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GOVERNMENT POLICIES REGARDING ENGLISH LANGUAGE TEACHING AND THEIR IMPACT ON STUDENTS' LANGUAGE LEARNING AT THE SCHOOL LEVEL

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ABSTRACT

Students and teachers face challenges when the Government changes its policies and rules. The current study aimed to investigate the challenges that students and teachers face when the Government changes its policies. Using a pie graph through a questionnaire, 100 participants, including teachers and students, were assessed. The results were analysed using SPSS, and it was found that English language learners experienced difficulty when the Government changed the syllabus and Exam patterns. They also found that teachers struggle to teach effectively because they are not adequately trained to cope with the rapid policy changes and their impact on students' learning. Teachers' training and the integration of technology are essential for effective language learning.

Introduction

Education is considered a vital factor in a country's development. Since its independence, Pakistan has faced numerous challenges related to its educational policies and instructional methods at the primary and secondary school levels. English is essential in the education network in Pakistan, as well as in various institutions. Although English serves as the primary method of instruction in numerous educational institutions, several students encounter challenges, particularly in fundamental English language skills. Which class should the English language be taught in? What language should be used as a method of guidance at the school grade level? Many implementations and reforms have been made in this regard. This study aims to investigate the issues regarding rapid language policy changes and their impact on students' learning abilities. The educational policies in Pakistan have undergone various changes in the academic framework since 1998; however, these changes have not been widely adopted. Adapting to new initiatives within a short time frame is challenging. Throughout the 20th century, educational policies and strategies continually evolved to improve the standard of teaching and learning. However, students often struggle to assimilate these new learning trends. As a crucial language, English should be taught directly rather than merely as a mode of instruction. Teaching as a medium can hurt students' linguistic and academic development. The Government has undertaken initiatives to standardize the curriculum and enhance education quality through policy implementation. However, the effects of these policies take time to manifest.

This paper examines and presents the dynamics of language instruction, exploring the swift changes in policies and their influence on students' language proficiency. English is a mandatory subject in schools, and there have been efforts to improve English language proficiency. In school, English covers language arts, literature, and communication skills. Students typically study grammar, vocabulary, reading comprehension, writing, and literary

analysis. It plays a crucial role in communication, critical thinking, and understanding diverse cultures through literature. English was assigned significant responsibilities in Pakistan's government schools under the 2009 National Education Policy.

Literature Review

The approach to education remains a contentious topic within Pakistani policy. Like other countries, Pakistan faces problems with language rules and educational guidance (Mansoor, Mustafa). Multiple options for the guidance mode have existed in Pakistan since 1948 Mansoor, S., Meraj, S., & Tahir, A. (2004). The National Educational Policy has much to propose about planning for English and Urdu. It declares that English and Urdu will be instructed at the primary level, and English will be the mode of instruction from Class 5 onwards. These professionals have been involved in the academic and educational sectors at various stages, utilizing a range of skills and expertise. They are learning about developments in Pakistan's language planning, instructions and education policies, furthermore the new research on language acquisition related to instructional methods and language learning education. Policymakers have faced numerous challenges and difficulties in education about language, and these gaps have been highlighted. Teachers are significant change agents in comprehending such a syllabus that reforms at the classroom level (Channa, L. A. (2017).

The perspectives of Pakistani government educators are faced in these language policies; it is essential to actively seek and integrate their insights and opinions into the policy-making process. To better understand the possible future impacts on Pakistani teachers and their educational landscape, it is crucial to examine their experiences, attitudes, and perspectives concerning the present and prospective roles of English in public language-in-education policy. In *H Obadiah* words, English is a compulsory element of the syllabus for grades one through twelve. Students begin receiving English training on the first day of school and continue learning the language throughout their school careers. English is hugely appreciated in institutions. Aziz, M., Bloom, D. E., Humair, S., Jimenez, E., Rosenberg, L., & Sathar, Z. (2014). Believe that Pakistan has devoted itself to promoting education and learning. For this purpose, national educational policies are the primary tool for showing plans to enhance reading and writing skills, skill development, and upgraded facilities. First, the Millennium Development Goals (MDGS) and second, the Education for All (EFA) commitment programs are Pakistan's universal promise to promote the English language. In Coleman, H. (2010) words, the Pakistani government views English work as an instrument for both personal and national growth, and it supports the administration's efforts to eliminate the importance obstacles to English language instruction and learning in the nation.

In Rahman, T. (1997). words, Teaching languages is compulsory both on its own and as a component of the state's larger educational

agenda. It is an important component of the overall policy because it upholds the principles, beliefs, and directives that the government espouses. It is significant in its own right because languages have the potential to either empower or dehumanize individuals.

In the words of Coleman, H. (2010) in *Instruction about study the Language's function in education in Pakistan* shows its identification and the value that the Pakistan's Government has a specific place on English that work as a device for personal and state development, as well as the willingness to assist in addressing the importance of hurdles that the Pakistan country face related about English language and its teaching and the policies that are implemented and then learning. Because of that purpose, in the beginning of 2010, the British Society appoints an advisor Coleman, H., for discussion the country's ELT methods and guidance. Coleman, H. has become the UK's leading specialists for performing ELT guidance and implementation, having advised numerous governments worldwide and gained extensive firsthand experience in the Asian setting. The study that follows is the outcome of Hywel's two journeys to Pakistan in March and July 2010, during which he visited many provinces like, Punjab, Azad Kashmir and Sindh, also above six months of research.

According to Shamim, F. (2011). English is the language for advancement in Pakistan. English has long been entrenched as a key language for development in Pakistan's political and official discourse, mirroring trends in other developing countries. The global 'Education for All' initiative and the growing demand for English in the international market have added complexity to English language education in Pakistan, raising challenges for resource allocation and quality assurance. English is viewed as a key to success and social advancement, and a catalyst for national progress. These familiar tropes are often repeated in official policy discussions and reflect a widespread perception among Pakistanis, regardless of socioeconomic status, about securing better futures for their children.

In the words of Raza, M. A. (2015). The entrance of the English language in India had a wide-ranging impact on society, but the linguistic impression was long-lasting. Even after 69 years of independence, English ability is seen as a symbol. Even after 69 years of independence, English ability is seen as a symbol and indicator of high social position and professional skill. At the same time, a Pakistani variation of the English language has emerged. The class-ridden society has varying opinions towards the English language based on their social and economic status. The same is true in ELT classes, where the English language is taught with various aims, methods, strategies, and resources. Rassouli, A., & Osam, N., said that after four decades of the Islamic Republic of Iran's (IRI) anti-intrusion tactics against the English language, it is necessary to assess their effectiveness and investigate the situation

of this language in Iran. This study thus examined the situation of the English language in Iran on two levels: one involving state policy and the other concerning people's perceptions. To do this, we researched the content of the IRI's education materials as well as English language instruction textbooks used in schools. To determine society's opinion on the English language, we conducted a survey of 472 undergraduate students from four state colleges.

In her article, Shamim, F. (2011) taught that English is the language for advancement in Pakistan, and the Issues, challenges, and potential answers are discussed. English has long been entrenched as a key language for development in Pakistan's political and official discourse, mirroring trends in other developing countries. The global 'Education for All' initiative and the growing demand for English in the international market have added complexity to English language education in Pakistan, raising challenges for resource allocation and quality assurance. English is viewed as a ticket to success and social advancement, as well as a catalyst for national progress. These familiar tropes are often repeated in official policy discussions and reflect a widespread perception among Pakistanis, regardless of socioeconomic status, about securing better futures for their children.

In the words of Mahboob, A. (2002). The English language became available to what is now Pakistan through the British annexation of India. The British implemented language policies to supplant Persian, the Mughal Empire's official language, with English as the new language of government. This move served extralinguistic purposes, a term coined by Rubin (1971, 1983) to describe changes in language use driven by non-linguistic factors, such as political or social goals. The significance of Persian, along with other dialects in Pakistan, was established before the British arrived, and there was no actual linguistic necessity for a shift in the division of these languages' activities. However, the British believed that by establishing English as the state language, they could bring English culture and ideals to India, so "civilizing" them. The British viewed the native populations as culturally inferior, a sentiment reflected in Kipling's 1899 poem 'The White Man's Burden,' which describes colonized peoples as 'half-devil and half-child'. Kipling and others of his era believed it was the duty of whites to Christianize 'heathens,' thereby saving them from perceived spiritual darkness. Thus, the aims for establishing English were "extralinguistic". Shifts in language use often mirror changes in the balance of power. The modification in the language of government in 1835 mirrored the shift in power dynamics, demonstrating that the British were establishing dominance over India. The British designed their language strategy as Cooper (1989, p. 45) defines it: "language planning applies to deliberate attempts to impact the behavior others display concerning the learning, structure, or functional distribution of their language." Language teaching is crucial both as part of the state's overall educational

program and on its own. It is significant in terms of overall strategy because it supports the values, attitudes, and policies pushed by the state. It is significant in and of itself because languages have the potential to empower or disempower individuals. Proficiency in languages used in influential domains, such as government, military, business, media, and education, can empower individuals by providing access to valuable skills, social mobility, and high-paying opportunities. Languages also serve as identification symbols, allowing people to access the worldview conveyed in the literature produced in them. This essay then discusses Pakistan's state language-teaching policies. The emphasis is on state-controlled vernacular medium schools rather than independent English-speaking institutions or madrassas (spiritual seminaries), though regulations concerning them have been discussed in passing where required. The measures were studied in light of the government's overarching aim of promoting Pakistani nationality as a counter to ethnic identity.

The investigation focused on the development of language in the National Educational Policy (NEP) 2017 in Pakistan. According to Shahzad, W., Shahzad, S. K., Ahmed, R. I., & Jabeen, R. (2018) the investigation focused on language development in the National Educational Policy (NEP) 2017 in Pakistan. Each government approved additional items in the constitutions and policies, but without conducting an appropriate study or managing researchers. In this current state of affairs, language planning has become more vital than other national issues. Pakistan has faced difficulties with language planning since its inception, and one of its sections, Bangladesh, was primarily separated as a result of this issue. Pakistan is a diverse country, speaking five main languages and fifty-eight additional languages. Effective language planning is crucial for countries with diverse linguistic and ethnic populations, and Pakistan, with its multilingual landscape and language-based conflicts, is a prime example. Their study aims to propose new plans and policy amendments, building on the foundation laid by the National Education Policy 2017, a positive step in the right direction. Language planning is an official and government-level strategy that governs the selection and promotion of a standardized governmental language or languages. The researcher advocates for a balanced approach, where Urdu serves as a national symbol and a common language, while English facilitates global engagement, thereby fostering national unity and competitiveness.

The following proposals are as follows: Language development should be considered a national priority in Pakistan. All linguistic policies should be developed following extensive research by experienced linguists, psychologists, sociologists, and policymakers. Significant work needs to be done on the Pakistani language, particularly in terms of corpus and status planning, to establish it as Pakistan's standard language. Language teaching is crucial both as part of the state's overall educational program. It is

significant in general rule reason is that it supports the merit, behavior, and ethics pushed by the country. The importance is itself because languages have the potential to empower or disempower individuals. Proficiency in languages used in powerful domains, such as governance, military, business, media, and education, can empower individuals by providing access to valuable skills and high-paying opportunities. Languages also serve as identification symbols, allowing people to access the worldview conveyed in the literature produced in them. The study examines the role and evolution of English in Pakistan's language policy and planning (LPP).

In another article written by these authors, they describe the study of language development in the National Educational Policy (NEP) 2017 in Pakistan. This article analyzes and makes recommendations for language planning in the National Education Policy (NEP) 2017. Each government approved additional items in constitutions and policies, but without conducting an appropriate study or managing researchers. In this current state of affairs, language planning has become more vital than other national issues. Pakistan has faced difficulties with language planning since its inception, and one of its sections, Bangladesh, was primarily separated as a result of this issue. Pakistan is a multilingual country, speaking five primary languages and fifty-eight additional languages. Language planning is crucial for multilingual and multi-ethnic countries like Pakistan, where linguistic diversity often sparks conflict. The scope of this inquiry is to develop new strategies and suggestions to inform policy changes. The National Education Policy 2017 is a positive step forward in current development efforts. Language planning is an official and government-level strategy that governs the selection and promotion of a standardized organizational language or languages.

The researcher suggests promoting Urdu as a symbol of nationalism and lingua franca, alongside English as a global language, to foster national unity and global competitiveness. Some proposals are as follows: Language strategy should be considered a national concern in Pakistan. All linguistic policies should be developed following thorough research by experienced linguists, psychologists, sociologists, and policymakers. Major work must be done on the Pakistani language, particularly in terms of corpus and status planning, in order to establish it as Pakistan's standard language. According to Shamim, F. (2011) the use of English in globalization and education is described in the context of a comparison of its functions in Pakistan and China. Their essay examines language ideology, laws, and the use of English in China and Pakistan, two nations where the language has distinct educational functions. The part of English is evolving, necessitating a shift in policies and teaching approaches, especially in lingua franca contexts. Due to Pakistan's history as a British colony, the English language's role there is closely tied to linguistic ideology.

Societal divisions persist regarding the role of English, with colonial attitudes still influencing language ideologies and teaching practices. In contrast, China teaches English as a foreign language, unaffected by the postcolonial legacy that shapes language instruction elsewhere. As English facilitates global communication, concerns arise about preserving local identities if it overshadows native languages. As a result, this study highlights the connection between the controversy over English language instruction and various linguistic ideologies. Ultimately, this study highlights the significance of approaching language education which is basically related to English from a dual perspective and tailoring policy and rules related to language and meet learners' diverse necessities and aspirations for the English language. Pakistan is a multilingual nation, with Urdu as its national language, and English serving as the official language. In Pakistan, the government is attempting to introduce English as a teaching language from grade one to graduation. To address this, various language policies have been developed since the first policy in 1958. These policies aim to equip students with English proficiency and fluency to tackle global challenges. That is the reason parents choose to send their kids to good English-medium schools rather than public schools, where they can acquire good English, which is viewed as a passport to better opportunities in life. A descriptive technique is chosen to analyze the operation of language policy in rural institutions of Punjab. The current study concludes that the English medium strategy is counterproductive, as pupils perform poorly in language proficiency. The lack of educated teachers, socio-cultural factors, poverty, weak pedagogies, and the overall atmosphere of schools, particularly in the public sector, all significantly contribute to the collapse of language initiatives. The current study suggests that English language rules at the early education level are beneficial, but it should be observed for a while in schools.

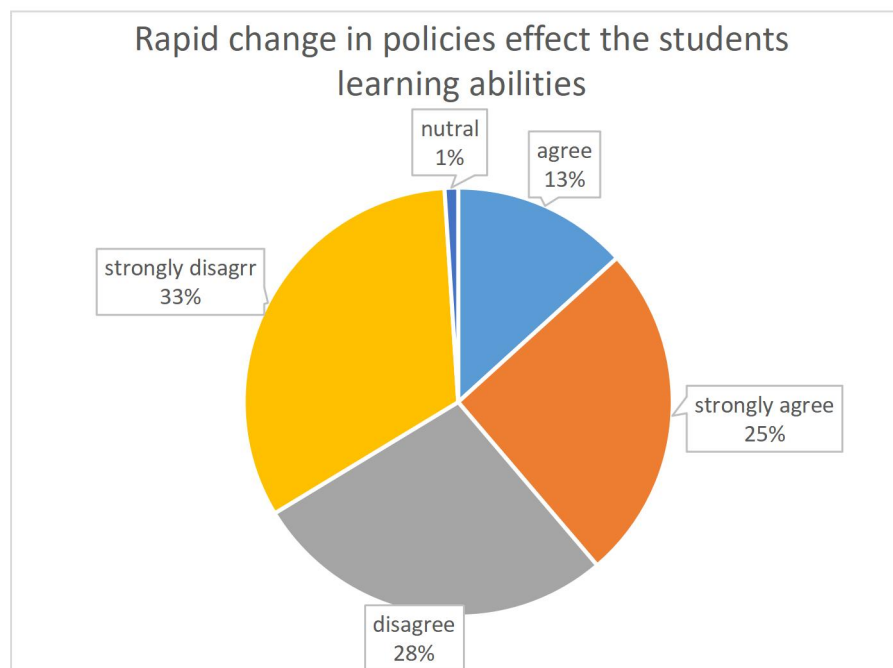
Methodology

A survey questionnaire with closed-ended questions was used. Different teachers and students of the high schools in District Vehari are targets. A sample of 100 students and teachers will be selected for this research, and data will be gathered through the distribution of a questionnaire. Student and teacher points are represented in the form of a survey questionnaire, constructed in the shape of a pie chart.

Data Analysis

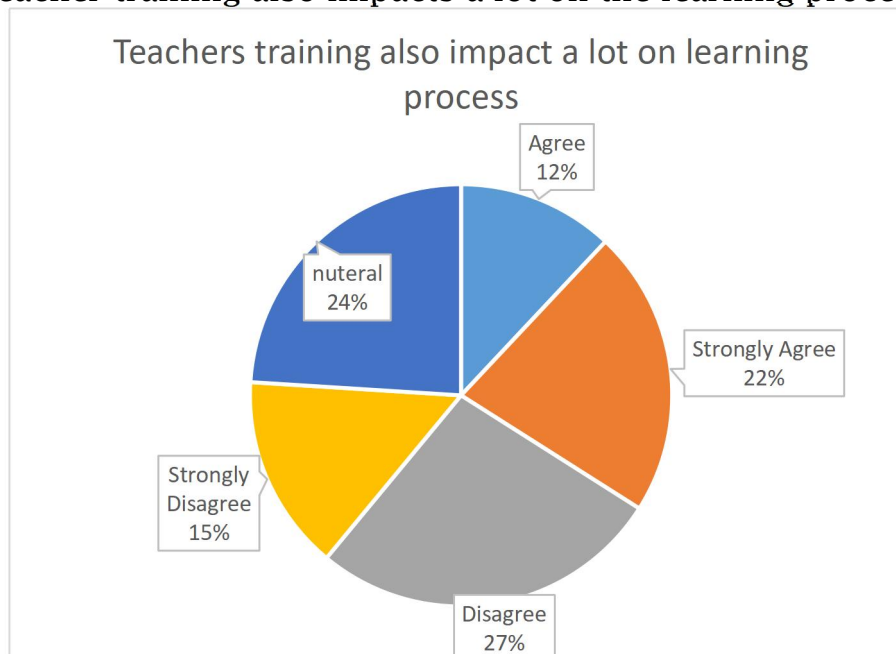
A quantitative analysis was conducted on the data to identify any statistically significant variations. The questionnaire used a pie chart with a strongly disagree to agree scoring system, along with percentages. Different colors show different scoring systems.

Q.1 Rapid changes in policies affect the students' learning abilities.



The responses are polarized. Few participants agree with that statement; only 13 percent agree, and 25% strongly agree. Most participants strongly disagreed, 33% disagreed, 28 % were neutral, and 1% were undecided. This indicates that a majority of respondents believe policy changes do not impact students' learning abilities.

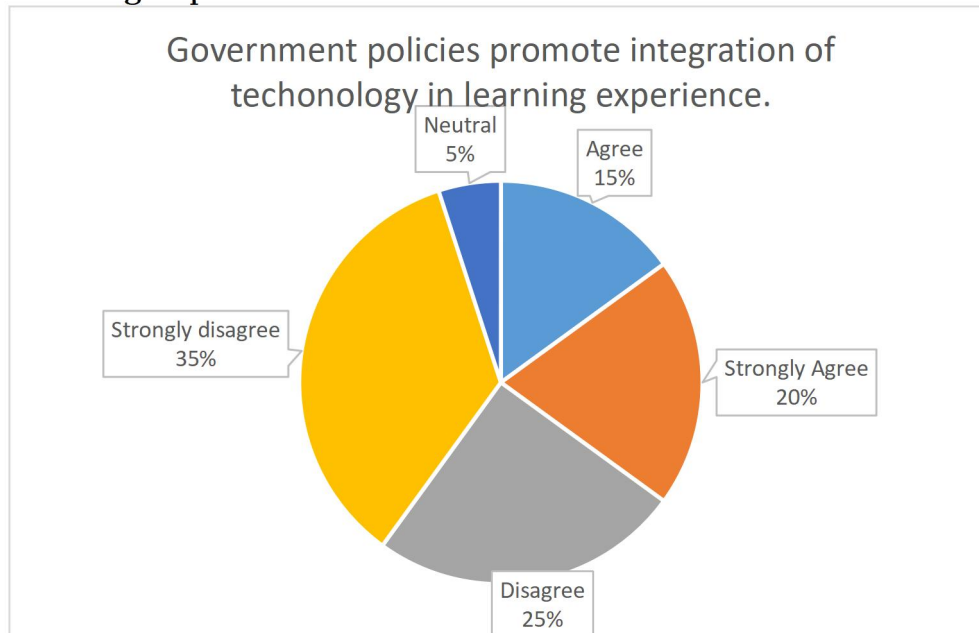
Q.2 Teacher training also impacts a lot on the learning process



The statement concerns teachers' training on the latest policies and their impact on learning. The ratio of 'strongly agree' is 22%, and 'agree' is 12%, totaling 34%. This indicates that many teachers recognize the importance of teacher training. Among the neutral participants, 24% remained undecided and viewed both sides

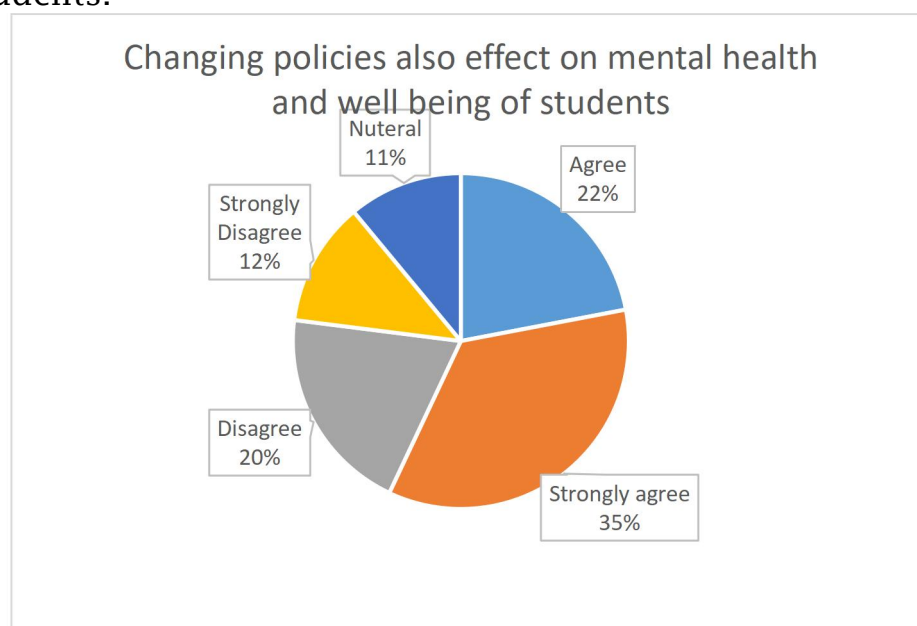
equally. This shows uncertainty. Of the participants who strongly disagree, 15% and 27% disagree, and a total of 42% believe that teachers' training does not strongly affect the learning process.

Q.3 Government policies promote the integration of technology in the learning experience.



The statement reflects an opinion about the integration of technology in the learning process. This statement reflects a mix of agreement and disagreement. Almost 35% of participants agreed, with 15% agreeing and 20% strongly agreeing. 60% of participants disagree with the statement that government policies do not promote technology integration in learning. Only 5% are neutral and do not indicate a positive or negative stance.

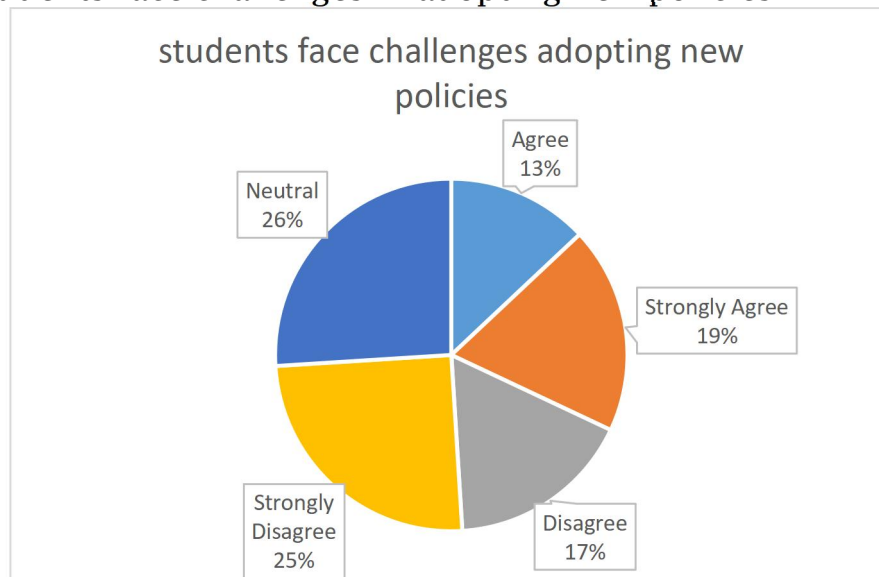
Q.4 Changing Policies also affects the mental health and well-being of students.



Several participants believe that changing policies affects the

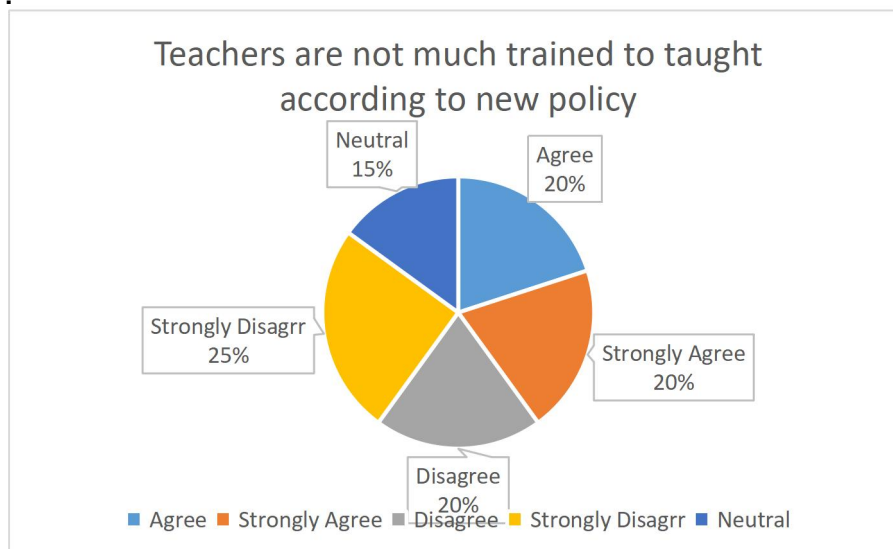
mental health and well-being of students. Fifty-seven participants out of 100 agree strongly (35) and agree (22). A small group of participants disagreed on the impact of policy change on students' mental health; 20 % disagreed, and 12% strongly disagreed. A small group of participants remained neutral, only 11%. The majority shows the negative impact.

Q.5 Students face challenges in adopting new policies.



The data shows a diverse range of opinions among participants regarding the challenges they face while adopting new policies made by the Government. A small group of participants, 13%, agreed, and 19% strongly agreed, and they experienced difficulty in adopting new rules and policies. A quarter of participants (25%) strongly disagree, and 17% disagree with that statement because they find it easy to adopt new rules and policies. A group with 26% of participants remains neutral. They have mixed feelings and lack sufficient experience to provide a valid opinion.

Q.6 Teachers are not well-trained to teach according to the new policy.



A group of 40% of participants feel teachers are not trained enough

to teach according to new rules and new policies (20%) agree, and 20% strongly agree. A group of participants strongly disagree (25%) and disagree (20%); this group believes that teachers are much more trained to implement new policies and capable of integrating new methods into their teaching practices. 15% participants are neutral and undecided.

Conclusion

It is concluded from the results of this paper that most students and teachers faced numerous difficulties in teaching and learning when the Government changed its policies. Many students faced learning issues while the Government changed its policies. Additionally, teachers often face challenges in their teaching because they lack sufficient training to adapt to new teaching methods. Still, some participants believe that teachers do not require much training under the new policies. The changing policies also impact the mental health and well-being of students. The students faced many challenges in adopting new policies. They are unable to adopt new policies. Only a few students agree; new rules and policies are never complex to adopt. They do not face difficulty. The Government is integrating new technologies, which is also difficult to understand. The teachers are not well-trained to utilize the latest technology in their teaching, while the students also lack access to many facilities that facilitate learning with technology. A sudden change in the syllabus and Exam pattern also affects the learning abilities of students. The implementation of the syllabus also affects both students and teachers. The teachers are not well-educated and skilled enough to teach without training. The Government also changed the mode of guidance from Urdu to English, which also created difficulty in understanding. Teachers' training and the integration of technology are essential for effective language learning. The training of teachers is compulsory to enhance English teaching skills. Ultimately, language policies in Pakistan have aimed to promote the English language and enhance students' proficiency in it. However, they faced challenges related to educational equity, teacher training in policy reforms, and resource allocation.

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