

Exploring Logos of Translanguaging in Language Planning of Pakistani Education System

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Abstract

As a multilingual country, Pakistan faces innumerable problems in language in education policy and medium of instruction in educational institutions (Ammar et al. 2015; Mehboob. 2017; Channa, Manan & David, 2020) There is an intellectual divide among the proponents of English, Urdu and regional languages. English is important for science and education while Urdu reflects the national sense of pride. A history of ethnic strife has also led to the rise of regional and provincial sense in the context of languages. This paper attempts to investigate attitudes towards these languages and the choice of language as a medium of instruction. The focus is to examine code switching or translanguaging in classrooms. The findings of the study are based on data generated through a questionnaire and audio/video recording of classroom lectures. Among the respondents of the study are included 300 students and 30 instructors of three educational universities in Islamabad. The survey conducted through questionnaire examines the attitude of students towards the use of language while classroom sessions have been recorded and transcribed to authenticate the quantitative data. The study reveals that there is no uniform approach to the use of language and variation in the respondents' pattern of thinking. This cognitive persona of respondents shows that they are not decisive about choosing medium of instruction. The study recommends designing and implementation of the practice of translanguaging that maintains cultural pluralism and is flexible and accommodative to increase linguistic resources in an educational setting.

Keywords: *translanguaging, language planning, regional languages, education, Pakistan*

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1. Introduction

Pakistan is a multilingual and multicultural society and it is difficult to specify one or two languages as a medium of communication (Gulzar, 2009, Shamim & Rashid, 2019; Asif, Afzal, & Bshir, 2020). Ethnic identities are so powerful that the medium of instruction in educational institutes has also proved problematic policy issue since independence (Rahman, 2002). The situation is rightly described by Pattanayak (1990, as cited in Qadir, 1996) that the use of two languages is problematic, three languages uneconomic and many languages absurd. Urdu has historically emerged a strong candidate for uniting the nation but English has so far excelled according to the criterion of official efficiency.

In Pakistan, different languages are used for communication. With reference to the Census Report of Pakistan 1998, Rahman (2002) states that Punjabi language is native to 44.15 % people while Pashto is the second largest with 15.42 % speakers. Then follows Sindhi with 14.10 %, and Balochi with 3.57 % speakers out of the total population of Pakistan. There are other regionally important languages like Urdu (also national language), Siraiki and Hindko that are spoken by 26.33% of the total speakers. According to ethnologue, Urdu is the second language of more than 105 million people (Grimes, 2000). Haque (1983) describes the regional distribution of languages in Pakistan and states that Punjabi, Siraiki, Potohari and Pahari are spoken in the province of Punjab while Sindhi enjoys majority in rural Sindh. A majority of urban Sindh speak Urdu while Gujrati is used by some influential minorities. Pashto is one of the dominant languages of Khyber Pakhtunkhwa i.e. KPK. In addition, Hindko as another major language is also spoken in Peshawar (Provincial capital of KPK) and its neighboring cities including Naushehra, Kohat, Bannu, Abbotabad, Haripur, Tarbela, Ghazi, and Swabi (Rizvi, 2007). Furthermore, Balochistan is also a multilingual province of Pakistan with dominant languages including Balochi, Pashto and Brahvi. These languages are mainly influenced by Persian and Urdu along with Sindhi and Siraiki.

English enjoys a distinct position in the country (Channa, Manan, & David, 2020). It is widely used in politics, courts of law, military and civil bureaucracies and is a medium of instruction in elitist private schools. It is also medium of instruction for imparting education at university level. Professional prosperity demands mastery of the language and the society has also evolved into a multilingual one. Likewise, Urdu is second to English in terms of its importance in communication and access to power. As a national language of the country, it is valued for its nation-wide ability to unite the otherwise speakers of different

regional languages. Regional languages enjoy the confidence of their respective speakers in their communities (Asif, Afzal, & Bashir, 2020). With English and Urdu present far and wide, Pakistan can best be described as having a trilingual setting (Talat, 2002).

2. Literature Review

From historical perspective, Gulzar (2009) claims that during the British colonial rule, English had been transplanted in the subcontinent and become the bureaucratic mode of communication. Since then English has been enjoying a high status and occupying a higher rank in corridors of power. But Rahman (2002) has given a different perspective and opines that English and Urdu both enjoy a high status in Pakistan. Although regional languages have a large number of speakers, they enjoy less importance as their use is restricted to native communities. Urdu and English have occupied a greater space and owing to media promotion (Mehboob, 2017; Channa, Manan, and David, 2020), these languages are flourishing to a greater extent for public and official use. In addition, English and Urdu are taught as compulsory subjects in schools and colleges and are used as media of instruction which is also evident from the results of the survey conducted in this research.

The 1973 constitution of Pakistan is explicit in describing the language situation, the vision of policy makers and practical difficulty in sidelining English to the status of foreign language. According to Article 251 of the 1973 constitution:

1. The National language of Pakistan is Urdu and, arrangements shall be made for its being used for official and other purposes within fifteen years of the commencing day.
2. Subject to clause (1), the English language may be used for official purposes until arrangements are made for its replacement by Urdu.
3. Without prejudice to the status of the national language, a Provincial Assembly may by laws prescribe measures for the teaching, promotion and use of a provincial language in addition to the national language.

Constitutionally protected, Talat (2002) and Mehboob (2017) views the official status of English responsible for polarization over medium of instruction in Pakistani educational institutes. Political and bureaucratic elite promote the use of English at higher level and this is one major reason that the prescribed period for the use of English as an official language has drawn out significantly with the result that policy makers seem to forget the social and political realities. The

choice of language in academic discourse is very important; it creates a sense to respect the values, traditions and culture among participants and make them feel proud of their language which is associated with their identity, culture and origin (Skutnabb-Kangas, 2000). Language planning and policy covers multiple strands that focus on the management and rules of the forms, functions and implications of language. As the end of colonial system gained momentum at the end of 1960s and 1970s, the practitioners and theoreticians started taking interest in languages adopted and adapted as a medium of communication by newly independent countries. Later the focus shifted to theoretical foundations of language planning and policy. Baldauf (2012) stated that the association of language planning and policy with modernization, progress and democratization is highly optimistic. Hence, this optimism leads to the discussion to the socioeconomic progress in ecological context (Baldauf, 2005).

The endeavors of language and policy is not merely restricted to governmental actions rather it covers power and policy issues, language rights of minorities, standing of heritage languages, the impact of language planning and policy on local language ecologies, and with specific interference of English language that carries the status of linguafraca. This may result in language shift to diversely used, dominant and former colonial languages. Therefore the main concern of language planners and policy makers gradually diverted to social and ideological dimensions of language use which may be helping in sustaining and maintaining the status of elites and by which government conserve societal control (Tollefson, 2006).

Baldauf (2005) ground breaking work on designing the frame work for classifying the goals of language planning and policy stated that it can be overt or explicit and covert or implicit. He identified four types of language planning and policy

- i. Status planning is related to society.
- ii. Corpus planning covers the aspects of language.
- iii. Acquisition or language in education planning is about the language as a medium of instruction in education.
- iv. Prestige planning is related to the factors that portray and maintain the status of language in society.

The focus of this study is use of language in classrooms as a medium of instruction. It is undeniable that Urdu is the second language for most Pakistanis and is a lingua franca while regional languages are considered as vernaculars. The phenomenon of polyglotism leads to an unclear vision towards the use of

language in academia. This may, in part be due to the non-implementation of Article 251 of the constitution; unclear status of regional languages and the ever-growing influence and ascendancy of English language. The need is to reassess and examine situation in educational institutions and to investigate language that is viewed as best-suited to become the medium of instruction. The present study is undertaken at university level where different languages conflict or coordinate but in either case, leave that question unanswered.

The use of more than two languages does not disturb the system of languages (Sridhar, 1988).. Macswan (1999) explored that the medium of instruction plays a vital role in understanding the point of view of the instructor. The use of L1 in English learning classroom helps the students to improve their competence in L2. Furthermore, Skutnab-Kangas (2000) added that bilingualism has positive impact on students' language skills and educational development. Schweers and Hudders (2000) researched in Spanish classrooms to observe the use of two languages by the teachers and students. The results demonstrate that Spanish should be used with English language. He supported the idea that bilingualism enhances and support cognitive flexibility. Qadir (1996) gave another view point regarding medium of instruction in classrooms. She said when different languages are used in homes and classrooms or offices, two streams of consciousness are created and it is the main cause of the creation of two classes in society. The dominant classes estrange and they marginalized the subordinate class.

In the context of educational setting, recent research investigates the effectiveness of linguistic practices that negotiate multilingual and multicultural identities of students and teachers. One such endeavor includes the study of complementary schools in the UK. These institutions accept multilingualism as a resource and the pedagogy is directed to respond to the distinct experiences of learners and teachers (Creese & Blackledge, 2010). As an ecological approach, it attempts to link the existing with the new. Van Lier (2008) also advocates this approach and emphasizes the need developing new along with the existing languages to devise pedagogy that would develop panoramic view of the self as learner. It is significant in particular sociopolitical settings in which hierarchies and hegemonies are created, reflected and challenged by language use.

Traditionally, language development efforts have mostly evolved with primary focus on monolingualism by ensuring separation of languages in learning and teaching (Jacobson & Faltis, 1990). Cummins (2005) attempts to rationalize this approach and describes the assumptions on which it is based. First, no recourse

should be made to L1 and instruction should be in the target language only. Second, there is no space for translation between L1 and L2 and any such attempt would be reversion to the already discredited grammar translation method. The third assumption on which separation is advocated is the two languages should be separated in strict sense. Thus, the approach does not encourage moving between languages in educational settings. Also, code-switching enjoys rare acceptance and reinforcement in pedagogy.

Contrary to the rigid separation of languages in a teaching environment, Anderson (2008) speaks for more flexibility in pedagogical approaches. Arthur and Martin (2006) for instance highlight involvement, understanding and active participation as some of the potentials that code-switching can bring to a teaching situation. While studying schools at New York, García (2007) identified bilingualism without diglossic functional separation and preferred the term *translanguaging* instead of code-switching for it. *Translanguaging* implies flexibility in the use of linguistic resources by bilinguals in making sense of the world around them (Creese & Blackledge, 2015). Baker (2011) defined translanguaging as the process of “making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages” (p. 288). Makoni and Mashiri (2007) also suggest devising language policies that would allow languages leak into one another for better appreciation of the identities of the speakers. Further, the notion of separation is the outcome of political and ideological pressures otherwise languages would have mixed and dissolved with time. Wei (2011) describes how three Chinese youth in Britain through *translanguaging* created and occupied space amid varied monolingual ideologies. They constructed and presented their identity positions through creativity and criticality by practicing multilingual approach that allowed them the full range of their social and cultural resources. García and Wei (2014) argue that complexity of practices of speakers is due to differing societal and semiotic contexts when they interact and *translanguaging* helps in its analysis. It has the potential to transform individual semiotic practices into dynamic resources adaptable to globally and locally defined sociolinguistic situations.

3. Methodology

The study follows a mix method approach in which questionnaires and classroom recordings were triangulated to collect data. The analysis is therefore both quantitative and qualitative. The questionnaire designed for the study consists of three parts. The first part relates to demographic information (age, gender) of the respondents and their use of language in different settings such as school, college,

university and at home. In second part, Likert scale is used to investigate the attitude of respondents towards the use of language in classrooms. One of the major reasons of using this scale is that it is generally considered right methodological tool in measuring frequency/intensity of agreement or disagreement. Likert scale used as data collection tool in the current study ranges from strongly disagree (SD) to strongly agree (SA) having agree (AG), do not know/neutral (DK), and disagree (DA) in between. The reliability coefficient i.e. cronbach alpha was calculated as 71%. The third section part consists of open-ended questions with a view to investigate choice and reasons of use of language in classrooms. Moreover, open-ended questions are useful to collect students' response regarding polyglotism and linguistic pluralism also.

The questionnaire was filled by 300 postgraduate students and 100 students each from three different universities of federal capital of Pakistan i.e. Islamabad. These students were selected as respondents of the study through simple random sampling as according to Levy & Lemeshow, (1991). It avoids any biased selection of participants. The rationale behind selecting the universities of federal capital lies in the city's cosmopolitan nature of social integration and assimilation which most probably is the best place of knowing the socio-cognitive attitudes and behaviors of Pakistani people.

To obtain authentic results, data triangulation was used through survey and recording. For this study, thirty classrooms were selected ensuring gender equality of instructors. Thus, fifteen were male and fifteen were female instructors. The data was collected from various disciplines (see Table 3.1). The recorded data was transcribed and verified through questionnaires. The total recordings in classrooms with male instructors were 765 minutes followed by the development of spoken corpus of 64834 words. Similarly, a recording of classrooms with female instructors is 755 minutes and later transcribed and corpus of 61507 is developed. The difference of 10 minutes in recorded time owes to the nature and performance of activities in classrooms and the difference does not affect the results of the study as it is negligible.

Table 3.1: Selected Disciplines for Lecture Recording

Name of institute	Discipline
Quaid-i-Azam University	Chemistry, Computer Sciences, Physics, Linguistics
National University of Modern Languages	Education, English (Linguistics and Literature)
Air University	Physics, English, Masters in Business Administration

Various symbols for transcribed data were used as according to Ochs (1988) these symbols facilitate readers in comprehending, interpreting and evaluating results of any study. The data was transcribed manually and we used following symbols in transcribed data.

Table 3.2 Symbols used in data transcription

➤	T	Teacher
➤	S	Student
➤	Silence
➤	/L/	Laugh
➤	/i/	Inaudible
➤	/r/	Repetition
➤	Times New Roman	Words uttered in English language
➤	Bold letters	Words uttered in Urdu language
➤	[.....]	Translation of words spoken in Urdu language

4. Data Analysis and Discussion

The analysis of data reveals that polyglotism is quite a significant character of Pakistani speakers. Research participants use different languages at home including Pashto, Punjabi, Sindhi, Brushski and Urdu while most of them are taught in English and Urdu languages in their schools (79.3%) and universities (72%). Languages used by the students in educational settings are different from the languages used at home.

Table 4.1 Statistical results of questionnaire

No	Item description	SD	DA	DK	AG	SA	Mean Score
1	Learning the course in more than one language (English and Urdu) is beneficial for me.	8%	8%	5%	50%	29%	4.05
2	It confuses me when the teacher switches from one language to another.	24%	44%	6%	12%	14%	2.48
3	Learning the course in Urdu or any other regional language increases my chances of passing the exam.	9%	26%	11%	29%	25%	3.35

4	Learning the course in English and Urdu increases my chances of passing the exam.	3%	9%	10%	46%	32%	3.95
5	The instructor provides adequate evidence (facts) when he/she switches from one language to another.	8%	11%	15%	34%	32%	3.71
6	The instructor provides sufficient information (explanation) when he/she switches from one language to another.	8%	15%	12%	33%	32%	3.66
7	The instructor remains relevant when he/she switches from one language to another.	5%	16%	14%	41%	24%	3.63
8	The instructor is quite clear when he/she delivers his/her idea in Urdu.	4%	7%	8%	38%	43%	4.09
9	The instructor is quite clear when he/she delivers his/her idea in Urdu and English both.	2%	9%	7%	36%	46%	4.15
10	The instructor remains brief and to the point when he switches between Urdu and English.	5%	14%	11%	39%	31%	3.77
11	The instructor remains orderly when he/she switches between Urdu and English.	5%	9%	15%	48%	23%	3.75

It is observed that English and Urdu are frequently used in classroom situation. They perform different functions but this study takes into account only six functions a language performs in a classroom that include elucidation, giving instruction, translation, change/introduce the topic, asking question and building argument. The recording sessions present several instances where the presence of the above-mentioned functions is obvious. To illustrate, instances of each function word are extracted from the recorded material and transcribed. In the transcribed data, the words spoken in English language are regular while Urdu words are shown in bold fonts and the italicized fonts is a translation of Urdu words for convenience of the reader.

4.1 Elucidation

While delivering a lecture on vaporization in Chemistry class, a female instructor explains the properties of two compounds, A and B in English. During lecture, she switches her code from English to Urdu. In her own words, “**A ki concentration yaha increase hoti jaye gi aur gradually ye process continue hoga** /*the concentration of A will increase at this point and it will continue*/ and B would be --. So this is the suctionating flask suctional distillation flask”. Here, it is observed that code-switching is used for elucidation of the process that the teacher would otherwise would have found difficult to explain. As an instance of translanguaging, the two languages complement each other creating more space for the learners to understand the topic. Hence, from these results it may be inferred that augmenting translanguaging as a viable tool of language planning in education system of Pakistan would result into better results as far as achieving set goals and objectives are concerned. The quantitative results also support the argument regarding effectiveness of translanguaging as it is noticeable that a considerable number of students i.e. 79% take this practice as positive pedagogical behavior. And similarly, majority of the respondents disapprove the idea that translanguaging may confuse the learners during comprehension process in classroom sessions.

4.2 Giving Instructions

Before starting formal discussion in class, the instructor asks the students to mark their attendance on attendance sheet. She then starts lecturing on speaking skills. The instruction part is given in Urdu while the rest of the class goes on English language. She begins with, “**Attendance sheet pay ap log is page pay sign kar lo.** /*Sign attendance sheet*/ OK. Do you have any idea about speaking?” In this case, it is noted that the teacher makes recourse to Urdu with a view to enable the students to understand the easy part in an easy manner before the actual lecture. So, it can be inferred that translanguaging can be an important tool to instruct the students.

In another example, the instructor gave instruction on how to write assignment on Communication skills. She switched from Urdu to English language. Initially, she instructed in Urdu language then switched to English language. For instance, “**Ap nay start may ye batana hay kay**/First of all you will write/ what is communication skills? **Like hamaray liay ye parhna kyn zarori hay?**/Why is it necessary for us to study the course of communication skills? What are the strategies to improve communication skills?”

Hence, it is inferred that translanguaging is an important strategy to instruct the students. The transcribed data reveals that sometimes the students demand their

instructor to explain the concept in Urdu language or to give instructions in Urdu language. This occurrence also reveals the importance of the use of Urdu language as a medium of instruction. In addition, the quantitative results indicate that translanguaging is also effective in achieving good grades in exams as 54% students agreed on positive role of Urdu and English in passing exam successfully.

4.3 Translation

One word can carry different meaning in same language. To communicate specific meanings of a word, a male instructor is noted to have switched code from English to Urdu. During lecture, he continues, “That the same verb and the same concept ‘go’ in English has its three different kinds of manifestations or different meanings in terms of its sense. Right? Number one, it can be positional. Positional means it can be used in the sense of the position, **jagah chorna** /to change place/”. Right?... This is an example of codeswitching or more preferably translanguaging that increases the options for better understanding.

The transcribed data reveals that some cultural ideas cannot be explained in English language, so, the instructors refer regional language or Urdu to explain the idea. For instance, the instructor was talking about a Muslim Festival of *Eid-ul-Adha* where Muslims sacrifice animals and donate animals’ skin in *Masjid*. The instructor use specific phrase **qurbani ki khalein**. Similarly, sometimes instructors’ switch their code when they want to translate the already described words, phrases, clauses or sentences. Similarly, the instructor opted the strategy of translation or rather translanguaging when he/she wanted to emphasize certain example. In the following example, she explained the theme in English language. While giving the example, she initially used English language; then repeated it in Urdu. Although the students of postgraduate level can understand that easy sentence like “he went crazy”, the translation in Urdu language may be for emphasis on that particular idea. This description is supported by the statistical results of statement 6 that most of the students agreed (66 %) that the instructor provides adequate evidence (facts) when he/she switches from one language to another.

4.4 Changing/Introducing the Topic

Sometimes the instructor wants to shift from one topic to another, and then he/she switches from one code to another. For example, an instructor was discussing attitudes and motivation. After clarifying basic terms with examples, she asks students to pay attention to her and says, “**Aur koi cheez. Ap ke jo habits hoti**

hen, jis cheez se ap familiar hen jis se ap familiar nahe hen, wo be affect kar sakta ha. Acha ab hum dosra topic start krengay, wo ha... /*Another thing is your habit, you may or may not be familiar with your habits and they affect your learning. So we are going to start another topic that is.../.*

In changing or introducing the topic, the teacher feels the need to switch code to alert the students and to prepare them for the next topic. A monolingual approach in this sense would have left some learners clueless. The statistical results of statement 7 reveals that large number of the students agreed (65 %) that the instructor remains relevant when he/she switches from one language to another. Furthermore, noticeable number of the students (65%) reported that the instructor provides sufficient information (explanation) when he/she switches from one language to another.

4.5 Asking Question

There are many instances found in the transcribed data where instructors ask questions from students and they use Urdu language. In relation to questioning, the tendency to use Urdu is greater as students find it difficult to comprehend and thus reply to questions in English. A female instructor ends her lecture in English on “proximity and understanding” and the class then becomes interactive. However, she code switch from English to Urdu when she asks for feedback on the topic. The practice of translanguaging is particularly important in replying to questions. Many students do not find enough motivation or vocabulary to reply in the target language. Thus, translanguaging can be more useful in such sessions. An extract from the transcribed data flows as given.

T: **“Aur proximity me kia hota ha?”** /*What is the significance of proximity? /*

S: **“Ziada achi understanding ho gi”** /*Less distance leads to good understanding/*

T: **“Acha distance kitna hona chahyay?”** /*What is the ideal distance between listener and speaker?/*

S1: **“Ma’am moderate distance hona chahyay”**. /*Distance should be moderate/*

T: **“Na itna close ho k ap us ko achay tariqay se perceive na kr sken or na he itna ziada distance hona chahyay k ap ko bilkul bus cheez k features na nazr ayen. Is k ilawa koi cheez /It should neither be too close that you may not properly perceive it nor too far away that you may fail to appreciate the features of a thing /**

4.6 Building Argument

In the following example, students and teacher are interacting on the topic, 'punctuation'. She reads from a book and asks the students to punctuate it. They punctuate the sentences that lead to argument whether the answer is right or wrong. One part of the transcription goes like this.

T: "For instance, "My sister wants food again the day when California becomes an island" (reading from book)

S: "Ma'm comma (,) "day" sa pahly ay ga? Day k bad ay ga ma'm? /Where can we use comma? Can we use that after 'day'? /"

T: 'When California becomes an island' is that an independent clause?

S: yes!

T: This is not an independent clause! Come on there is 'when'. So whenever there is 'when' after these subordinating conjunctions, they are dependent clauses not independent clauses.

S: ma'm ya ghalat b tu ho sakta ha... /Ma'm, that can be wrong as well!"

T: so you have to eliminate that.

S: Ye ghalat hai...../It's wrong/

T: I don't think so, for me this could be a right sentence...

As indicated in the above illustrations, the quantitative rating of the use of English and Urdu is higher. The recordings of lectures also reveal that the two languages are widely used in classrooms. Based on the data gathered through questionnaires, it is found that a majority of the students and instructors view them as primary for learning. Further, the two languages enjoy the status of being the most widely understood languages in the context of university education in Pakistan. In comparison, regional languages fall short of the criterion of understandability in heterogeneous classes.

With a view to investigate and quantify attitudes about languages, the questionnaire highlights students' perception about the use of language in classrooms and their chances of passing exams. Most of the students believe that the use of English and Urdu increases their chances of passing the exams. Quantitative analysis shows that 46% students agree that the combination of Urdu and English is the best for instruction, 37% students favor the use of English only and 29% students agree if asked about Urdu or any other regional language as a medium of instruction. The statistical results of questionnaire also show the majority agreement of students when they say that instructors remain relevant (to the topic), provide clear idea (about the topic), provide adequate evidence (to support his idea) and remain orderly and brief (to describe their point of view)

when they mix English and Urdu. The response level of students reveals that they feel comfortable if their linguistic options are flexible and they are not forced to strictly following one language. Based on their level of comfort, they switch code and practice translanguaging to their benefit.

4.7 Students' Attitudes and Preferences towards Language Use in Classrooms

Section C comprises of open-ended questions that are significant in investigating preferences and attitudes of students towards the use of language in classrooms. 79.1% students favor the simultaneous use of English and Urdu in classrooms. The replies also highlight awareness and realization of the significance of important terms including nationalism, mother language, regional language and modernization in relation to medium of instruction at schools and colleges. However, some students are of the opinion that regional languages need to be accommodated in classroom situations. It clearly indicates the need to practice translanguaging and to allow the students a full range of linguistic options that are close to their socio-political and ideological sociolinguistic existence.

Table 4.2 Use of language in classrooms from students' perspective

Languages	Frequency	Percentage
English	28	15.4
Urdu	10	5.5
English & Urdu	144	79.1

Table 4.3. Regional languages selected by students for classroom

Regional Languages	Frequency	Percentage
Pashto	8	4 %
Punjabi	8	4%
Sindhi	2	1%

4.7.1 Mother Tongue

The data generated in the study indicate that some students prefer the use of mother tongue in classroom. They justify its use on the ground that their mother tongue is close to their hearts and they easily understand and converse in it. This is also one of the assumptions working behind the practice of code-switching or translanguaging. Broadly speaking, the regional languages referred to above are the major ones that are also native to students. For instance, Punjabi and Siraiki are use in the province of Punjab, Pashtu in Khyber Pakhtunkhwa, Balochi and

Pashtu in Balochistan while Sindhi is native to a majority people of Sindh province. Besides, other minor regional languages include Shina, Balti, Pahari, Brushski. Those who favor mother tongue education can best be represented by a respondent named Junaid who belong to rural Sindh and views that “My mother tongue is Sindhi and it is easy for me to understand in Sindhi.”

4.7.2 Nationalism and Modernization

Since its establishment, Pakistan has not succeeded in evolving a uniform language in education policy and medium of instruction has remained a core concern for policy makers as it has a substantial impact on students’ learning and attaining learning objectives (Tollefson and Tsui; 2003). In educational institutions, most of the work is done through verbal interaction. In the context of the study, there are students who feel proud when they use national language to converse in classrooms. According to a respondent, “Urdu is our national language and we should feel proud of using Urdu language in classrooms”. However, like many developing countries, the respondents’ views are scattered and polarized. They view Urdu as a symbol of national identity but other regional languages are also important as they are part to social stratification and one major identity marker of their ethnic identities. Likewise, students are also found compelled to value English as it has gained significant importance in the education system. It also has an international value and has become a mark of modern thought.

More interestingly, it is important to find that almost all the students (81%) favor the role of Urdu language during idea dissemination done by the instructors in classroom. Moreover, it is found through the comparative analysis of the statement number 8 and statement number 9 that the level of agreement on the use of English and Urdu (82%) is almost equal to the use of Urdu (81%) as a medium of instruction. Apparently, it seems that both results are contradicting each other but in reality the results are complementing the preferred choices of Urdu only and simultaneous English and Urdu too. In sum, translanguaging is fully supported by almost all the students in classroom culture. In Pakistan, English is used in the domain of power and it is the symbol of upper class (Rahman, 1999). A total of 12 respondents were very articulate in admitting the international status of English as a justification for its use in classroom. In view of the immense importance attached to Urdu as National language and English as language of research and education, many students do not deny either and ask for accommodation of the both in their teaching situation. This approach is viewed by many as illuminating and participative. It also enhances the understanding level of

students. This is also the justification of the advocates of translanguaging.

5. Conclusion

The study highlights the important issue of language policy in education. It reveals that Pakistani educational institutions do not have uniform approach to the use of language as a medium of instruction and several languages are mixed and followed to varying degrees in classrooms. The syllabi are also not explicit in articulating the policy that leaves instructors with no prescribed approach. The existing situation also does not acknowledge the ecological perspective and the policy focus remains hermetic separation of languages. In the context of education in Pakistan, the concept of codes-switching and *translanguaging* need to be highlighted as pedagogical options. The policy need to be shifted in favor of flexibility in the use of linguistic practices to allow learners to have a full range of linguistic resources to increase their participation and understanding and also their identity construction and presentation. The findings of the study reveal that English and Urdu enjoy wider acceptability and are used more frequently in classrooms. Regional languages are also important but less so in the federal capital. One reason of less or no recourse to regional languages may be deduced from Rahman (1996) who is of the view that there are more than sixty languages spoken in Pakistan and no one person can understand all of them. He argues that instructors and students are not able to converse in all the regional languages of Pakistan; which is why they find it ideal to converse in English and Urdu in classrooms. The creation of the above argument shows that the debate on the use of language in academics is an inconclusive altercation among educationists, policy makers and students. In the struggle for survival and international visibility, Pakistani students are swinging between nationalism and international needs. There is a need to design a language policy at national level and in academic setting to clarify the status of all the languages of Pakistan and to sustain cultural pluralism. In Pakistan, Urdu and English are enjoying the status of national and international languages respectively while regional languages are used as vernaculars in their respective native territories. A positive step has been taken by the highest apex i.e. Supreme Court of Pakistan on September 08, 2015 that Article 251 should be implemented as it was written in the constitution that Urdu would replace English within fifteen years. The court issued nine directions to the government regarding the implementation of Urdu as official language of the country. It is to be hoped that regional languages will enjoy the status of 'prestige dialects' in Pakistan in near future.

5.1. Recommendations

One important open-ended question included in the questionnaire relates to additional comments from the students. The purpose of the question is to elicit opinion as to how the classroom situation and syllabus design can be improved through the use of a particular language. Interesting replies are recorded in which the respondents document various recommendations/suggestions which are summarized as under.

- a. The use of language should be according to the subjects or topic taught. For example, if an instructor teaches Islamic Studies or Pakistan Studies, preference should be for Urdu language. However, Respondent A goes to the extent of arguing that even the subject of English should be explained in Urdu for better understanding.
- b. In schools, colleges and specifically in universities, courses are taught in English language and relevant books are also made available. Respondent B is of the opinion that, “The exact definitions should be provided in English while concepts should be explained in Urdu language.” However, akin to the conclusion of Channa, Manan, and David (2020), Respondent C says, “In our education system, books are written in English, hence, instructors should use English. In the beginning, learners will feel difficulty in comprehending meaning but soon they will get used to it in classrooms and will feel comfortable.”
- c. Use of language in classrooms is also a debatable issue as some other students stress the use of national language (Urdu) in classrooms. One student shares his views and says, “all languages of the world are useful but one should not leave one’s root that are entrenched in national language”. Similar to the findings of Shamim and Rashid (2019), some interpret the situation in a narrow sense and attempt to accommodate regional languages in classrooms. Respondent C views, “The combination of Punjabi and English is wonderful. The idea will be clearer if the instructor will use these two languages.”
- d. The only use of Urdu will not hamper our studies, Respondent D suggested; rather it will sharpen our power of understanding. The government should develop and revise the courses like Chinese and Germans who use their own languages as a medium of instruction and develop their own courses at higher level as well. In her words, “As far as language learning process is concerned, both languages are important. Both languages are good and the use of Urdu will not hamper our studies

as well as our cognitive process. Some concepts are easy to understand in Urdu and it is a more flexible language. Chinese and Germans make progress by using their own languages, why not us? We should also design our syllabus accordingly.”

Keeping in view the various perspectives of medium of instruction in classrooms, it can be assumed that translanguaging and code-switching from Urdu to English and English to Urdu is part and parcel of academic discourse in Pakistan, especially in classrooms. So, it can be suggested to the Pakistani language planner and education policy makers that they may allow code-switching or translanguaging in classrooms according to the needs of the students. Moreover, the results of statement 10 and 11 verify discursive nexus of translanguaging and brevity in classroom discourse.

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