and Urdu but it should be from the gross root level and equal for all. She also suggested that English should be taught as a subject and as a language even syllabus requires to be adjusted according to the norms of Islamic society. The society of the advancement of education (SAHE) in Punjab, also suggested that English should be taught as a subject.

We have rich literature in Urdu and provincial languages that can be translated in to English and can be taught instead of western literature. 8 said language is directly associated with identity. When provincial languages have been ignored in previous, education policies it led towards the ethnic complexities. For the unity of country Urdu as a national language is important. Muslims as Shah Adul Aziz (1746-18230) had ideological apprehensions about English as it would destabilize the nation. According to Oldenburg (1985), Peshkin (1962) & Shackle (1977) colonial top down policy resulted in conflicts.

English is the language of future prospects and development it is also necessary but it should be taught as a subject. Medium of instruction should be flexible for the use of Urdu English and provincial language. Up till grade 5 provincial languages should also be allowed in the class room environment after that there can be English and Urdu. At university level medium can be shifted to English. Mansoor (2005) also approved bottom up approach based upon ethnographic research.

4.0 Findings and Recommendations:

As per the data collected, it is inferred that Pakistan is a linguistically complex society where people use more than two languages in their communicative settings. Moreover, majority of Pakistani masses is poor. Medium divide with dual languages as a medium of instruction in education system is the serious issue. Since the very inception of Pakistan, we have seen many policies by different governments. Although 1973 constitution delineated that efforts would be made to develop Urdu as an official language yet practically nothing could be done. On national and international level many factors are responsible for the failure of successive language policies. Previous policies have been embedded with political objectives of politicians, bureaucracy and the international agencies; therefore, they echoed colonial top down approach and dual system. English Urdu medium divide has drastically affected the knowledge development and social structure. This divide has become identity marker for the elite and working class. This system is advantageous for the elite as ever because it provides them easy access to the prestigious administrative jobs. All competitive exams and even admission tests in universities are conducted in English and the students from public sector can't have access as they lack proficiency in English. This English Urdu medium divide need to be removed.

First of all, an equal system of education with same syllabus is must for the country so that the class segregation, which has been implanted by colonial masters, can be removed. The results also express an additive type of policy. English as a medium of instruction is not workable for a society as Pakistan. Even removing L1 from the class room is not a sensible decision. World studies prove that L1 facilitates comprehension and cognitive processing; therefore, it is necessary for the skill and knowledge development. Moreover, practically it is impossible to change communicative settings. Studies also stress linguistic equality in class room environment and communicative settings. Therefore, it is necessary and required to keep L1 with L2 as a facilitator in the class room environment as practically it is impossible to develop comprehension and knowledge without L1. It is important that there should be same language in education policy for both the private and public sectors and it should start from the grass root level. Both L1 and L2 need to be used as a medium of instruction in the class room. Even in provinces their respective languages can be used with English. Up till grade five there should be L1 as a medium of instruction. From grade 6 onward up till secondary education both the languages as L1 and L2 need to be used. L1 will serve as facilitator to clear the concepts. At university level MOI can be completely shifted to English.

Drastic effects of complete shift to English in students of English medium has also been noticed. If they are proficient in English, they have lost grip on Urdu and other indigenous languages which

has resulted in a deplorable phenomenon of Urdu in the words of Rahman. That is the mixing of Urdu and English. Secondly indigenous languages are dying because of degraded status assigned to them. This phenomenon has raised the issue of identity and ethnic conflicts. From the data derived it is inferred that we can neither leave L2 nor L1. Both are necessary for the proper education and knowledge development.

Moreover, it is suggested that English should be taught as a language and subject. Syllabus also need to be designed as per the future perspectives and the Islamic values. Indigenous literature can be translated into English and that can be taught. An additive policy for all is the only solution for the development and consolidation of Pakistan. Language in education policy is not only important but ideologically very sensitive area. Research in this field from students, teachers and community perspective is very important to understand the pragmatic realities for workable and productive planning. Khalid & M. Fayyaz Khan (2006) also recommended the consideration of multifarious factors as financial, ideological, linguistic, ethnic, and economic factors while deciding language in policy. Rahman (2005) also suggested a policy woven with language, ideology and identity. He suggested that the researchers and policy makers must recognize the multi-dimensional communicative repertoires of multilingual society.

4.1 Conclusion:

Language in education policy is a complicated and serious issue. The dilemma of educational system is linguistic divide not only affect the students but also segregates society and is considered identity marker. Moreover, the sudden shift to the expression in English at college level also badly affects students' performance and the gap gets widened. The study has been carried out in the Public colleges of district Khushab in order to explore the causes behind poor performance in science and English subjects with reference to medium of instruction. After getting their education in Urdu up till matriculation, their learning is badly affected at college level as medium of expression suddenly shifts to English. Major objective of the study has been to explore the effects of English instructions on their performance at college level. It has been also intended to see the effects of contextual disparity on the performance of the students. The phenomenon has been from teachers' perspective in order to find out strategies for better comprehension and performance. Comprehension is pre requisite for performance. Until students properly understand the concepts, they can never learn anything. Cognitive processing and skill development depends upon L1. As per the results of the study an additive form of policy is recommended for a linguistically plural society as Pakistan.

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