THE ROLE OF MEDIA IN THE DEVELOPMENT AND PROMOTION OF ENGLISH IN PAKISTAN

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NATIONAL UNIVERSITY OF MODERN LANGUAGES ISLAMABAD

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The Role of Media in the Development and Promotion of English in Pakistan

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The Role of Media in the Development and Promotion of English in Pakistan

This research study is centered on the role of media in the development and promotion of English in Pakistan. It relates to the national process and to the process of globalization in terms of information through T.V, radio and newspapers. It also deals with the challenges in this field, due to the advent of science and technology plus current innovations in this mode of communication. In recent years the media in Pakistan has developed at a fast pace and English has become one of its prominent languages. However, its lack of understanding by 90% of the population has created serious gaps in internal communication. To bridge the existing gap, the study looks at how media can be instrumental in the spread of English language and be a useful tool for improving the English language teaching situation. The study addresses the topic by taking a look at the language situation in Pakistan. Unlike many post colonial states which replaced English with indigenous languages, Pakistan retained English as an official language. However due to lack of a clear cut language policy towards English language teaching it has remained a controversial issue, badly affecting the process of education and development. This has impacted the language situation and its impact leads us to think and reinvent the role of media for teaching it. Given its premier position as the language of international commerce and science, proficiency in English is increasingly acknowledged as vital attribute for any state attempting to establish itself as knowledge based economy. This need is imperative as we are living in a global world. Globalization and issues related to it force us to have a futuristic vision. There is a need to equip our people to meet the demands of modern education. Therefore, we must introduce our students to it at an early stage and provide this opportunity to a large number of people as opposed to the privileged few. Electronic and print media by introducing English to the neglected sector of the society can play a unifying role to integrate the nation. It is in this backdrop, the findings of the study are expected to suggest an essential direction of using media for instructional purposes, particularly to bring a constructive change in English language teaching in the country.

A multi-method approach has been applied for the collection and analysis of the data. This has been done as triangulation yields more reliable results. This study has been concluded with the hope that media will look into this vital area and fulfill its responsibilities.
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CHAPTER 1

INTRODUCTION

1.0 Introduction: English Language

Language has provided mankind with its most important tool for human progress and as such it may well be man’s greatest invention. Language does seem to be essential to facilitate the thinking process for anything other than the simplest mental operations and emotional responses. The language of any one group of people is the major carrier of the group’s traditional beliefs customs, and history. Verghese quotes Benjamin Whorf who states “The words and structures of a person’s languages control his way of thinking and ultimately the whole culture to which it belongs”.1

The importance of language in the life of a man is undeniable. It stands at the center of human affairs, from the most prosaic to the most profound. It is used for bargaining at stores, telling off bad umpires and gossip with friends, as well as for negotiating, contracts, discussing ethics and explaining religions beliefs. It is the medium through which the customs and traditions of society are passed on to future generations. Essentially the basic ingredient is virtually a very social situation. The thread that runs through all these activities in communication is people trying to put their ideas across to others. Indeed communication is the primary function of language. Not only Saussure, but Delacroix and Laguna (20th century) also argued that language developed more for the need of communication than any other factor and this need encompassed all the aspects of language. The main and important function of language is to carry on the business of the society. According to Francis cited by Aggarwal “A language is an arbitrary system of articulated sounds made use of by a group as a means of carrying on the affairs of the society”.2 Edward Sapir emphasizing on the interplay between language
and society said:

Human beings do not live in objective world alone but are very much at the mercy of a particular language which has become the medium of expression of their society. Nobody adjusts to reality essentially without the use of language. Language is not an accidental means of solving specific problems of communication or reflection.  

There are thousands of languages in the world. Valdes quotes Ponty who believes ‘I may speak many languages but there remains one in which I live.’ One language the world is today heavily dependent on, is English. He explains that the relationship of language and society is essential to achieve understanding and its effectiveness in terms of social interaction.

In Analyzing English in a Global Context., Burns and Coffin quote Kachru, who mentions about the insightful prophesy made by John Adams that,

English will be the most respectable language in the world and most universally read and spoken in the next century, if not before the close of this one.

By the twentieth century his prophecy came true, though it did not have such a lofty position as it enjoys today. English over the years has become a language so powerful, that the mere usefulness of the language has taken the world by storm. There are several factors which have contributed to the spread of English language throughout the world. One important factor was the alliance of European countries after the Second World War dominated by America, which was one of the superpowers (the other was the Soviet Union), which has ensured English to became the dominant language of the world.

Presently, America being the only superpower with all its technology, wealth, and military power, is playing a crucial role in the world of economy and politics. Its policies have helped to expand the use of English. Today the English language not only serves as
an international language, but it has also acquired the position of a global language and many countries use it as the language of wider communication. Crystal informs:

English is used as an official or semi official language in over sixty countries, and has a prominent place in a further twenty. It is either dominant or well established in all six continents.  

Recently, the revolution in communication has prompted social changes. The development of the computer has enabled people to correspond through e-mail immediately across the world. The world has shrunk to what is sometimes referred to as the ‘global village’. In order to facilitate this evolution in communications it has been necessary to use a language in which communication could take place- This language is English.

At the threshold of this millennium mass media communication has added new dimensions to the lives of people. It has promoted efficiency, flexibility and ability to compete in the world market. Media are the means --- the channels used to convey sign symbols to the intended reactor or reactors. Today communication has a wide choice of channels for sending messages to an audience of millions. Any channel carrying a message to a wide spread general audience is mass media.

We think of mass media as those technologies which provide a link between many people that is the mass media of radio, television, newspaper, film, the World Wide Web.

Print media includes newspapers, magazines, books, letters, posters, billboards and handwriting on walls and streets. Newspapers are the potent source of information of any country. Its publication is issued periodically, to convey information and opinions on current events. More than half of the newspapers published in the world are printed in English. Almost all the big cities of the world have at least one English newspaper. The invention and spread of the printing press (1430-50) was the major factor in the early development of the newspaper. Later, the invention of new technologies (for instance,
satellite and telegraph) enormously facilitated the rapid gathering of news. Most of the information transmitted along the telegraph wires of the world is in English. Computer technology has also had an enormous impact on the production of news and newspapers. Much of the information available through the international networks is transmitted in English.

Among electronic media television may be the most powerful for many purposes; Television can convey a great many types of signs simultaneously, it can gain heavy impact from mutually reinforcing gestures words, postures and sounds and a background of symbolically significant leaders, celebrities, historic settings flags, play cards, music, uniform, insignia, cheering or jeering crowd and staged assemblies of prestigious or powerful people.

Television is considered the most powerful information technology. TV’s impact on society in general and the boomers in particular is profound. When the Americans marched on the streets to protest the Vietnam War in the past, and when they took to the streets to protest against war in Iraq, television chronicled and amplified their protest. Just as television redefined the political process in some countries, it has transformed marketing, commerce, education, leisure, and culture all across the world.

Radio broadcasting is a popular medium all over the world. The B.B.C is a major source of news and information; its world service is primarily in English. Crystal has noted that,

In 1994 45% of the world’s radio receivers were in those countries where English language has a special status; but what such figures say in real terms about exposure to English is anyone’s guess.8

Now a similar function is being carried out by CNN, BBC, FOX and SKY News network. This has been possible with the introduction of satellite and cable television; individuals can now see programs direct from the country of origin. The ‘live’ telecast of
national or international events can leave a palpable effect on the minds of people. Communication’s revolution is shaping today’s generation and it is a world wide phenomenon. People are exposed to digital technology in virtually all facets of day to day existence and it is not difficult to see that this is having an impact on their personalities, attitudes and approaches.

Digital media is easier to use because people with their fingertips can traverse the world. This makes the internet fundamentally different from previous communications, or innovations, such as development of the printing press or the introduction of radio and television broadcasting. They are hierarchical, inflexible and centralized. By contrast the new media is interactive, malleable, and distributed via digital information processing machines. As such, it values much greater neutrality. Digital media represents a profound change from previous (analog) media.

The internet has affected people across the world. Its penetration in schools, homes and offices has been spectacular in rich countries, but some developing countries like ours have also seized on it. In these countries the subscribers are increasingly dependent on basic browsing, e-mail, messaging for job hunting, trading and many of other practical application.

The new communication technologies are different from previous ones. Sweet, a principal administrator in OECD’s Education and Training Division says. ‘The novelty is that users can link up with each other and can be interactive.’ Remarkable aspect of these technologies is that their common link is English. This link has established a unique relationship between language and technology. Despite its uniqueness people feel uneasy to cope with the pervasive technology and its powerful language, but Crystal recommends;

There is only one way to do it; learn English which has more than ever become America’s greatest and most effective export.
English today is the universal language on the internet. The reason is simple and straightforward; when a language gets the status of a universal language, this standing tends to be affirmed and extended by itself. Since “everyone” knows and uses English, people are almost forced to learn English and use it, and learn it better. McArthur has all praises for this language:

For good or ill, at the end of the second millennium AD and the fifth full millennium since recorded history began, English is unique. No language has ever before been put up to so many uses so massively by so many people in so many places – on every continent and in every sea; in the air and in the space; in thought, speech, and writing; in print on paper and screen; in sound on tape and film; by radio, television, and telephone; and via electronic networks and multimedia. It is also used as mother tongue or other tongue – fluently, adequately, or haltingly; constantly, intermittently or seldom; happily, unhappily, or ambivalently – by over a billion people. Perhaps a fifth of the human race.

Looking at the conquest of the world by the English language, the emphasis then is on the critical role of language in media in both maintenance of society and in shaping the mental activities of the individual. The increase in power of communication, whether in speech or writing has transformed the world into a more familiar place. This influence has led to the transformation of human conduct, which in turn affects thought, feeling and impulse as well as overt behavior. In short, we can say that it is a media saturated society which is reshaping and reconstructing patterns of social interdependence in almost every aspect of life.

1.1 Statement of the Problem

The value of English in the present day can hardly be overemphasized. It is a global language, the language of media, employment and an epicenter of education and technology. It is essential to learn English to be a part of this world.
In Pakistan English has been retained on the reasonable ground that it is the language of science, technology and of higher education. Therefore it is taught as a second compulsory language in all schools and colleges. However, in education there is a lack of uniformity in the medium of instruction. A large number of schools employ Urdu as the medium of instruction; on the other hand relatively small number of private schools uses English as the medium of instruction. This has created a linguistic divide in our system of education. Students belonging to relatively disadvantaged families attend Urdu medium schools and those from rich families attend English medium schools. At college and university level education since English becomes an operative language it creates a dilemma for teachers and a challenge for students. This weak proficiency in language proficiency adversely affects student’s academic performance and their professional life.

Language is a vehicle of communication. Presently the need of English has grown tremendously with the coming of technological and electronic revolution. It is now essential to learn English to be able to become self sufficient in technical and professional aspects to be a part of this technical revolution. Against this background it becomes imperative to study it whether in Pakistan which has a population of 160 million, there is a collective sense of viewing and listening and reading the same information and obtaining similar knowledge. If so then how can it be achieved at the behest of media. How can people who have been segmented due to language and educational policies be lifted out of their isolation and be mobilized to make them active members of the society. Especially people living in the rural areas that have little access to good education and good job opportunities. The second largest population is of students who range from 15 to 24 years and make 34 percent of the total population has been deprived of English. In their professional lives they run from pillar to post in search of good jobs but English becomes a barrier for them. This linguistic discrimination over a period of time has created an ineradicable dualism in the society. It has resulted in a communication impasse which is being felt acutely in Pakistan. Under these circumstances media needs to understand and redefine its role. Media is not meant to be only for the affluent and fluent in English. It should reach the real masses; mainly the students who form a large part of
the society. It should create a bond between the rich and poor, urban and rural, literate and illiterate by developing communication ties to bring all into the main stream of life. Ahuja in her essay writes:

Today the emphasis is on the total society, on masses. As the societies grow, they become more complex, there is a need for social stability and harmony.\textsuperscript{12}

Media is the mode of expression for the society. Akhtar, while studying the political sociology of mass media in Pakistan’s writes;

The South Asian Muslims found an identity and continuously reproduced it politically, sociologically, ideologically and imaginatively during and after colonial rule through media, religion and politics.\textsuperscript{13}

This establishes a basic fact that the media played a vital role in bringing solidarity amongst people to achieve freedom for a separate country. It is interesting to note that the language adopted as a mean of discourse by the media and leaders was none other than English. Later the same language was assigned the role of an official language for an independent country. Since then English has become an integral part of our linguistic picture. It has penetrated deeply in our society and is fast becoming a prominent language of electronic media. This calls for constructing a certain paradigm for the effective utilization of English in indigenous media.

Since 2000 the electronic media has brought about a transformation in the media landscape of Pakistan. It is on the threshold of huge and sweeping changes which will radically redefine the ways in which information is produced, conveyed and accessed. The advent of new technology, media convergence, globalization and the increasing business compulsions within media mean that information is controlled in a new and different way. Subsequently, the role of media and most importantly the role of English language which hosts a number of challenges in our heterogeneous society calls for measures for the interaction and integration of its people through the spread of English. It
should be acknowledged that since English is the language of business and knowledge, it is the right of every citizen and a prerequisite for intellectual, literacy and technological development in Pakistan. We need to give maximum access to every Pakistani to learn English to acquire new expertise. In this context I consider the application of media as an instructional too for teaching English. In my opinion it is the sharpest tool for reforming the existing distressing situation of English to bring some harmony and integration within the nation.

1.2 Need for Research:

During this century we have witnessed great changes in our daily lives. Breakthroughs in the field of communication have had a major impact on society. Today, many Pakistanis would find it difficult to imagine life without television or mobile phone. Technological innovations such as computers and internet pose questions about the change that has occurred in society and has affected the lifestyle of people. This is a time to ponder over the direction that life will take in future. Technology has the power to force people to mould themselves according to its functions. Therefore, it is becoming necessary and indispensable to use technology for the development of education and learning.

The second most important thing the world has witnessed is the phenomenal rise of English language. Importantly, there is a global trend to use English language in media. Mostly English is used to show modernity, style, fashion which is associated with commercialism. Media persons in Pakistan may not perhaps be aware as to why they are promoting it or that it is creating a problem for the people who do not understand English. Though people can make sense of the language, especially on T.V, but in my opinion lack of understanding of English is creating a gap between people. To fill up this gap the media resources i.e. T.V, radio, newspaper, computer etc. should be mobilized as tools for learning English which is our second language for better understanding by the society. Also it is a general assumption that without learning a second language, a person cannot complete his education. The dilemma being that English is compulsory in our
Education system and without passing it, students cannot continue their studies. Thus it has ‘inflicted lasting educational damage’ on them and is in need of remediation.

Among the masses of Pakistan, youth is the prime audience of mass media, and they are the very audience aspiring for general education. Newspaper, radio and television are convenient educational tools because youth are using them regularly. But it is strange that no government has ever made an integration of media into any national policy on education. This is an area of great potential which has remained unrecognized by our policy makers. Gillespie cited by Tuckner states;

Educational changes cannot be rushed, attitudinal change in Homo sapiens may be a long, painful or frustrating process, but it does happen.14

For decades media and technology has been used in Western and European countries and have been found to be the most promising direction for educational development. Technological achievement can be used to enhance teaching, learning experience in a new and effective way. In the present century technological advancement is at its zenith. What is needed is the willingness to experiment and understand how best to use this resource of teaching and learning English for the people of Pakistan, for the development of National Education which has become a formidable challenge for the state.

Lastly, English language teaching situation is not very promising in Pakistan. Dual medium of instruction and inadequate language policies are the main causes for it. In addition, untrained teachers, rote learning, translation method and uncongenial classroom environment has further thwarted the process of language proficiency. Moreover in schools the language is mostly in the form of literature which does not serve the functional purpose. Teachers tend to use old classical methods instead of communicative approach developing a low level of language proficiency among graduate students which is a matter of serious concern. But the government has failed to recognize the sharp decline in language competence and proficiency among students. There is a dire
need to do something concrete to bring about a change in ELT in Pakistan to meet the growing demands of education and career development.

As the unsatisfactory language teaching situation in our country has raised great concern about the competence of learners of English. Organizations and societies are conducting English Language courses. Namely; British Council, the P.A.C.C (Pakistan American Culture Center), private bodies like SPILT (Society for Pakistan English Language Teachers) Teachers Resource Center (Karachi), Aga Khan University and the Lahore University of Management sciences. Semi-government institutions such as Allama Iqbal Open University, the University of Karachi and the English Language Centre at Balochistan University all conduct English language courses along with the teaching of English literature. The National University of Modern Languages (Islamabad) is a major promoter of English language. This university conducts English courses at various levels, foundation, certificate, diploma, and advance diploma and advanced diploma which is a one year course. The enrollment in the department of English in the 1970s was about 30 students whereas now it has risen to 2,500. This is a clear indication of the importance English has achieved during the years. In lieu of the rising number of students, the university has opened its campuses in different cities of Pakistan to accommodate this influx. Besides language courses NUML offer M.A courses in English literature and linguistics. It has recently expanded its horizons to English language teaching both in the morning and evening shift. Furthermore, it has embarked upon a PhD program in Advanced Integrated Studies which offers a broad choice of subjects for an M.phil and doctorate program.

With the establishment of the Higher Education Commission (HEC) the position of English is further strengthened, as it has stressed the need for learning and teaching English language. To facilitate this process, it is designing and conducting courses in English Language Teaching (ELT). Moving back to the importance of English language, essentially, the strong support of English is, that it is a global language and stands at the helm of everyday affairs. It dominates global business, politics and culture, more than any other language in human history. What centuries of British colonization could not do,
a few years of free trade, cable, and internet has done. Mass media is playing a leading role in the supremacy of this language. After 9/11, media has taken a new turn. It is shaping the contours and dynamics of world events. The force behind the mass media is the English language. Thus, the sociology of the language poses many questions in a developing country like Pakistan. The role of the language has to be evolved according to the immediate capabilities of the current age of media and communication. It needs to be tailored to fit the situation according to the needs of our country to carry out its functions at the societal and national level effectively.

This development in communication in Pakistan was almost non-existent a decade ago. But today it has made remarkable progress in this field. Besides computers and mobile phones, there is a proliferation of TV channels and FM radio channels. The tendency of these channels is that more and more programs are progressively conducted in English. Our radio and TV channels are employing commentators, announcers and compares proficient and fluent in English. With the coming of satellite and cable television people can now watch programs, direct from the country of origin. America and England are the main English speaking countries, transmitting their English programs, across the world and this affects the promotion of English.

However, English is not new in Pakistan; it has always enjoyed a high status in Pakistan as an official language and as an accepted second language. Though English has remained partly the language of media in Pakistan, in the age of electronic media it has become an integral part of new, complex, sociolinguistics settings. Therefore, certain objectives need to be defined for its study.

1.3 Objectives of the Study:

The objectives of this study are as follows;

- To analyze the promotion of English language in the media of Pakistan.
• To assess the needs of people for using English language in different domains of the society.
• To determine attitudinal changes towards English language.
• To assess the strength and weaknesses of media for teaching and learning English.

1.4 Significance of the study

Over the last few years, two highly interconnected disciplines, communication and mass media, have given rise to a spectacular leap in information and knowledge, and it is not unreasonable to expect that within the next ten years they lead to even greater integration. The interesting part to note is that both disciplines are dominated by a common language, English. Talking about the fast development of media Crystal states the fact:

The media are at the center of everyone’s life- the press, radio, advertising, and specially television. Even the hint of nuance can make a difference.¹⁵

Since it has a great impact on individuals, the role of language is crucial in the indigenous media. Like America the media of Pakistan is not for universal audience therefore, it is responsible for creating a homogenous system inspired by our own values and beliefs directed towards our national goals. Thus the role of English language and media is to be seen in a proper perspective in respect of its utility, intelligibility, currency, feasibility of learning and practice and the wider as well as the varied spheres for which it is very much relied upon. Therefore, there is an urgent need to construct a paradigm for the role played by the English keeping in view the importance of English globally and growing importance of media in Pakistan.

With the onset of globalization and a knowledge based economy, education is becoming a focal concern of many countries. It is being considered as an indispensable investment for individual’s personal development and for nation’s economic development and social cohesion. There is a close link between education and development. However the educational endeavors in Pakistan were always directed
towards small elite. The widespread discrimination in access and opportunities has made the problem more acute. It has created ambivalence in the society.

This study is of prime significance because it provides a blueprint to media organizers to consider the possibilities of effectively utilizing media for the teaching of English. This is especially important at the time when the present government’s initiatives indicated a growing realization that delivery of English language is important at the beginning of primary education. Furthermore, as there has not been any research done on media as an ‘instructional tool’, in particular, the study will contribute to strategic guidance for the spread of English as a medium of communication of people across the country. Electronic and print media by introducing this language to neglected sectors of the society will help to transform their living conditions as English is considered to be directly related to economic gains. Hence, I expect that language research along these lines will be a growth area for media persons and language policy makers in years to come.

1.5 Outline of the Research:

Chapter one emphasizes the importance and significance of English as a language of communication and technology. Primarily it discusses its pivotal role in the media communication technologies of the world i.e. mass media and digital media. This chapter also introduces the statement of the problem, significance of the study and the need for this kind of research and its objectives.

Chapter two consists of relevant literature on different kinds of technology. How they are used and employed in language teaching and learning and in education. It also reviews methods of teaching a language which stands significant in their application and practice in my research.

Chapter three examines the language situation of the country, followed by an historical account of language policies and its subsequent effects. It is divided into three
Chapter four explains the theoretical framework and research methodology. It includes details about qualitative and quantitative research, along with media and research theories applied during the process of this study. It also includes and elaborates an experimental research design used for certain part of the study.

Chapter five accentuates the power of English language globally, internationally and nationally. It is followed by the importance of English in the media of Pakistan. Furthermore it looks into the possibilities of formulating the role of media in a broader framework to direct and guide its audience in the period of globalization with reference to English language teaching.

Chapter six provides the definition of terms and various types of language planning framework. It also describes language-in-education planning in Pakistan.

Chapter seven introduces the subject of communication. It defines its areas; mass communication and mass media followed by a discussion about the influence of global media in Pakistan. In addition it briefly reviews the history of media of Pakistan and examines the rapid development of contemporary media.

Chapter eight provides the data collection, analysis and findings of the study. It is divided into three parts; surveys, interviews and an experiment.

Chapter nine gives the conclusion and recommendations.
End Notes:


14. Richard N Tuckner. The Integration of Media in the Curriculum Great Britain. 1986

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

With the commencement of the research on the said topic, I discovered that no research had been carried out on the relationship of English and the media in Pakistan. However, there were a number of books by Pakistani writers on the role of English in education, politics, power, culture, religion etc. This study is an attempt to fill the gap.

Some eminent scholars and researchers namely; Rehman (2002), Moeen (1992), Abbass (1993) and Mansoor (2005) have written extensively on the role of English in education, expressing their deep concern about the declining condition of English in Pakistan and suggesting means to improve it. Education is one function of the state. Unfortunately in Pakistan the state has failed to provide a sound educational system due to various reasons. The dual medium of instruction and inadequate policies are mainly blamed for it as a result it has developed a complex relationship between national education and English language.

Language is fundamental to the delivery of education. In Pakistan English maybe the only means of obtaining success in education and employment therefore, it is of crucial importance. But as it is accessible to a small segment of society, the educational opportunities are substantively less for the people. The ‘linguistic deprivation’ has excluded people from education, employment and mass communication. However in the age of information and technology it is imperative that it must reach people to help them to become empowered to serve their country.
This chapter examines the various technologies that have been used in education and teaching of languages. More than any period in recorded history, today’s heterogeneity of emergent technology has transformed daily life particularly of students and teachers. With its use new paradigm of learning has began to emerge. Many educators await the promise of technology’s power to guide them and lead to improvements in the educational system. The importance of technology in Pakistan however has remained largely unrealized. In recent years, cable television, satellite, Fm radio, computer and mobile phones have become a part of Pakistani’s daily life. Even a vendor has a mobile. It is essential, therefore to make concerted efforts to design a role of technology as to how it could be used in a productive and creative manner to bring about an educational change and to improve the English language teaching in the country. The literature has been reviewed in the light of Development Media theory that how successfully mass media technology is being used to disseminate education. Following are the summaries and reviewed literature from primary research studies.

Technological innovations over the period of time have brought a revolution in the education field. The last hundred years have seen the development of radio, teaching machines, films, television and computers have had a major impact on the educational process. Each technology had its proponents, says Norton and Sprague. They have quote different people who believed that technology for education could be used as means to design more efficient learning opportunities for students.

Thomas Edison’s enthusiasm for films began as early as 1913, when he said “books will soon be obsolete in schools. Scholars will soon be instructed through the eye. It is possible to touch every branch of human knowledge with motion picture” (Saettler, 1968). Benjamin Darrow (1932) was equally enthusiastic about the power of radio in 1913’s. He proclaimed “the central and dominant aim of education by radio is to bring the world to the classroom, to make universally available the services of finest teachers, the inspirations of the greatest leaders… and unfolding world events which through radio may come as a vibrant and challenging text book of the air”. In 1950’s, the Fund
for the Advancement of Education (1961) believed that instructional television could provide students with rich education and less cost than was possible by conventional method of instruction. In the 1980’s and 1990’s educators had the same favorable opinion about the computers.

In 21st century ubiquitous technology has provided a growing percentage of the population with access to more information than has ever been readily available in human history. New developments in communication’s technology now promise a cornucopia of educational, social and cultural opportunities through mass media and digital technology.

2.1 Technology and Second Language Learning

According to Karren who talked about Integrating Technology into Foreign Language Curriculum found that the use of technology in teaching second languages has been increasing dramatically over the past few years. University language departments and US government agencies’ language training divisions are implementing greatest technologies into the curriculum on a regular basis. Several school districts across the nation are creating special magnet high schools where technology, international studies and second languages are emphasized. Technology is becoming a bigger part of both in class and home study, as traditional use of audio and films is supplemented by computer-assisted instruction and interactive media technologies.

The latest technology computer by itself has many capabilities for enhancing language learning by combining with other technologies’ such as audio, video, modems and phone lines, and satellite dishes. The possibilities are even greater for the second language learner.

2.1.1 Technology and Language Skills Development

One of the first steps in technology-assisted instruction is to decide which technological medium is the most appropriate so the language skill(s) can be developed
during a particular period of time. Some technologies lend themselves to be more effective to the acquisition of better language skills than others.

In a target language, there are different approaches, methods and techniques by which a foreign language is taught. Many theories about learning and teaching of languages have been proposed. These theories normally influenced by the developments in the field of linguistics and psychology, have inspired many approaches to teaching of a second and foreign languages.

Realizing the significance of English as an international language a lot of work has been done on the teaching of English as a foreign language, especially in countries where it has a status of official or second language. There have been fundamental changes in the field and approaches of teaching methodologies: audio lingual and audiovisual are important to mention in this context. A brief overview of the following language teaching methods has been drawn from H. Douglas Brown’s explanation.  

2.2 Teaching Methodology

The Audio- Lingual Method

The audio- lingual method of language teaching began to emerge in 1940’s at the beginning of World War II. This war threatened to engulf large parts of the world, and the US Army realized that personnel were needed who could understand and speak fluently one or more languages of those countries likely to become involved. At this point, it was realized that the prevailing methods of language teaching were not very efficient. The grammar translation method which was widely used at that time prepared learners for reading and writing in foreign languages, but they were unable to interact with native speakers of that language. Therefore, the army needed a method, which would develop speaking and listening skills in a short time. Since it was the spoken form of the language which was presented primarily, the learner felt more confident when the time came to use it in real situations for communication. This ‘Army Method’ of
American war time language program achieved great popularity because of its effectiveness and was continued after the war ended.

**Principal Features:**

1. Separation of the skills, listening, speaking, reading and writing.
2. The use of dialogue as the chief means of presenting language.
3. Emphasis on certain practice techniques, memory, memorization and pattern drills.
4. Using language laboratory.
5. Establishing a linguistic and psychological theory as a basis for the teaching methods.

**Techniques:**

Audio-lingualism does not emphasize a presentation of grammatical knowledge however, the use of the first language in class is not as strictly restricted in the audio lingual method as it was in the direct method. Emphasis is laid on active and simple practice. The audio-lingual method introduced memorization of dialogues and imitative repetition as specific learning techniques. In addition it developed pattern drills. The simplicity and directness of approach that was advocated seemed to bring language learning within the scope of the ordinary learning. Teaching techniques with tape recordings and language laboratory rehearsed the verbal exchanges of ordinary talk in the stylized form of stimulus and response.

**Theoretical Assumption**

The psychology of audio lingual method is openly behaviorist. Mainly, following Skinner, behaviorist thought that learning a language was just the same as learning any other skill. According to them all learning takes place when a response to a stimulus is repeatedly reinforced.
Assessment

In the early 1960’s audio-lingualism had raised hopes of ushering a golden age of language learning. But in practical terms its hopes had not been fulfilled. Its theoretical basis was found to be weak. Teachers using audio-lingual materials and applying audio-lingual method, complained about the lack of effectiveness of the techniques and they suspected boredom in students.

In view of this criticism however, it is not fair to forget the contributions of audio-lingualism to language teaching. First, it was among the first theories to be based on linguistic and psychological principles. Second, it attempted to make language learning accessible to large groups of ordinary level. Third, it stressed syntactical programs as it developed the separation of language skills into pedagogical device. In short, the audio-lingual method introduced specifically designed techniques of auditory and oral practice.

2.2.1 The Audio Visual Method

The method was developed in the fifties in France at the Centre de Recherche etd Etude Pourla Diffusion Du Francis (CREDIF). It was a course introduced for adult beginners and equivalent programs for young learners. The (CREDIF) methods were made widely known through teachers’ course in which generally a rigid training in the principles of audiovisual method and its application was given.

Principle Feature:

A visually presented scenario provides the chief means of involving the learner in meaningful utterances and contexts.

Objectives:

Language learning is visualized as following into several stages: in first stage...
learner becomes familiar with everyday language. In the second stage, capacity to talk more on general topics and to read non-specialized fiction and newspapers is enhanced. A third stage involves the use of more specialized discourse of professionals and interest is introduced. The audio visual method is intended partially for the first stage.

**Techniques:**

This method consists of a carefully thought out, but rigid order of events. The lessons begin with film strip and tape presentation. The sound recordings provide stylized dialogue and narrative commentary. In the second phase of the teaching sequence the meanings of some groups of words or phrases are explained by the teacher through pointing, demonstrating, selective listening, and question answer sessions. In the third phase dialogue is repeated many times to facilitate memorizing by frequent replays of the tape recording or by language laboratory practice. In the next phase film tape is shown without recording, and students are asked to recall the commentary. Grammar as well as phonology is practiced. Writing and reading as in audio lingual method are delayed, but in due course are nonetheless given emphasis. The visual presentation is intended to stimulate the social context in which language is used. They assume learning process has an affinity with Gestalt psychology. It proceeds from a total view of the situation to a particular segment of language.

**Assessment:**

The audio visual approach developed by CREDIF, represents a distinctive grip with the problems of language learning. It has defined three different levels of language instructions. It has attempted to place language learning into simplified social context and to teach a language from the onset as full spoken communication.

**2.2.2 Intuitive or Audio-Visual Method**

Spencer quotes Piaget who is of the opinion, ‘periodically emphasis has been on
the role of audio visual methods. He uses the term intuitive for teaching methods, equating the function of audio visual aids with ‘intuitive stage’. In his developmental schemes, a period before the operative thought is established and during which figurative aspects of knowledge predominates. He blames intentioned pedagogues of using such aids and believing that they have reached the educational program when, in fact, they are multiplying intuitive figurations in forms that no longer have anything active in them.4

In Piaget’s opinion’ intuitive methods merely provide students with speaking visual representations either of objects or events themselves or of the result of possible operations. Piaget says that these methods are traditional methods which are continuously reborn from their own ashes. He concedes that they do certainly constitute advances in relation to purely verbal or formal techniques, but they are totally inadequate in developing the child’s operative activities.

2.3 The Significance of Media Communication Technologies in Education

Ever since the establishment of audio lingual and audiovisual method, communication technologies have influenced the process of education. TV, radio, books, newspapers, computer, internet etc has transformed the teaching methods and techniques. Among several teaching aids, tape recorder or video tape are the most common aids used in a class room, especially in a foreign language class. ‘Educational technologies have great promise and can change learning, but only If those involved give themselves the means to do so’5 according to the UNESCO Education Report (2003).

While comparing media technologies the contribution of radio has been found commendable. It has played a significant role in the past and is still the largest source of software in the educational armory. In our country, Allama Iqbal Open University has solely carried out its educational programs to half a million people through radio broadcast for the last several years. Similarly, in Britain, the commitment of BBC to language broadcasting has been substantial. Broadcasts were designed with a compelling power to motivate learners. The immigrants in Britain found those programs immensely
helpful to assimilate in that society by overcoming the barrier of language. The bottom line is that the major advantage of broadcast is that it provides a flexible source which can be readily adapted to suit individual needs. Moreover, local radio appears to be an appropriate vehicle for exploring several opportunities especially in a developing country like ours.

However, according to Hill as he writes in his article and quoted by Kinsella, ‘TV is seen as a glamorous counterpart of radio.’ It has the power to mesmerize people; if this power is directed TV can prove to be an authentic medium for teacher training and for teaching of English to the population of Pakistan. Satellite communication and multimedia technologies are capable of reaching a large number of people. According to the UNESCO Education (2003):

The relationship between time and space has changed and you no longer have to be physically present to take a course. You can use several media at the same time and transmit material instantly and cheaply and you can customize teaching to fit the level of the people and present complex ideas vividly and effectively.

Media has the potential to attract students by being more flexible, entertaining and interactive. John Daniel, the Assistant Director-General in UNESCO is of the opinion “though it cannot create an educational revolution but it can broaden the access to education and improve its quality and lower the cost.” Hence, I believe the new information and communication technologies are capable of transferring data widely and instantly. Long before computers and internet, radio and TV had arrived in homes in Pakistan but they remained merely tools of propaganda and entertainment. However since the functions of media have changed radically the need is to make the most of it.

Acquiring a foreign language is a complex process, therefore, four integrated skills are employed to make the process of learning smooth. Listening and speaking are interrelated skills. They are known as receptive and productive skills. River’s (1981) describes listening as a critical element in learning a foreign language. It is the most
crucial skill for non-natives to learn and acquire. They find it difficult to comprehend the speech mainly due to accent, intonation, incomplete utterances, and redundancy.\(^9\) Generally it is observed that learners who are engaged in the target language communication often have problems in listening and speaking which they find difficult to deal with. Real life situations or speaking to a native speaker poses a much greater problem for the foreign learners.

Speaking is essential for communication. Logan (1972) defining the concept of speech says’ “for our purposes, speech, may be defined as communication of thought and emotion by means of voice, language and bodily action. By speech we can mean conversation, discussion, public speaking, reading aloud or even hissing, heckling, booing or sign language.”\(^{10}\) Since language is the most important of all forms of human communication, it becomes incumbent on teachers to select appropriate teaching theories, methods and material to enhance and facilitate the process of learning a target language.

Nunan (1988) stressing the importance of relevant teaching material suggests ‘the teachers’ focus will be on assisting learners to do in class what they will need to be able to do outside, material should reflect the outside world.’\(^{11}\) Audio and video are said to be the superior source of bringing the real life into class. They are authentic because they provide the language used in everyday speech. Highlighting the significance of audio video, a professor of language Theodore Hubener is of the opinion “the use of audio video materials and methods increase the effectiveness of learning by helping the pupil to assimilate the ideas, in a more meaningful and interesting manner. Through the appeal of eye and ear they provide for a systematic improvement of knowledge and skills.”\(^{12}\) The saying of the professor stands indeed very true in the learning of a foreign language because of its power for creating a real environment. Schramm who was a social scientist have always analyzed the essential potential of media technology ever since 1960, when the impact of education television begins to be seriously considered in Europe and America. Therefore, he strongly recommends its use.
In this context I will review different fields of technology. There are four fields of technology. However they tend to overlap each other:
1- Educational Technology
2- Instructional Technology
3- Informational Technology
4- Mass Media Technology

2.4 Technology:

In latter part of the 20th century much debate emerged concerning the definition, vision, reality and functionality of the term technology. To this present day the Oxford Encyclopedic English Dictionary (1991) defines technology as being “the study or use of mechanical arts and applied sciences.”, as mentioned by Sorsen and Murchu. ¹³

The word technology comes from the Greek “techne” which means craft or art. Another word technique with the same origin also may be used when considering the field of educational technology so educational technology may be extended to include the technique of the educator.¹⁴

2.4.1 Educational Technology

Introducing the educational technology Spencer says

It is composed of at least two over-lapping subsets: technology of computer education and technology of education. The tools – technology i.e. tape recorder, VCR, cassette, some time known as hardware approach to educational technology, but more commonly known under the title of audio-visual aids or instructional media, maybe thought of as technology in education. Where as, the educational application of knowledge from behavioral sciences such as psychology, forms the basis of technology of education.¹⁵
2.4.2 The Evolution of Educational Technology

Tracing the evolution of technology Spencer finds three major psychological theorists whose early works profoundly affected the development of educational technology throughout most of the 19th century.

**Throndike, Edward Lee (1874-1949)**

The American psychologist and educator Edward Lee Thorndike was the originator of modern educational psychology and influenced 20th century American education immeasurably. His experiments with animals resulted into his doctoral thesis, ‘Animal Intelligence’, thus he reported the first carefully controlled experiments in comparative psychology. To study animal behavior scientifically, Thorndike invented the problem box and maze, techniques later adopted by other psychologists. He was attracted to human learning and to psychology’s potential usefulness to education at his transfer to Teachers College, Colombia University. In his writings he investigated and wrote about the probable causes of differences in intellectual abilities, how habits are formed, the positive effects of practice, learning by rewards, the value of studying one subject for learning another, the arrangement of skills and the effects upon students of tiredness and time of day. As a scientist, he sought to develop a cohesive theory of human behavior. He elaborated his stimulus response psychology in his works, especially his three volumes classic, Educational Psychology.16

**Ivan Petrovich Pavlov (1849-1936)**

Pavlov is known as the father of Russian psychology. He was the first ever scientist who was awarded the Noble prize in psychology or medicine in 1904.

In a series of experiments on dogs Pavlov was able to cause dogs to salivate at the sound of a tone by first pairing the sound with the presentation of food. After several repetitions of this procedure, the dog salivated to the sound of the tone alone. This
phenomenon is known as “conditioned reflex.” Pavlov was also able to show that the responses generalize two tones of different pitch that have never previously been paired with the food. Pavlov’s description on how animals (and humans) can be trained to respond in a certain way to a particular stimulus drew tremendous interest from the time he first presented his results. His work paved the way for a new, more objective method of studying behavior.  

**John Broadus Watson (1878- 1958)**

John Broadus Watson is widely regarded as having been the founder of the school of behaviorism, which dominated much of North American psychology between 1920 and 1960. The central tenets of behaviorism—(1) that scientific psychology must focus on the relationship between environmental contingencies and behavior rather than on the presume contents of consciences and (2) that the principles governing behavior of humans and other animals are essentially identical.

Watson was influenced by the work of Ivan Pavlov and eventually included a highly simplified version of Pavlov’s principles in his popular works.  

**2.4.3 Educational Technology:**

**Definitions**

- According to the Encyclopedia of Educational Technology “educational technology is a systematic iterative process for designing instruction or training used to improve performance”.

- According to international technology education association, educational technology;
  1. Teaches with technology (uses technology as a tool)
  2. Primarily concerned with the narrow spectrum of information and communication technologies.
  3. Primary goal; to enhance the teaching and learning process.
• According to Natalie Descryver “educational technology means systematic application of scientific or other organized knowledge to practical task. Therefore educational technology is based on theoretical knowledge from different disciplines (communication, sociology, psychology, philosophy, computer science, etc). Plus experimental knowledge from educational practice.”

The term educational technology is often associated with and encompasses instructional theory and learning theory. While instructional technology covers the process and systems of learning and instruction, educational technology includes other systems used in the process of developing human capabilities.

2.4.4 Goals of Educational Technology:

Educational technology research always had an ambitious agenda. Sometimes it only aims at increased efficiency or effectiveness of current practice, and frequently it aims at pedagogical change. While it can be considered as a design science it also addressed fundamental issue of learning and teaching and social organizing and therefore makes use of full range of modern social sciences and life sciences methodology. Collins(1992) highlights its Educational objectives:

Technology provides us with powerful tools to try out different designs, so that instead of theories of education we may begin to develop a science of education. But it can not be analytical science like physics or psychology; rather it must be design science more like aeronautics or artificial intelligence. For example in aeronautics the goal is to elucidate how different designs contribute to lift, drag, maneuverability etc. similarly a design science of education must determine how different designs of learning environments contribute to learning, cooperation, motivation, etc. Similarly, a design science of education must determine how different designs of learning environments contribute to learning cooperation, motivation, etc.
Technology is therefore both a tool and catalyzer and it can become a medium through which a change can happen.

2.4.5 Theories and Practice:

There are three main theoretical schools or philosophical frameworks for educational technology. These are behaviorism, cognitivism and constructivism. Each of these schools of thought is still present in today’s educational designs.

Behaviorism:

This theoretical framework was developed in the early 20th Century with animal learning experiments of Ivan Pavlov, Edward Thorndike, Clark. L Hull, B. F Skinner and many others. Many psychologists use these theories to describe an experiment with human behavior.

B. F Skinner wrote extensively on improvements of teaching based on its functional analysis of verbal Behavior, and wrote “The Technology of Teaching”, an attempt to dispel the myths of contemporary education as well as to promote his system he called programmed instruction. It focused on the formulation of behavioral objectives, breaking instructional content into small units and rewarding correct responses early and often.21

Cognitivism:

Cognitive science has changed how educators view learning. Since the very beginning of the Cognitive Revolution of the 1960s and 1970s, learning theory has undergone a great deal of change. Cognitive theories look beyond behavior to explain brain – based learning. Cognitivists consider how human memory works to promote learning. Noam Chomsky had a major influence on the cognitive sciences. New cognitive frameworks of learning began to emerge during 1980s and 90s. it is important
to note that computer science and information technology have had a major influence on cognitive science theory. The cognitive concept of working memory (formally known as short term memory), and long term memory have been facilitated by research and computer science. 22

**Constructivism:**

Constructivism is a learning theory or educational philosophy that many educators began to consider in the 1990s. One of the primary tenents of this philosophy is that learners construct their own meaning from new information as they interact with reality or others with different perspectives.

Constructive learning environments require students to utilize their prior knowledge and experience to formulate new, related or adaptive concepts in learning. Under this framework the role of the teacher becomes that of a facilitator, providing guidance so that learners can construct their own knowledge. Constructive educators must make sure that the prior learning experiences are appropriate and related to the concepts being taught. Jonassen (1997) suggests “well-structured” learning environments are useful for novice learners and that “ill-structured” environments are only useful for more advanced learners. 23

**2.4.6 Benefits:**

Educational technology is used to improve education over what it would be without technology. Some of the benefits of specific technologies (such as radio, TV) are listed below.

- Widening participation. Learning material can be used for long distance learning and are accessible.
- It significantly influences learners’ behavior in the positive direction.
- Formulates new teaching methods and the process that facilitate learning.
- Engaging students into tutorial work.
• Creates self motivation.\textsuperscript{24}

2.4.7 Development of Educational Technology:

It has been observed as stated by Venkataiah that since 1950’s especially in highly developed countries like USA there has been an introduction or addition of at least one new communication technology in each decade. It was predicted to radically transform informal and instructional communication. Film was the first new communication technology introduced in the 50s. Broadcast educational television, audio visual aids were introduced in the 60s. In the 70s video cassettes, remote access audio and video and computer assisted instruction were introduced. In the 80s the new communication technology introduced was video text, interactive video, teleconferencing, electronic mail and artificial intelligence.\textsuperscript{25}

With the dot.com boom came a belief that “technology was the tool through which all citizens of the world and global economies would be enhanced to levels that would benefit both developed and developing societies”\textsuperscript{26} The personal computer and the birth of the “internet” brought a new dawn: a dawn of synchronous and asynchronous access and sharing without barriers and distance. Now as we enter the early years of 21\textsuperscript{st} century technology, it is as we know is \textit{without boundaries}.

2.4.8 Progress in Educational Technology:

According to Venkataiah newer advances in Educational technology are rendering earlier educational technologies old fashioned. Technology, such as computers, electronic mail, laser disk, satellites, teleconferencing, interactive radio etc have combined to make the communications revolution an information age a challenging era for educators. Some of the new educational technologies are listed below:

• Dial Access
• Educational Television
Out of numerable new educational technologies I will describe the medium of Television which constitutes a significant part of my study. Also I will look into (CALL) which is being used throughout the world for the learning of a language.

2.4.9 Educational Television:

Education Television denotes any television used for education of community. It includes both instructional TV programs and community TV programs. Television is mainly used as an instructional medium to present information, ideas experienced in any subject area and at any level as some portion of organized educational program.

Venkataiah views Education Television (ETV) as a popular communication technology which has been used all over the world to meet the challenges and requirements of education. It has further been enhanced by the successful launching of satellites which has made it possible to apply communication technologies in education. Television being a versatile and dynamic communication medium is being utilized increasingly in the second half of the twentieth century by developed as well as developing countries to meet the growing demand of education and to improve and
enrich instruction. When carefully designed and produced, broadcast television material is very effective.

Unlike radio broadcasts television has the added advantage of important visual experience which has made it more dynamic and meaningful. It is a persuasive and effective medium for education reaching out to the largest possible number of people. It has become a major instrument of education as well as a significant component of distance and alternative systems of learning.  

TV has been used most often in a supplementary fashion, followed in order by enrichment and remedial uses. Initially, it was seldom considered or used as a total teaching medium and as an integral part of education program as a whole.

2.4.10 Computer-Assisted Language Learning (CALL)
Definition:

Computer-assisted language learning (CALL) is a form of computer-based accelerated learning which carries two important features: bidirectional learning and individualized learning. It is not a method. CALL materials are tools for learning. The focus of CALL is learning, and not teaching. CALL materials are used in teaching to facilitate the language learning process. It is a student-centered accelerated learning material, which promotes self-paced accelerated learning.

Computers have been used for language teaching ever since the 1960s. This 40-year period can be divided into three main stages: behaviorist CALL, communicative CALL, and integrative CALL. Each stage corresponds to a certain level of technology and certain pedagogical theories. The reasons for using Computer-assisted Language Learning include: (a) experiential learning, (b) motivation, (c) enhance student achievement, (d) authentic materials for study, (e) greater interaction, (f) individualization, (g) independence from a single source of information, and (h) global understanding. The barriers inhibiting the practice of Computer-assisted Language
Learning can be classified in the following common categories: (a) financial barriers, (b) availability of computer hardware and software, (c) technical and theoretical knowledge, and (d) acceptance of the technology.

CALL is gaining recognition in the learning and teaching of English as a second language (ESL) in Pakistan. Some higher education institutions have started CALL programs for their students.

2.5 Instructional Technology

Definition

The Commission on Instructional Technology (1970) defines instructional technology as:

1. “The media born of the communication revolution which can be used for instructional purposes along side the teacher, text book and black board.”
2. “A systematic way of designing, carrying and evaluating the total purpose of learning and teaching in terms of specific objectives based on research in human and non human resources to bring out more effective instruction.”

Instruction means communication of information. Information has to be delivered through media; examples of media are film, television, diagram, charts, projector, tape recorder, computers etc. These are considered instructional media when they carry message with an instructional purpose.

Thus the basis of instructional technology is the machine system. It provides assistance in teaching work through machines prepared with the help of science and technology. For example Open University may accomplish the task of instructions successfully through press and television. With the help of instructional technology, large group of students may be reached in minimum time and less cost and receive required knowledge. According to McMurrin, as mentioned by Singh, “instructional teaching is a
systematic way of carrying out and evaluating the total learning and teaching in terms of specific objectives based on research, on human learning and communication and employing a combination of human and non-human resources to bring about more effective instruction.”  

2.5.1 Purpose of Instructional Technology

Quoted by Venkataiah, Tickton says the purpose of instructional technology is:

To make education more productive and more individual, to give instruction a more scientific base and to make instruction more powerful, learning more immediate and excess more equal.  

In the opinion of Knezerich and Eye as cited by Venkataiah:

An effort is made with or without machines available or utilized to manipulate the environment of individuals in the hope of generating a change in behavior or other learning outcomes. 

In a nutshell, the change in behavior or learning process can take place through instructional communication. As has been, mentioned that instruction is the arrangement of information to produce learning. The transfer of information from source to destination is called communication. Because new learning usually depends on taking in new information, effective instruction cannot take place unless communication takes place. It is therefore helpful to know something about the communication process in order to use instructional media effectively.

2.5.2 Communication Model

As instruction means communicating information, I would like to mention the communication model developed by Claude E. Shannon. This was one of the first models
of communication. Because of his job Shannon was interested solely in the technical aspects of communication and he invented the ‘Theory of Communication’ in which medium, message and method were important aspects. However Warren Weaver collaborated with Shannon to develop a broader application of this model to other communication problems. The Shannon and Weaver communication model is very popular and used all over the world in mass communication. (The model has been discussed in detail in chapter 6).  

Singh has mentioned some assumptions and characteristics of Instructional Technology.

2.5.3 Assumptions of Instructional Technology

1. A pupil can learn according to his needs and capacities.
2. A pupil can learn even in the absence of the teacher.
3. Reinforcement can be provided continuously.
4. Learning objectives can be achieved through instructional objectives.

2.5.4 Characteristics of Instructional Technology

1. It is helpful in achieving cognitive objectives.
2. It can meet the shortage of effective teachers.
3. Students can learn according to their own needs and speeds.
4. It can control individual differences.
5. Analysis of content in depth is carried out in this technology, which encourages optimism regarding the presentation of contents.

2.5.5 Forms of Instructional Technology

Quoted by Singh, Lums Dane suggests instructional technology has the following
three forms:

1. Hardware approach
2. Software approach
3. System analysis

**Hardware Approach**

The hardware approach is based on the application of engineering principles for developing electro mechanical equipment for instructional purposes. Motion pictures, tape recorders, television, teaching machines, computers are called educational hardware. This approach mechanizes the process of teaching so that teachers would be able to deal with more students with less expenditure in educating them.

**Software Approach**

The software approaches use the principles of psychology for building in the learner a complex repertory of knowledge of modifying his behavior. It originates from the works of Skinner and other behaviorists. The program which such a technology are produced are often called soft wares. Newspapers, books, magazines, educational games, flash cards, may also form part of software. The software approach is characterized by task analysis selection of appropriate learning strategies, immediate reinforcement of responses and constant evaluation.

**System Analysis**

Instructional Technology or Systems Analysis is also known as Management Technology. Developed after World War II it has provided a scientific basis to decision making regarding problems associated with administration, management, commerce, industry and army. Instructional technology helps in the development of educational administration and formulation of instructional outline. Educational administration and
management can be more effective and less costly by using educational system. Hence these days instructional technology occupies an important place in the field of technology.

2.6 Instructional Media for Intellectual Development

The use of instructional media is not mechanical. Instruction media is used to facilitate and in some cases provide for intellectual development. Heinich, et al mentions three concepts, as outlined by Jean Piaget, which are helpful in understanding how mental development occurs. They are schema, assimilation and accommodation. Instructors are responsible for providing learning experience that will result in the creation of new schemata as well as all the modification of existing schemata. Schemata develop over time with learning experience. The role of instruction media is to provide many of those experiences. 38

2.6.1 Instructional Television for Education (ITV)

Several researches conducted in America indicate that among Instructional media television has been found a relevant, useful, and interesting means through which students learn and respond to learning. As instructional Technology is based upon Hardware Approach, it includes teaching material prepared on the basis of machines like tape-recorder, record player, television and projector. Singh says it helps large groups of the students to provide knowledge in minimum time and expenses. Instruction is helpful in making teaching easy, precise, interesting and effective. The students are motivated for learning in and out of the class. Outside the class, Open University may accomplish the task of instructions successfully through press and television. 39

Instructional Television is used internationally. It is through centrally controlled broadcasting systems in Europe, Japan and through state, local, and independent school and university facilities in the United States. ITV is becoming responsible for larger and
larger portions of “information-giving” in education. ITV within the classroom is a promising new learning opportunity.

2.6.2 Instructional Television for Teacher Training

The purpose of Instructional Technology i.e. television and radio is not only to improve classroom teaching, but also to upgrade teachers. Henery Cassirer, who prepared a cogent article for the World Radio Handbook, while discussing the general results of instructional media at Purdue Seminar in 1961 said; and quoted by Schramm.

Another occasion when I was in Pakistan, this question came up: “should television be used for primary education?” obviously it poses enormous problems to have a television set in every primary school. There’s no electricity in the villages, there are thousands of primary schools, the cost will be very great, the economics and many other aspects make it rather difficult. But if you can use television to train teachers you have the double effect of, first of all, using your television medium, but also of avoiding some of the handicaps of television medium, namely the lack of contacts between the teacher and those who are taught. So I think we should give considerable attention to the use of television as a means of teacher training, pre-service, and particularly in-service.40

In Schramm’s opinion, this kind of teacher is a by-product, whenever radio or television is used for enrichment or palliative broadcasts. However, Cassirer recommended that teacher training may also be done directly by media.

2.6.3 Growth of Instructional Media

Instructional media were originally referred to as “audio-visual aids”. That phrase accurately describes their first role in elementary and secondary class rooms- that of serving as aids for the teacher.
Educational use of film began about 1905. Most films used for instructional purposes were theatrical, industrial or governmental films. One of the early film projectors was developed by Bell and Howell in 1907. Like other media at that time, instructional films were considered aids to teaching rather than self contained sequence of instruction.

The growth of instructional radio occurred primarily during the decade from 1925 to 1935. By the late 1930’s radio education had begun its decline. Today it is easier to find a television set than a radio in most schools of Europe. Following the World War Two there was a period of expansion in audio-visual instruction due to its successful use during the war. At that time, audio-visual research programs emerged with the hope identifying principles of learning that could be used in the design of audio-visual materials.

Instructional television experienced tremendous growth during the 1950’s. It became the most dynamic instructional tool. In 1970’s and 1980’s computer based instruction approaches appeared which incorporated many of the learning principles used in programmed instruction. However, presently media and technologies of instruction are providing direct educational experience for students rather than being used as teaching accessories.

2.7 Information Technology

Definition:

Information technology (IT), as defined by the Information Technology Association of America (ITAA), is "the study, design, development, implementation, support or management of computer-based information systems, particularly software applications and computer hardware".  

The term “information technology” in English “informatique” in French and “infomatika” in Russian encompasses the notion of information handling as defined by
Zorkoczy. According to Forester in its strictest sense information technology is a new science of collecting, storing processing and transmitting information. Gopinath observes that ‘Information Technology’ connotes an ensemble of technologies. They particularly cover the computer’s ability to store and process information. This is known as information processing and telecommunication technology which is capable of transmitting information to distances.

Information technology deals with the use of electronic computers and computer software to convert, store, protect process, transmit, and securely retrieve information. When computer and communications technologies are combined, the result is information technology, or "InfoTech". Information Technology (IT) is a general term that describes any technology that helps to produce, manipulate, store, communicate, and/or disseminate information. Presumably, when speaking of Information Technology (IT) as a whole, it is noted that the use of computers and information are associated.

2.7.1 Historical Background

Narrating the history of informational technology Ojha quotes Becker who informs that the term ‘information explosion’ was coined after the Second World War. It refers to the vast increase in the information being generated in various fields. The implications of ‘the information explosion’ especially in science and technology were discussed in the first international Royal Society Information Conference held in London in 1948. At that time it was already clear that the publishing rate in science and technology was increasing exposure and that specialization in individual sciences and inter-disciplinary research were generating multiple uses for the same information. According to Ting the immediate need to cope up with ‘information explosion’ and to employ suitable means to handle information was a major force in the introduction and application of computer and communication technologies into information work. The result of using information technology is not just a quantitative difference due to expanded capacity but a qualitative one.
Herner informs that the second Royal Society Conference was held in Washington in 1958 and there also it looked into evolving developments in the intellectual and mechanical aspects of information organization and dissemination, as well as the needs, roles and interactions of users. Today we speak of ‘the information revolution’ to describe ongoing changes in the handling of the increasing volume of information being generated today.\textsuperscript{49} Describing the revolutionary aspect Griffiths quoted by Ojha says it is the result of fairly recent advances (mid 1970’s to 1995) in computing and telecommunications technologies which are increasingly used in support of informational handling activities\textsuperscript{50} These information technologies for our purpose cover the acquisition, storage, processing, retrieval, and display of information by electronic means, as stated by Gillman (1984).\textsuperscript{51}

2.7.2 Information Attributes

There are many attributes or qualities associated with the concept of information which help us in identifying and describing specific information requirements. John.G.Burch has mentioned the following attributes associated with the concept of information which is also relevant in context to information technology. These are:

- Timely: The receipt of information within the time frame it is needed by the recipient.
- Precision: the measurement detail used in providing information.
- Accuracy: the degree of the absence of error in information.
- Quantifiable: The ability to store information numerically.
- Verifiable: the degree of consensus arrived at among various users examining the same information.
- Accessible: the ease and speed with which information is obtained.
- Comprehensive: the completeness of the information.
- Appropriateness: how well the information relates to user’s requirements.
- Clarity: the degree to which information is free from ambiguity.\textsuperscript{52}
2.7.3 Information Technology in Education

The pace of change brought about by new technologies has had a significant effect on the way people live, work, and play worldwide. New and emerging technologies challenge the traditional process of teaching and learning, and the way education is managed. Information technology, while an important area of study in its own right, is having a major impact across all curriculum areas. Easy worldwide communication provides instant access to a vast array of data, challenging assimilation and assessment skills. Rapid communication, plus increased access to IT in the home, at work, and in educational establishments, could mean that learning becomes a truly lifelong activity; an activity in which the pace of technological change forces constant evaluation of the learning process itself.53

2.7.4 Significance of IT in Education

- Immediacy to information

IT has provided immediacy to education. Now in the year of computers and web networks the pace of imparting knowledge is very fast and one can be educated anywhere at any time. New IT has often been introduced into well-established patterns of working and living without radically altering them.

- Access to variety of learning resources

In the era of technology, IT aids plenty of resources to enhance the teaching skills and learning ability. With the help of IT now it is easy to provide audio visual education. The learning resources are being widen and widen. Now with this vivid and vast technique as part of the IT curriculum, learners are encouraged to regard computers as tools to be used in all aspects of their studies. In particular, they need to make use of the new multimedia technologies to communicate ideas, describe projects, and order information in their work.

- Any time learning
Now in the era of computers and web networks the pace of imparting knowledge is very fast and one can be educated. One can study whenever he wills irrespective of whether it is day or night and irrespective of being in India or in US because of the boom in IT.

- Multimedia approach to education

Audio-Visual Education, planning, preparation, and use of devices and materials that involve sight, sound, or both, for educational purposes. Among the devices used are still and motion pictures, filmstrips, television, transparencies, audiotapes, records, teaching machines, computers, and videodiscs. The growth of audio-visual education has reflected developments in both technology and learning theory.

Studies in the psychology of learning suggest that the use of audio-visuals in education has several advantages. All learning is based on perception, the process by which the senses gain information from the environment. The higher processes of memory and concept formation cannot occur without prior perception. People can attend to only a limited amount of information at a time; their selection and perception of information is influenced by past experiences.

Audio-visuals in the educational process, can facilitate perception of the most important features, can be carefully organized, and can require the student to use more than one modality.

- Online library

Internets support thousands of different kinds of operational and experimental services one of which is online library. We can get plenty of data on this online library.

As part of the IT curriculum, learners are encouraged to regard computers as tools to be used in all aspects of their studies. In particular, they need to make use of the new multimedia technologies to communicate ideas, describe projects, and order information in their work. This requires them to select the medium best suited to conveying their
message, to structure information in a hierarchical manner, and to link together information to produce a multidimensional document.

- Distance learning

Distance Learning is a method of learning at a distance rather than in a classroom. Late 20th-century communications technologies, in their most recent phases multimedia and interactive, open up new possibilities, both individual and institutional, for an unprecedented expansion of home-based learning, much of it part-time. It appeals to students and organizers of professional and business education, providing an incentive to rethink the most effective way of communicating vital information. 54

2.7.5 Integration of IT in Teaching

The integration of information technology in teaching is a central matter in ensuring quality in the educational system. There are two equally important reasons for integrating information technology in teaching. Pupils must become familiar with the use of information technology, since all jobs in the society of the future will be dependent on it, and information technology must be used in teaching in order to improve its quality and make it more effective. 55

2.7.6 Need of Information Technology

Harris wrote in ‘International Business Week’ (1985) and Ojha quotes:

Today almost every subject fields are scrambling to find ways to harness the power of information technology – from computers and telephones to communication satellites and video discs. This is no longer a technological phenomenon but a social one. Information technologies are reaching a critical mass. At the same time, computers, telecommunications, and video technology are merging into something bigger and better then individual components. As the technologies become more entwined, the potentials of each suddenly multiply and people perceive new ways to use them. 56
Information technology developments are becoming social needs and help in making information accessible to the masses. Hence the rapid advancement in the field of information technology will shape the future information retrieval process and there cannot be any escape to it.

2.8 Mass Media

Definition:

Mass media is a term used to denote a section of the media specifically envisioned and designed to reach a very large audience such as the population of a nation state. It was coined in the 1920s with the advent of nationwide radio networks, mass-circulation newspapers and magazines, although mass media (like books and manuscripts) were present centuries before the term became common.\(^{57}\)

In the opinion of Singh, mass media are different types of useful material, devices and symbols that make the study of a subject more comprehensible and interesting. Mass media are effective tools that “invest the past with an air of reality”. They provide their learners with realistic experiences which capture their attention and help in understanding of the historical phenomenon. They appeal to the mind through the visual auditory senses and thereby enliven the past.\(^{58}\)

2.8.1 Forms:

Electronic media
Print media

They include:

- Broadcasting, in the narrow sense, for radio and television.
• Various types of discs or tapes. In the 20th century, these were mainly used for music. Video and computer uses followed.
• Film, most often used for entertainment, but also for documentaries.
• Internet, which has many uses and presents both opportunities and challenges.
  blogs and pod casts, such as news, music, pre-recorded speech and video)
• Publishing, in the narrow sense, meaning on paper, mainly via books, magazines, and newspapers.
• Video games, which have developed into a mass form of media since cutting-edge devices such as the PlayStation 3, Xbox 360, and Wii broadened their use.
• Mobile phones, often called the 7th Mass Media, used for rapid breaking news, short clips of entertainment like jokes, horoscopes, alerts, games, music, and advertising.  

2.8.1.1 Radio

The radio was first heard around 1920. It was the first broadcast medium and introduced a new element to the media equation. It made it possible for communicators to use air waves to transmit a media product directly to any one who owned a radio set. It rapidly became the most popular media. People spent a great deal of time listening to the radio. Changes took place over the years and radio emerged as powerful media of communication. Broadcasting made another advance with the introduction of television. This marked yet another medium making the shift to universal digital format.

The FM Radio in early 70’s it defined a new role for it. That FM should develop the programs aimed at to attract audiences on selected bases and that such programming should utilize the fresh resources of talent with community service. They are meant to be community radio aimed at welfare and development of masses in general.
Television

Television may be the most widespread and spectacular of all media. The public use of television came into being in 1941 in the USA. It spread in Europe but arrived much later in other less developed parts of the world.

Television has proved to be very effective media of mass communication. It provides a person with audio-visual stimulation or dual sensory perception stimuli and has greater impact than the radio. According to Chamberlin recent developments in communication technology are making it possible for more people to receive a greater variety of programming including educational programming at significant lower cost. Most media production and delivery retain the characteristics of television- ability to coordinate sound and moving visual images, the small screen and feeling of intimacy associated with television picture and the ability to receive the material at a distance. Some add other dimensions, such as the ability to interact with the material or with the people presenting it. These developments include cable, satellites and IFFS. (Instructional Fixed Television Service)

2.8.1.3 Newspaper

A newspaper is a publication containing news and information and advertising, usually printed on low-cost paper called newsprint. It may be of general or special interest, most often published daily or weekly. The first printed newspaper was published in 1605, and the form has thrived even in the face of competition from technologies such as radio and television. Recent developments on the Internet are posing major threats to its business model, however, paid circulation is declining in most countries, and advertising revenue, which makes up the bulk of a newspaper's income, is shifting from print to online; some commentators, nevertheless, point out that historically new media such as radio and television did not entirely supplant existing.
2.9 New Media

In more recent years, technological innovation has again changed the face of mass media. Cable television, satellites, fiber optic technologies and especially computers have helped create an explosion in media products and formats.

Croteau says the interactive technology promised to bring new changes to tomorrow’s media. Developers are beginning to fuse telephone, television, facts, digital video, and computer into a single media center. As with the introduction of television half a century ago, the emergence of new technologies holds out the possibility of significant social change. The rise of the internet has defined new directions of communications. 62

2.9.1 Internet

The Internet (also known simply as "the Net" or "the Web") can be briefly understood as "a network of networks". Specifically, it is the worldwide, publicly accessible network of interconnected computer networks that transmit data by packet switching using the standard Internet Protocol (IP). It consists of millions of smaller domestic, academic, business, and governmental networks, which together carry various information and services, such as electronic mail, online chat, file transfer, and the interlinked Web pages and other documents of the World Wide Web.

The internet is quickly becoming the center of mass media. Everything is becoming accessible via the internet. Instead of picking up a newspaper, or watching the 10 o'clock news, people will log onto the internet to get the news they want, when they want it. Many workers listen to the radio through the internet while sitting at their desk. Games are played through the internet. Even the education system relies on the internet. Teachers can contact the entire class by sending one e-mail. They have web pages where students can get another copy of the class outline or assignments. Some classes even have class blogs where students must post weekly, and are graded on their contributions. The internet thus far has become an extremely dominant form of media. 63
2.9.2 Mobile

Mobile phones were introduced in Japan in 1997 but became a mass media only in 1998 when the first downloadable ringing tones were introduced in Finland. Soon most forms of media content were introduced on mobile phones.

Similar to the internet, mobile is also an interactive media, but has far wider reach, with 3.3 billion mobile phone users at the end of 2007 to 1.3 billion internet users (source ITU). Like email on the internet, the top application on mobile is also a personal messaging service, but SMS text messaging is used by over 2.4 billion people. Practically all internet services and applications exist or have similar cousins on mobile, from search to multiplayer games to virtual worlds to blogs. Mobile has several unique benefits which many mobile media pundits claim make mobile a more powerful media than either TV or the internet, starting with mobile being permanently carried and always connected. Mobile has the best audience accuracy and is the only mass media with a built-in payment channel available to every user without any credit cards or pay-pal accounts or even an age limit. Mobile is often called the 7th Mass Medium and either the fourth screen (if counting cinema, TV and PC screens) or the third screen (counting only TV and PC). 64

2.10 Approaching Mass Media Technologies

According to Munshi ideally the mass media offer two services: First they enhance instruction. The enhancement may come from interesting presentation of material such as dramatization of instructed events or from a function in the instructional process or the (drill and practice on a computer or the pacing provided by a broadcast television series).

Second, the mass media expand the audience. They can reach larger numbers of individuals than classroom instruction. The large numbers usually result from the appeal of the mass media, increased ease of access and wide publicity.
The mass media also reach students who could or would not participate in classroom instruction. These can include students who are distant from campus, individuals who are working and unable to coordinate their schedules with class times, or those occupied with the care of similar children, the handicapped and senior citizens.  

Elaborating it Munshi says:

“Mass media,” is a broad term, and describing the not an easy task. Some of the technologies provide instructional enhancement, while other offers a means to deliver existing material in a more cost effective manner. Each medium and delivery system has unique qualities ad each has a particular economic and administrative structure that directly influence, how it maybe used. And several media are usually used in coordination. One result of this complexity is that using the technology towards an investment of time and though another result is that a richer of opportunity emerges to provide a return on the investment.

2.10.1 The Role of Media in Teaching

Heinich et al says media can serve many roles in teaching. The teaching maybe dependent upon the presence of a teacher, referred to as in instructor based. Even in this situation, media maybe heavily used by the teacher on the other hand the teaching may not require a teacher when the student is learning, referred to as instructor independent. This type of instruction is often called “self instruction” even though it is guided by who ever designed the media.

Through teaching aids, students can have different kinds of experiences. In 1946 Edgar Dale constructed and developed what he referred to as the “Cone of Experience”. As classified by him the range of experience through audio visual aids is between direct experience and pure abstraction. These divisions over lap and some times blend into each other. Dale desires the cone of experience to be a ‘visual metaphor’ of learning
experiences depicting the various items in the order of increasing abstractions as proceeds from direct purposeful experience, which is the bed rock of all education. And this model has been presented by Singh.  

Singh says:

As generally we cannot participate in the experience and have to be spectators. Observation come upper most in education. This category includes items like demonstrations, field trips, exhibits, motion pictures, radio, recordings and pictures, in which we simply watch and listen. Teaching aids like film, projectors, radio and epidiascope come in this category.
2.10.2 Objectives of Mass Media

There are certain objectives of mass media as mentioned by Singh. They are listed below:

1. To supplement the Spoken Word: mass media deals with words which go beyond the experience of pupils. Mere verbal descriptions do not help the facts home to the pupils. The teacher must take the help of mass media aids to supplement and explain the spoken word.

2. To Make Subject Real and Life like: use of teaching aids can add zest, interest and vitality to any teaching learning situation and invigorate the subject.

3. To Develop and Improve Attitude and Interest: the presentation of mass media aid will help in portraying the matter in the true and realistic form. This will lead to the development of proper concepts, improvements of attitudes and development of interests.

4. To Make Learning Permanent: as mass media compel the pupils to attend they enable students to learn faster, remember longer, and gain more accurate information.

5. To Supplement the Text books: through the teaching aids the teacher can supply the context for sound and skillful generalizing and help in better understanding of the text books.

2.10.3 Media and Education

Television’s Role in Education

Corry quotes Tiffen and Combes, “Television has the potential to revolutionize education to resolve logistical problems and link learning more closely to real life”. Friedlander cited by Corry supporting the statement says that television has the vitality to
provide surrogate experience and believes that anyone who feels education is worth while and liberating cannot help but love television. Television can attract and motivate large audience and so address national, universal, problems as no other medium can. He thinks small media like slides, audio tapes, posters and flannel boards can only nibble at the gross need. Only television has the scope, the visual impact and the potential for persuasion and behavior change to move masses. (Radio is also indispensable and will continue to be.) The issue is not television but how television is used.

The claims for Educational Instructional Television are controversial and universal, Corry reviews the arguments for and against:

Against

1. Television is expensive. (General Learning Cooperation, 1968; Jamison and Klees, 1973)
2. Television requires strong support from the top. (Schramm, 1975) Television does wax and wane with political favor and disfavor.
3. Television demands high levels of competence and many skills.
4. Television requires a large infrastructure.
5. Research shows television is no more effective than other media (Schramm, 1977). This may be true but research methods are inadequate to evaluate important aspects of learning and to evaluate learning from thousands of information loaded visual images.
6. Television is impersonal. This is a myth. Television is not impersonal; it is how Television is used that is impersonal.

For

1. The value of television according to Friedlander for instructing adults lies in its vast capacity to bring to a learner or millions of learners, the knowledge of the
world, with immediacy, manipulating as no other medium can, images action and words.

2. Television publicizes according to Schramm to the world what educators have to offer, elevating awareness and creating demand for education.

3. Schramm believes that television can command education reforms. Continuing education is not served well by traditional education.

4. Television is the most preferred medium. Cheok says in Asia television audiences were ten times larger than those for similar radio programs.

5. Television can reduce the cost of education, especially in eliminating new construction.

6. Television can instruct the illiterate and those with low reading and verbal skills.

7. Television can store knowledge and visual experiences until they are needed for single delivery or repetition.

8. Massive problems and massive audiences need massive media.  

Despite its positive and negative qualities, television is the most powerful medium of communication. It has revolutionized many lives of the people in the world and has potentialities to remarkably affect our lives too. Mohanty quotes an American author James S. Kinder who has rightly remarked that,

Television has captured the country. Its expansion has been more than dramatic than that of radio or the automobile. It has become an important part of way of life so much so that is difficult to say that whether it is a luxury or a necessity.

2.10.4 Television Experiences and Experiments

In an article by Cory he writes about the instructional television which flourished and the projects proliferated on five continents. The rapid advancement of television technology coincided with increased sensitivity to human suffering and with availability of newly formed international organizations. World planners and politicians set out with
innovative zeal to eradicate property, control the population explosion, increase the food supply and educate everyone.

UNESCO, USAID and government of Sweden, Germany and France, prodded by hardware manufacturers, launched large instructional television programs over new costly systems. However, after the first few exciting years numerous problems descended; technical unreliability, mismanagement, lack of trained personal, scheduling difficulties, administrative indifference, teacher resistance, ineffective research and inadequate funds for the huge undertakings.

During the early 70’s the projects related to educational television in Latin America were abandoned. In the mean time radio became the medium for the developing countries and rationally sure. UNESCO, the World Bank and USAID had set the rural and poor as priority targets. Educators were brought in to help deliver an educational product with educational know how. 75

2.10.5 Satellite Instructional Television Experiment (SITE)

SITE (Satellite Instructional Television Experiment) is the most famously quoted project of India in the world. In 1976 the government of India conducted a Satellite Instructional Television Experiment. It marked the beginning of a series of innovative and constructive television programs for national development and education for Indian masses living in remote rural areas. The SITE programs reached a rural population of about 3.5 million spread in 2400 far flung villages in six Indian states- Andrapradaish, Behar, Kernatka, Madhyapardaish, Orisa and Rajistan. The programs were telecast in both the mornings and evenings each day. The morning programs were designed to suit the needs of children in the age group of 5-12 years. The evening programs were about the general development programs on agriculture, health, family planning and entertainment.
Encouraged by the impact of SITE to provide education to the people in remote areas, the government of India decided to continue the instructional television programs through terrestrial radio stations. Through these transmission stations at six states it reached at least 40% of the 2400 villages in 1977-78 and nearly 9000 villages in 1980. For (SITE) several international and national organizations were involved, namely; UNIDP, NASA, ISRO, AIR and CET. According to a report published by the Ministry of Education, India in 1974 and Mohanty quotes “Especially SITE would be a landmark in the field of educational technology. India availed herself of this rare opportunity to solve many problems in communication technology and tried her best to make the SITE program a real success.” 76

2.10.6 Radio as a Component of Education Technology

Radio is the most common medium. It has been used in education for decades in different countries in various ways. Chamberlin quotes Brightly (1979) who praising its qualities says:

Its potential reach is, if anything, greater than that of television and it is much cheaper to use. Radio is an extremely localized medium, however, with nothing resulting the networks of broadcast television to link stations from one region to mother. In some countries radio provide a national educational services. Educational usage of radio has generally reflected its localized character. Many colleges offer courses over radio from time to time; “listening groups” have gathered on a regular basis to discuss radio programs. In America in different cities besides offering such services, provides medical education and includes talk- back capability for interactive radio conferencing.77

Mohanty recognizing its potential as a tool for education says “It is utilized for supplementing and enriching the teacher’s activities. It also helps in making the educational programs interesting/meaningful. It is wrong to say that radio replaces the teacher. Rather it strengthens the position of teachers in the modern education system.”78
In western countries radio now embrace not only high schools under its ambit but also primary schools, colleges, adult education centers and teacher training institutions. Under the joint collaboration of Ministry of Education and UNESCO India has developed Draft Guide Lines for educational broadcasting.

It can be used:

A) As means of motivation
B) As a major component of non-formal education system
C) As a direct instructional medium.
D) As a training of components for teachers
E) As a means of imparting vocational and professional skills
F) As an enrichment of formal education system.

He is of the opinion that radio programs should be used both for quantitative and qualitative improvement of education, rather than following syllabus oriented approaches. 79

2.10.7 Educational Broadcasting

The BBC gets royal charter because of the great value of the broadcasting services “as a means of disseminating information, education and entertainment.” 80 It fulfills its educational obligation through its programs as a whole.

The use of school broadcasting has developed immensely since the inception of radio in 1924 and TV in 1957. Out of the total 38,000 schools in the UK, 33,500 schools are focused to be using radio programs. It is estimated that in 1975-76, 91 percent of all schools in the country used radio and 86 percent used television. Almost, all schools today use television. For both radio and TV, Primary schools make fuller use of their equipment than secondary schools. Another interesting fact is that a large number of schools record their programs while broadcast and use them as and when the convenient
and relevant. The model of broadcasting system in England as quoted may become an instrument of educational improvement and expansion in our country.

2.10.8 Radio and TV Complementary

Radio and television were the most powerful media in the past and at present. Mohanty views radio and television as complementary to each other. Corry quotes Schramm who suggests “television should not be used alone. Combining TV and radio allows each to do what it does best.” In the advanced countries where TV has gone a long way and is immensely popular, there radio has occupied a prominent place in the field of mass media communication. He provides some figures of radio and TV in different countries. In 1960 Western Europe had about 82 million radio sets and by 1970 it had doubled to cover 164 million. Within this decade in Japan (20 million) of radio sets that is more than four times (87 million) and in USA 156 million sets increased to 320 million and in Canada 9 million leaped to 21 millions. In USA although there are about 215 million people, the number of radio sets is 320 million. It is quite surprising of course. This maybe partly explained by the fact that there are about ten million sets fitted in private cars, taxis, buses and lorries. In the developing countries television is also making an impact and radio is flourishing in the broadcasting field.

Looking at the strength and weaknesses of each medium Mohanty says radio is good on the one hand and bad in the other as TV is satisfying in broadcasting one kind of programs and maybe unsatisfactory in another. Radio transmission can cover a vast area with natural barriers; one can listen to radio programs very well while he is engaged in physical or intellectual work. The radio transmission is not expensive like that of TV transmissions. The radio programs give ample scope for audience, imagination; freedom and experience with are not allowed in TV. Television has of course its own unique original contributions to make in broadcasting particularly in respect to motions, skills, and artistic dexterity. On the whole both media are potential for mass communication and should be utilized as mutually supporting and supplementing agencies. Both should aim at the universal well being and education, unprejudiced information and entertainment.
2.10.9 Print Media:

Newspaper as a Teaching Aid

1. Print Media

Daily newspapers are effective teaching aids to language. They serve as motivational aid for going from the known to the unknown, from the familiar to the unfamiliar.

2. Resource

The newspaper is a reservoir of resources and illustrations, it helps to clarify and exemplify the realities described in the text books through contemporary occurrences. It maybe used to supplement other instructional resources. It is a means of sensitizing the class to the need for up-to-date information.

3. Starting point

Current happenings may serve as a starting point to stimulate interest. The study of newspapers reveals the relationship of specific events to large current scenes.

4. Closing the information gap

Movements, trends, ideas and changes in politics and international relations were seen. The space age inventions, discoveries, research and new developments in industries significant progress can help closing the gap between information contained in the books and changing developments of the world. The special features of the editorials, cartoons, and advertisements enlighten the students. The life sketches of great personalities and the description of historical buildings and places enrich historical knowledge.
According to Valdes “a newspaper is a mammoth and to tackle one in a foreign language is a great task.” Nevertheless he is of the opinion that the appropriateness of the newspaper as a resource depends upon the situation one faces.

2.11 Application of Media Technology:
Teaching and Learning of languages

Eight articles were published on key areas in language teaching in 1982. The language teaching survey articles were written for the Center of Information on Language Teaching and Research (CILT). One of the article was written by Brian Hill who worked in The Language Center Brighton, Polytechnic.

In the early 20th century the audio lingual and audio visual revolution did little to change the difficult situation between acquisition of knowledge and skills. The communicative competence in a target language was weak which lead social scientists to explore new means and sources to achieve communicative competence. Against this background, Hill wrote an article in 1981 about the surveys on the potential of using media technology for teaching and learning of languages. He was surprised to find that it was inevitably to play an increasingly significant role through the last quarter of the 20th century.

In this article he attempted to show how media technology could contribute towards meeting the challenges of the new emphasis on communicative competence more effectively. However he laid emphasis on the right selection among the wide range of equipment available and the multiplicity of teaching and learning situations in which that equipment is employed made general claims difficult to substantiate. Although he mentioned some real problems of using technological aids, but the analysis put forward by him was based on more successful innovations in the belief with Schramm that the activities of those involved in media technology were then sufficiently substantial to combine into a legitimate field of study.
To achieve the proficiency in a language it was realized that there was a need to focus more on listening skills and on the development of oral proficiency which pointed to the vital role which radio and television, sound and video tape had to play. *Kontakte (1974), Ensemble (1975) Follow Me (1979)*, were among the generators of multimedia courses which have been outstanding in turning the theory of communicative syllabuses into practice. One reason for its success was found to be the steady increase in understanding of media as language learning tools mentioned by Hill. Since 1960, when the impact of educational television began to be seriously considered (Schramm) several commentators analyzed the essential potential of the media in different ways and debated on it.  

Hill found an encouraging response of the debaters especially on the use of media and the willingness of the producers of language programs to argue through their communicative aims and objectives and the way in which they attempted to realize them in practice.

According to Hill the use of media in general and multimedia courses in particular contributed by radio was frequently overshadowing by its more glamorous part television. Though, the unique role of radio was recognized in number of papers produced by the Open University. As quoted by Hill, Barrington 1979: Bates 1979, Brown 1980, and many teachers have commented on the widespread uses to which it can be put for teaching languages. Local radio seemed an appropriate vehicle for exploiting special opportunities. Hill observed the commitment of BBC and ITV to language broadcasting was substantial. Since 1975, within the six years over 70 series were broadcasted in Britain, containing nearly 1058 programs. This represented a splendid devotion of time and recourses which could be drawn upon by teachers of language. The major advantages of broadcast were found to be motivation of learners and it’s readily adaptation to suit individual’s needs.

Class- based learning and learning at home are two different aspects of learning; the first is controlled and reinforced and the second depends on personal desire. These
personal factors are much more difficult to counter than course based reasons, but considerable amount of work was undertaken into the support systems needed by home learners as reinforcement of broadcasts. Many of the techniques developed for the Open University (Brown 1999; Bates, 1979) were adapted to the learning of languages. Support systems were designed and applied. Much of the work with support systems took place abroad where distances and small populations made wide scale class-based learning impractical. Looms, 1980, Willen, 1975, Malmin, 1977, found and quoted by Hill that at a national level, the Scandinavian governments made considerable progress in integrating radio, television, audio cassettes together with study centres and short courses. 87

Media technology as mentioned by Hill was constantly under pressure to develop new directions. For example, a major feature of new series in Europe at least was their internationalization. According to Fitz Patrick, 1980, an English course Follow-Me was produced by a consortium comprising of broadcasting stations from different regions in Germany and BBC’s English by Radio and Television department. It was broadcast in most countries in Europe, Scandinavia and the Middle East. 88

After 1983, this multinational experience increased substantially when European Satellites were in a position enabling listeners and viewers in many parts of Central Europe to tune directly to another country’s program as mentioned by Hawkerand cited by Hill.89 It was noticeable that broadcasts proved particularly valuable to less able learners and many programs were particularly geared to their needs. Radio Programs are examples of this. Such as ‘Meet The French’(BBC, 1974-1980). Certain other initiatives were taken at national level, such as teacher training by broadcasters themselves. They were running language courses i.e. (teaching French with television, Thames, 1978), Teaching languages (BBC, 1976). But Looms, quoted by Hill, discovered that teaching learning situation was more professional in Germany, Austria, Switzerland and Scandinavia than Britain. 90 In short Hill found the role of television as compared to radio more remarkable to influence learners. He hoped that new technology in future would prove as catalysts to communicative activity such as computer assisted projects in Britain.
Some more research studies backup what has been reported from the trials by Schramm. For example, Japan tested a course in English by radio in the seventh grade and found that the classes taught in part by radio were significantly superior to the conventionally taught classes.\(^9\)

In Thailand, large groups of second- and third-grade pupils, and sixth- and seventh-grade pupils, were tested with and without enrichment broadcasts in music and in English language, respectively. The students of English who were assisted by the broadcasts scored significantly well in aural tests as, and better in tests of reading and writing than, those who did not have the broadcasts.\(^2\)

In New Delhi, over 30,000 students are receiving enrichment lessons in language and science by the use of about 500 television sets placed in the school. Reports are encouraging. Both teachers and administrators are quoted as saying that the television lessons, and in particular the lessons in Hindi, provide as much learning for the teachers as for the students.\(^3\)

In Morocco radio broadcasted lessons in Arabic and French three times a day, for teachers. The Director of the Services reports: some broadcast, for example how to teach languages orally. They have contributed notably to the success of reforms in the teaching of French. You see, many teachers have had to change their methods, completely. They were accustomed to teaching in literary language. Now they have to teach utilitarian one, where the part played by oral exercises, has become much more important. Moreover, these model lessons in French have enabled them to improve their pronunciation, while at the same time showing them how to conduct language courses properly and efficiently.\(^4\)

Gorden (1960) as cited by Siraj, in his experiment of Language teaching through television, has shown some difference between television teaching and face to face teaching by the regular teachers. The students of Hawaiian schools who had pronunciation problems were taught remedial speech by either television or by their own teacher. The student’s performances were recorded through tape recorder before and after
the remedial program. Students taught by television had an average gain score of 9.8 as compared to the slight average loss of 0.4 for students taught by their own teachers.95

2.12 Mass Media and Distance Education
Definition: Distance Education

Distance education or distance learning as a field of education that focuses on the pedagogy, technology and instructional systems design that is effecting incorporated in delivering education to students who are not physically “on site” to receive their education. Instead teachers add students may communicate asynchronously (at times of their choice) by exchanging printed or electronic media or through technology that allows them to communicate in real time. (Synchronously).96

Jeffries (1988) quotes Shale who observes in her article: "Distance education is beset with a remarkable paradox - it has asserted its existence, but it cannot define itself"97

How distance education is best defined or differentiated from other educational approaches has been the subject of much debate. From the perspective of many educational technologists, distance education is "inexorably linked to the technology" (Garrison, 1987)) as mentioned by Jeffries and seems to be viewed as different from other forms of education, a factor which may contribute to course development and acceptance problems.98

He further looks at a broadening of the definition of distance education by Barker, Frisbie and Patrick (1989) who acknowledge correspondence study as the historical foundation of distance education but suggest that there are really two forms of distance education. One is the traditional correspondence- based distance education which is independent study oriented and the second is telecommunications-based distance education which offers the teaching and learning experience simultaneously.99
2.12.1 Distance Education

Mass media technology was initially meant for entertainment, information and propaganda, but in recent years the advances in technology have introduced new educational nomenclature.

“In recent years concepts such as “virtual learning”, “diploma mills”, “virtual education”, “open university” and “electronic university”, through mass media have received much attention, (Kerr, 1996, Noble, 1998, Morisset, 1996) as quoted by Hamza and Alhalabi. 100

Formally these concepts were promoted by visionaries and resisted by educational establishment. But with the development of better information and technology these concepts are being implemented in a number of places, problems are identified and solutions are sought.

Distance education is rapidly developing approach to instruction throughout the world. The approach has been widely used by business, medical, industrial organizations. Recently academic institutions have been using distance education to reach more diverse and geographically dispersed audience not accessible through conventional classroom instructions.

2.12.2 The History of Distance Education

The idea of Distance Education was first proposed in UK in late 60’s by the British Prime Minister. Mr. Harold Wilson. He was of the view, that educational opportunities must be provided to those who might have missed better education due to early employment and wish to upgrade, their knowledge and skill, in their spare times in the evening at home. The UK Open University was, thus established in 1969. Since then it has become a major institution of learning in UK and has opened up opportunities for millions of working people. The gospel of distance and Open Learning has, since then
spread throughout the world. More than sixty Open Universities are operating around the world on the basis of Distance Education.

2.12.3 The Philosophy and Practice of Distance Education

Describing the philosophy, Waniewicz (1972) says and as mentioned by Siraj, that in distance education, education has to be beamed at different target audiences: illiterates and school drop-outs; those who have not yet found their place in the productive life of the society and those who are looking for improvement of already obtained qualifications; people wanting to complete primary, secondary or higher education and those who wish to supplement their university degrees with new knowledge; those who live in underdeveloped areas which have to catch up on decades of economic and cultural development. And those from affluent society look for fulfilling their leisure time usefully. Adult education had to be made available to the people of urban and rural areas, to people living dispersed over vast territories, to men and women of different ages, races, tradition, beliefs, cultural background and walks of life. To educate these target audiences, special facilities and highly qualified teachers and different learning approaches were required. The emphasis had to be shifted from dispensing content to sharing experiences; from learning about facts and data to understanding process and mechanisms, to problem-solving. The number of facts memorized by the students can no longer serve as a measure of the efficiency of teaching. The role of the teachers had to be changed: instead of acquisition of knowledge from the abundant learning resources, to motivate them and to lead them into intimate learning experiences, as learning by its nature is a personal, subjective, unique and individual matter. 101

2.12.4 Philosophy and Change

Jeffries cites an opinion of Hienich, “To focus on technologies without considering their role as a catalyst for change can adversely affect the ability of technologies to enact change”. Therefore, Jeffries suggests that we tend to treat all
technological innovations almost the same, yet technologies such as television can affect the power structure in education, and faculty prefer the power structure the way it is. ¹⁰²

Jeffries writes that educational change is technically simple and socially complex and defiantly not a liner process. Educational innovation such as the early distance education programs were probably motivated by a “vision” that Fullan (1991) would suggest “permeates the organization with values, purpose and integrity for both the what and how of improvements its formation, implementation, shaping and reshaping specific organizations is a constant process”. For a vision to become reality Miles (1987) stresses that it must be “sharable” and be shared with others; “it provides direction and driving power for change and the criteria for steering and choosing. And this vision must include a shared vision of the change process which can provide a strategy for implementation.” ¹⁰³

2.12.5 Kinds of Distance Teaching

Trindade (1993) defined the following variables to define modus operandi of distance learning regimes.

1. Who learns: population potentially covered by distance education
2. Who teaches: assistance and guidance of the student by the tutor of the school, training Center or any other.
3. What to learn: selection of courses/ curricula and related contents.
4. When to learn: period for course attendance, study and assessment.
5. Where to learn: places were in to study (home, training center, class room, etc).
6. How to learn: learning methods and techniques as well as the media to be used. ¹⁰⁴

2.12.6 Benefits of Distance Education

Willis, B. has mentioned several benefits of distance education. Siraj has quoted him in his research study (2001). They are as following:
1. Distance education provides access and opportunity who can not obtain education due to geographical or physical isolation.
2. Distance education is a tool for enhanced quality, efficiency and greater effectiveness in the broad picture of higher education.
3. It can provide students greater involvement in the process of learning and allow them the exercise of far greater control over that process than is possible in many traditional learning environments.
4. Through distance education, students can shape and design the learning environment to suit their own particular circumstances and self direct instruction to serve the individual needs and activities.
5. The distance learning programs can allow students to set the pace of their learning and, consequently, improve their comprehension and skill.
6. In distance education the interactive computer based programs can provide students with a complete interaction than is possible in over crowded class rooms.
7. The technologies of distance education can be used to increase the reach of the best instruction and create a new learning capacity to expand learning opportunities.
8. Instruction materials that covers the in-depth details of a particular subject. It can readily be made available allowing students to develop their learning and to individualize their learning experience.
9. The interplay of wide verity of media such as sound, image, motion can combine with traditional text to make learning a more interesting and challenging.
10. Distance education can prove more than an alternative means for learning. The combination of computers media networks and telecommunication provide powerful new approaches to distant education not matched by other methods. 105

2.12.7 Distance Education and Television

Educational television generally denotes any television used for education of the community. The requirement of television for educational purposes arises when specific educational objectives are not achieved through traditional way of teaching. Television is
being used as medium of instruction in all distance education institutions all over the world. Researchers, educationists, producers and media managers think how effectively to develop educational programs to achieve the optimum result to the interest of organizations objectives in harmony with the needs of the students. In developing countries television is considered as the most effective medium for distance education for its excessive population and its limited resources.

2.12.8 Television in Distance Education: In India

Chaudhary signifying the importance of television in distance claims, India is one of the few developing countries that have made revolutionary strides in modernizing communication techniques. The last two decades, in particular, have been very innovative, productive and imaginative. Only a few years back, India joined the Space Club when it launched its own satellite making it possible to reach the remotest of villages in far-flung areas. The use of satellite has made it possible to provide live coverage of national and international events. With the development of TV, a new chapter of transmitting sound and vision simultaneously has been added to the already widening circle of transmission systems. It has been accepted and perceived as a medium of communicating socially desirable messages, as also programs of information and entertainment value. The socializing effect of television is widely recognized and continuous efforts are being made to improve the telecast, qualitatively and quantitatively.

A significant landmark in the history of television in India was the one year Satellite Instructional Television Experiment (SITE) launched on August 1, 1975 involving 2330 villages of the economically backward states. An American satellite was extensively used to telecast messages to promote the socioeconomic development of rural viewers, through intensive communication. The available resources—human and machine—were fully mobilized to make the experiment a success.
Indian National Satellite (Indigenous communication satellite) has given ample scope for the expansion of Doordarshan—quantitatively and qualitatively. Besides adding to the number of transmitters, coverage of INSAT areas, national programs, regional news, second channel, tele-text service, linkage of terrestrial transmitters with State capitals, unmanned very low-power transmitters (VLPTs), morning and afternoon telecast, etc., were introduced in a phased manner.

Educational programs constituted a part of the telecast from the very beginning of regular television service in the country. At present, supplementary educational programs are being telecast for the students at the primary, the secondary and the higher educational levels. 106

The Programs

In India television has been perceived as a potential tool for imparting education and as an agent for social change. It telecasts informative and educational programs.

Informative programs

Informative programs include news bulletins, political events, economic data, and scientific, cultural and social messages. These programs have great relevance for distance education. These enlighten distance learners about important contemporary events and are helpful in effecting better understanding of their courses.

Educational programs

Two types of educational programs are telecast—formal education and developmental education.
Formal Education Programs:

These programs are intended primarily to educate learners. They are related to specific curricula; say those of the school or the university. These programs are primarily supplementary in nature, and provide enriching experiences for the learners. Thus, these programs, as additional sources of information, support face-to-face teaching or printed text materials available to distance learners.

Developmental Education Programs:

These programs are intended to bring about cultural, social and economic development among the masses, especially the underprivileged sections of the society such as villagers, women and children. The development areas which are generally supported by mass media are agriculture and allied fields, health and hygiene, mass literacy, social education and the like. 107

Signifying the progress of mass media technology in India, the writer says,

Educational television has made reasonable progress in India, given the economic and. technological constraints that the country works under, it is still in a state of infancy—the potential of television as an educational medium has yet to be realized fully, the related two-way access has yet to reach the desirable level and educational reforms and innovations have yet to reach a stage that should see ETV in full bloom. 108

2.12.9 Educational Television in Pakistan

In Pakistan television has not been employed directly in the education field but it is utilized in distance education and development activities.

Television Broadcasting came into Pakistan in the early 60’s. A small TV station was established at Lahore, from where the first transmission was telecasted on 20th November 1964. Subsequently television centers were established in Karachi and in
Rawalpindi/ Islamabad in 1967 and in Peshawar and Quetta in 1974. The basic aim of television in Pakistan is to inform and educate the people through wholesome entertainment and to inculcate in them a greater awareness of their own history, heritage, current problems and development as well as knowledge of the world at large. There is also a separate TV channel for educational purposes called PTV-2. It runs under the auspices of Pakistan Television Corporation.

As mentioned by Siraj that in 2001 PTV-2 telecasted a daily transmission of six hours. It comprised of two hours of educational programs. One hour of Allama Iqbal University programs, two hours of PTV entertainment programs in Urdu and regional languages and one hour for foreign educational and informative programs including communication support to the development programs in the health, population, welfare, agricultural etc. The transmission timings were from 1pm to 7pm. PTV transmissions covered 56.6% of domestic population and 24% of area. However with the expansion of PTV-2 it was increased to 75% of population and 33.6% of area coverage. However 100% coverage is available though satellite. In order to boost up its finances PTV-2 started a new channel ‘PTV- World’ in 1998 through satellite which telecasts its program from 7pm till late night. 109

To meet the growing educational needs and demands of large population of the country, Dr Atta-ur-Rehman in 2004 announced the opening of two more educational television channels in Pakistan. 110

2.13 Open University

There are number of Open universities across the world for distance education and few well-known are as follows:

2.13.1 British Open University

The British Open University (OU) started as the University of the Air but soon refined its distance teaching to a 10% use of TV. By 1980 the Open University has
started using television judiciously for what it does best, publishing, raising awareness and interest, motivating and visual demonstration.

The achievements of OU are well documented. According to Mohanty the Open University in UK is a remarkable achievement in educational technology. The integrated planning of content and method has been brightly exemplified by this world famous innovation. It has been strongly realized by the modern educationists and planners that the methods and media to be used in any learning teaching situation may be considered at the earliest possible stage in planning. It is also found that the open universities are probably the cheapest and most effective method of spreading education. Harold Wilson had made plans for an educational system for the ‘University of the Air’ which would make use of TV, radio and correspondence courses. The first course began in 1971, and an army of clerks, workers, housewives, teachers, policemen and many others started their study as students. It has thus set a model for other countries in the field of open or distance learning and educational technology for the expansion and qualitative improvement of education.111

2.13.2 Allama Iqbal Open University

The AIOU when established in 1974 was a second Open university in the world and first is Asia and Africa. Distance education has opened up new opportunities for millions, particularly women and supplemented the efforts of the federal and provincial governments in a big way and that too without becoming a burden on their resources. It has done pioneering work in the field of mass education. It is now breaking new grounds in the fields of professional, scientific and technical education. It is attempting to reach out to the remotest areas of Pakistan. It is also attempting to harness modern information technology in addition to mass media technology for spreading education in Pakistan.118
2.13.3 Athabasca University

Athabasca University claims it is not a “media university”; but in 1978 it was Canada’s biggest user of instructional television delivering home study university level courses. It used television for direct teaching to release the monotony of print, to give immediacy and action. In distance education systems, motivation and completion rates our deep concerns. Athabasca has always been a learner oriented in using television as a “painless pacing device” and attention-getting recruiter. However the university is now offering online courses. 113

2.13.4 Srilanka Open University

Established in 1980, the OUSL is the only recognized university in Srilanka where students are able to pursue further education through distance learning techniques. There are 3,000 students currently registered in OUSL.

With the literacy rate of 91.2 % Srilanka continues to recognize the importance of audio-visual materials as tools of effective teaching especially for distance students, the original audio-visual unit of the Open university of Srilanka was expanded to a full-fledged Educational Technology Division (ET) with the technical assistance from Japan in 1993.

So far the division has won 9 international awards for educational videos from Japan, Iran and UNDP. Its vision is “to be a Centre in the application of Educational Technology through the exploitation of media with the aim of motivating and supporting learners to overcome barriers and enhance learning at a distance”. 114

2.13.5 Indira Gandhi Open University

IGNOU is one of the largest universities of the world. It imparts education by means of distance open education, provide higher educational opportunities particularly
to the disadvantaged segments of the society to encourage coordinate and set standards for distance education in India to strengthen the human resources of India through education. IGNOU, audio video courses were first broadcasted by radio and television in 1990. In 1999 it launched the first virtual campus in India beginning with the delivery of computer and information science courses via the internet. India by being a developing nation is struggling with challenges in its primary education and is strives to reach 100% literacy. To attain this goal it is utilizing mass media technology in schools to meet this target. 115

The purpose of the pre-going discussion was not to validate the pros and cons of technology but to show how successfully technology is being used to disseminate education throughout the world. The kinds of technology mentioned here is not limited to the west. It is a worldwide phenomenon. Recent developments in technology promise a wider range of teaching functions and higher quality of learning.

The critical state of English language teaching in Pakistan is in acute need of a reform. It needs new dimensions of teaching and learning. Presently the use of media is an essential component of teaching and learning strategies to achieve various national goals. The effective utilization of media may become a powerful tool to overcome the educational and linguistic problems of the country. The technology is around us, all we need is to undertake some experimentation even on a small scale to achieve our specific objectives through the use of mass media especially radio and television.

**Conclusion:**

The journey of a thousand miles begins with a single step, but my journey is not related to a thousand miles but is beset with a thousand problems. Firstly, social sciences are underdeveloped in Pakistan and the field has largely been left to speculation. Therefore, media studies are little attended. Secondly, the researcher not being a student of mass communication had very little background and knowledge of the discipline however, some friends who were teaching the mass communication discipline in various universities helped me to understand ‘Who says, What, To Whom, In What Channel’. 
Thirdly, the dearth of relevant books was a continuous source of frustration therefore, most of the data has been collected and adapted from the articles in the newspapers, magazines and from discussions based programs on different T.V channels. In libraries there was abundance of material on technology based on western models, but it was weak in fresh material therefore I had to rely on online research.

Lastly, while I was concluding the research study in 2007, the year proved to be very eventful. It was the year of great political turbulence, instability and national emergency was declared in the country. Since most of my study was based on field work, strikes, curfews, unannounced holidays brought great set back to my work. Most of the appointments with the media people who were to be interviewed were cancelled at the last minute because of the row between the government and the media; as a result news channels were taken off the air. Nevertheless, I did not lose heart and with sheer determination I was able to complete my research. However, the toilsome experience recalls Robert Frost’s (1915) famous lines,

“Two roads diverged in a wood and
I took the less traveled by,
And that has made all the difference.”

Hence, this research is only an effort on my part to provide a platform for other researchers who would like to research in this area.

At the end of the literature review it is established that learning theories, learning methods and technology in learning domains have substantially contributed in building a solid, grounded educational foundation, that influence instruction, education and decision making. The literature review also disclosed that in Western countries the technology has broadened the number of types of learning resources to such an extent that future learners may solely be dependent on technology for all forms of education. Since technology has enhanced learning, it has made content more diverse and accessible.
The numbers of technologies which have been reviewed in the literature are used for educational purposes in a classroom and outside the classroom. However, it disclosed two basic problems in deciding the role of communication technologies in education. The first is what technology is available in the country and the second problem is to spot who are the learners, what are their needs, leaning environments and motivations to learn. If a better understanding of these two aspects in relation to each other is developed, then a project or an educational program can begin. It will provide an efficient and effective way of learning for everyone.

The literature review also disclosed that among mass media two most popular technologies television and radio have surpassed all the other technologies in the delivery of information and education in the past and in the present. The potential of television educating people has been long realized, as educators glimpsed the large vision that the television was not just an ad junct to education but a precious tool with many facets, the state of art has rapidly advanced. Corry in his article supports:

“With half the world uneducated, with millions partially educated and millions more in need of re-education and with festering societal needs demanding attention, television will continue to attract probes, planners and problem solvers all over the world.”

The literature review signified that media technology has the potential to bring about enormous and positive change in education and in language teaching situation. At the end of the literature review, it can be rightly said that 20th century has been remarkable for its boundless technological achievements and for creating societal impact. Video discs, satellite television, cable television, tele-text and other audio and digital developments have offered exciting opportunities for education. If it is determined how to use them effectively, it can meet present and future demands of education and learners needs.
In summary, each technology has advantages and limitations and no single technology is useful for all types of learning. While selecting a medium the criteria to be kept in mind is its validity, access, ability, acceptability, economic viability and validity.

The next chapter will look at the language policy in relation with the language situation in Pakistan. Thus linking the two frames of reference.
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CHAPTER 3

LANGUAGE SITUATION AND POLICIES

3.0 Introduction:

It is rightly believed that language is vital to understanding of a society and the promotion of that society i.e. national development. As such it requires an accurate study of language used in that society. Such a study would help in understanding what the present situation is thus giving better insight into what ought to be and how it may be achieved.

This chapter reviews the language situation of the country. It is important to have information about this aspect because Pakistan is a multilingual country, which is facing a serious language issue. Urdu and English are not indigenous languages but they enjoy the position of being national and official languages of Pakistan. It is briefly followed by the history of language policies. It is arduous to assess the growth and role of English without taking an account of subsequent language policy of a country. The language choice of dissemination of information and communication especially of developing countries is of crucial importance in their economic, political and social development. However, the development of educational system and development of communication network in a country are increasingly recognized as critical elements in nation’s development as a whole and both of these are dependent on language policies. Therefore, for an effective and potent role of a language in any situation, a cohesive language policy is essential.
3.1 Language Situation in Pakistan

There are over 160 million people and 69 languages in Pakistan. It is one of the most diverse linguistic and cultural area in South Asia. Thus it is no surprise that there have been problems while deciding a national and official language of the country, mainly in setting up a language policy. For example the constitution of 1956 does not mention English to be the official language of the country, however it states that it may be used for official purposes only.

The diversity of languages in Pakistan enables Pakistanis to speak two or three languages. English is acquired as a second language by some people, and its percentage is relatively low. Urdu is the ‘linguafranca’ of the people of all the provinces. Paradoxically, only seven percent can speak this language. There are five main indigenous languages which are; Punjabi, Sindhi, Pashto, Balochi and Sirakai.

The linguistic diversity makes Pakistan a ‘Multilingual’ country. The Webster’s Encyclopedia Unabridged Dictionary of English language (1996), defines a multilingual person as one “able to speak more than two languages approximately with equal facility”. The same phenomenon has been defined by Kachru as the linguistic behavior of the numbers of special community which alternately uses two, three or more languages depending on the situation and function.

Largely, people of Pakistan speak three languages: vernacular, Urdu and English language. This gives Pakistan a Three-Language structure. A Three Language Structure is not uncommon in countries that are multilingual. Nadkarni, examining linguistic problems in a multilingual country states that:

Most multilingual countries have consequently evolved a language policy which has a three-language structure with a distinct major communication role or function assigned to each language. Nida (1971) identifies these communication roles as follows: (a) communication with people of the in-group (the language of each cultural group), (b)
communication with people of the out group (common or national language), and (c) communication involving specialized information (a world language such as English). An individual member of a multilingual society who wishes to participate at all levels of communication is obliged to acquire the necessary communications skills in all these three languages. It is the responsibility of the educational system of each country to provide this with the opportunity for acquiring these skills.

In Pakistan the adoption of the Three-Language Structure is a compromise between the demands of the various ethnic groups. It seeks to accommodate the interest of group identity (mother tongue and regional languages), national unity (Urdu) and administrative functions (English).

3.1.1 English in Pakistan

Gardener has guesstimated that 3% of the Pakistani population uses English. Although it is relatively a small number, out of the total population that is about five million people. Despite being the language of a small segment of the population, ‘that small segment controls domains that have professional prestige’ says Kachru.

English is generally the second language for many educated Pakistanis. Pakistani speakers of English are primarily bi- or multilingual who use English as a second language in context in which English is used among Pakistan as the “official” or a “link” language.

3.1.2 The Role of English in Pakistani Multilingual Setting

According to Kachru, in a multilingual state English serves two purposes: First it provides a linguistic tool for the administrative cohesiveness of a country, and secondly it serves as a language of wider communication. English functions in the Pakistani sociocultural context to perform roles suitable to the social, education and administrative network of Pakistan.
Time and again various political and nationalistic pressures have attempted to push for the choice of Urdu as the official language. However, it has been hard to remove English from its place as a language of wider communication especially among the educated elite.

English plays a prominent role in the media; it has been used as a medium for Pakistani press and broadcasting since Pakistan’s independence. The use of English is increasing in electronic media and journalism; it is now following the new trends in providing information.

3.2 Language Contact

In a multilingual society the choice of language varies depending on the type of person addressed (e.g. family members, school mates, friends, colleagues, shopkeepers, officials, transport personal, neighbors) and on the location or social setting (e.g. at home, market, office, mosque).

For the majority of worlds population multilingualism or bilingualism is a common norm. Therefore the contact with other languages is a natural phenomenon. Often in multilingual societies different languages are used in different situations; domain analysis attempts to clarify these functional differences by looking at the class of situations (or domain) in which each language is used. According to language situation in Pakistan domain analysis is essential as it would help to define a place and position of different languages especially of English in this study.

3.2.1 Domain Analysis

Joshua Fishman, has introduced domain analysis to desirable the use of languages in various institutional contexts in a multilingual society. Fishman suggests that one language is more likely to be appropriate in some specific context than another.
Domains are defined in terms of institutional contexts or co-occurrences. They attempt to designate the major Clusters of interaction situations that occur in particular multilingual settings. Domains enable us to understand that language choice and topics are related to widespread socio-cultural norms and expectations.\(^8\)

Fishman thinks there is no invariant set of domains applicable to all multilingual settings, as language behavior reflects the socio-cultural patterning. Domains can thus be defined intuitively, theoretically or empirically. However, they can be further differentiated in terms of socio-psychological and societal-institutional level. And as such, they represent major and minor institutions, i.e., school or home and race or culture.

Languages, according to Bayor, are allocated specific roles and they are used in different contexts: the use of mother tongue, for example, is generally restricted to the home and in-group interaction, on the other hand, the dominant language of the environment is the language of administration, education, and mass communication. Thus the language acts on a “token of cultural identity of individuals and groups”.\(^9\)

One of the reasons for the spread of English involves the domains in which it is used in a country, often more formal ones related to economic structure. Where in multilingual nations English is the predominant language used in domains in which many white collar jobs exist such as business, the mass media, education, and government then an individual wants to know English to get these jobs.\(^10\)

### 3.2.2 Language Attitudes:

According to Baker:

An attitude is an individual, but it has origins in collective behavior. Attitude is something an individual has which defines or promotes certain behavior.\(^11\)
Although an attitude is a hypothetical psychological construct, it touches the reality of life. Baker stresses the importance of attitudes in the discussion of bilingualism. Attitudes are learned predispositions, not inherited and are likely to be relatively stable; they have a tendency to persist. However attitudes are affected by experience, thus attitude change is an important notion in bilingualism. Attitudes vary from favorable to unfavorable; e.g. there may be both positive and negative feelings attached to e.g. a language situation.

### 3.2.3 Attitude Towards Language:

Fasold suggests that attitude towards a language are often the reflection of attitudes towards members of various ethnic groups. Edward discusses the major dimensions along with the views about language that can vary. They are social status, group solidarity. The social pressures to maintain a language or language varieties that do not carry any social prestige reflect the in-group solidarity or language loyalty.

### 3.2.4 Motivation

There are two motives of learning a language -- instrumental and integrative motivation. According to Gardner and Lambart, an individual is integratively motivated when he or she wants to learn another language to learn more about the cultural community, because he is interested in it in an open minded way to the point of eventually being accepted as a member of that group. On the other hand an individual is instrumentally motivated when he or she wants to learn another language for the social benefits or economic rewards this knowledge brings such as getting a job or passing a university examination. Ellis is of the opinion that motivation derived from a sense of academic or communicative success is more likely to speak a foreign/second language. Students’ reasons for learning the English language can be explained through their motives to do so.
Motivation is derived from the Latin word “movere” meaning to “move”. Tulio says that it is the process that gives one’s behavior purpose and direction. With such direction, the attention of the individual is focused on particular goal, which he persistently works hard for until its fulfillment. In general, the more motivated a person is, the higher his level of achievement become.  

3.2.5 Significance:

Linguists opine that domain analysis and study of language attitudes are interrelated: the attitudes which develop in a society during a course of time can determine the domain in which a particular language is used in a society. They also determine the place a language holds in a society. As both tend to overlap each other, it would be able to give more realistic view of a language situation. Consequently domain analysis is an effective method to find out about the use of different languages in different areas of life.

3.3 History of Language Policies of Pakistan

While tracing the historical perspective of the use of English language in Pakistan I have found that it spreads over three stages:

1. Before Independence (under colonial rule.)
2. Post independence (under martial rule.)


3.3.1 Before Independence

Kachru narrating the history of English language in India writes; the journey of English language started with the arrival of British East India Company in 1600, the
legitimacy of East India Company which was granted by Queen Elizabeth had given a monopoly of trade with India. The New Encyclopedia Britannica (1974) informs that the Mughal court also granted the English the right to trade which promoted their stabilization in the subcontinent. Soon the English trade became profitable and the region gradually fell under British contact and domination. With the passage of time the whole subcontinent was subjugated to British rule.

According to Kachru the strategy to spread English language to the masses started with the role of Christian missionaries which was initiated around 1614. The weak and downtrodden masses of India were converted to Christianity. Later on the spread of English was the result of demand and willingness of local people to learn the language. Mostly they were Indian scholars and intellectuals who admired the accomplishments of West and thought that English would open the way for them to find out about scientific developments of the West.

But most important factors considered responsible for the spread of English language were the industrial revolution and economic changes taking place in Britain. England was in search of new markets for its goods. It demanded a switch in the administrative and educational policies to integrate and assimilate indigenous people of the colonies to their view; and education was soon to become a powerful instrument for accomplishing this goal. But which language to use in a foreign land to attain this purpose was a big question.

McCrum, et al. stated that two groups back home in England, Anglicist and Orientalists, had different point of view regarding language policies which were to be implemented in India in due course after becoming the British Indian Empire. The Orientalists were in favor of using of classical languages of the Indian tradition such as Sanskrit, Persian and Arabic which were not spoken as native languages. The logic behind this argument was that any other language would antagonize the Indians and might lead to administrative problems, but their views were strongly opposed and rejected by the Anglicists. Lord Macaulay (1800-59) was the central figure in the
language debate over which languages should be used as the medium of education in India. The Anglicists supported English outright; their views were expressed in the Minute of Macaulay which is said to mark the ‘real beginning of bilingual education’ in India.\textsuperscript{21}

Lord Macaulay’s historical recommendation to educate natives in India in English language was a turning point in the socio-political history of the subcontinent. He justified the introduction of English on three counts (as described by Spring and cited by London)

1- The high quality of literature embodied in the English language.
2- English was the medium of ‘useful knowledge’
3- English should be adopted as the language of international communication.\textsuperscript{22}

He recommended the publication of books in Arabic and Sanskrit should be stopped. He regarded English books more valuable and decided that the only language in which natives could be educated to their benefit was English. Macaulay’s proposal was a success and in the following year William Bentinck, the Governor General, fully supported the Minute. The quick endorsement of the Minute brought an end to the long standing controversy from (1813-1835) regarding the language of learning and education. According to Kachru adoption of Macaulay’s resolution which was passed in 1835 “formed a corner stone of the implementation of a language policy in India”.\textsuperscript{23}

In 1837 Persian language was abolished from courts. Disposing of Persian however, created a gap: there was no other language that could be used as the internal lingual franca or as the language of education. English was therefore a natural replacement and of course the language of new rulers who brought with them new sciences. English was adopted as one of the languages of education in 1847. The Governor General did not believe in the total elimination of vernacular schools. Job opportunities for natives who had a good command of English were excellent and their pay scales were higher than those educated in vernacular schools. However, admission to
the English schools was restricted to the rich. This dual system of education created two different classes of educated natives who were trained for different purposes. According to Rehman, the vernacular schools served at least two purposes: “Producing subordinate staff and generating the political support of the nationalists”.24 The English schools on the other hand, served Macaulay’s purposes of creating Indian elite, which would be educated in English and employed by the British in the government as local representatives.

English provided a medium for understanding technology and scientific development. Cook narrates that the Indian bourgeoisie were highly impressed and considered English to be directly related to social and economic prestige 25. Consequently they demanded an English language education; soon English became the language of the elite, press, and administration. It was firmly established as the medium of instruction and administration by British Raj (1765-1947) India with the mass media (print media) started to enter the homes of literate societies and literacy started to spread. Common people received education in their own language i.e. Hindi, while the elite preferred an English education. Since English became the language of official communication and judiciary and above all since the government was the most important employer, English education continued to flourish.

With the implementation of the new system of English education by the British government in India, Indian Muslims were seriously affected once again. Previously it was with the transfer of power into East India Company’s hand that the position especially of Indian Muslims was undermined. Begum in her book narrates the atrocities committed by the British against the Muslims of the sub-continent; ‘the holders of rent free lands were questioned and high rank posts were taken away from them’26. British adopted a contemptuous attitude towards them and towards their religion and culture. Now, after replacing the Persian language with English as an official language British earned the enmity of the Muslims, and this created a political and social communication gap.
It is said ‘offense is the best defense’. The Muslims also developed a reciprocal attitude, which created greater resentment and social gap between them and relation with British government became more estranged. The Muslims of India were deeply religious; they considered western culture repugnant and their language totally unacceptable and inadmissible. They thought it was against the teaching of Islam to acquire an English education.

Describing the attitude of the Muslims Begum has written in her book that Sir Syed Ahmed Khan did not like the conservative attitude of Muslims. He was very concerned about the deteriorating conditions of Muslims in political, economic and above all intellectual field. His desire was to see the revival of Muslims in all these respective fields, and at the same time he also felt a need for political reconciliation in the relations between British and Muslims which he believed could only be achieved through modern education.

At this crucial juncture Sir Syed decided to rescue and uplifts the Muslim masses. He encouraged and convinced Indian Muslims of the necessity of westernizing their social standard and to fully concentrate on the acquisition of education. His efforts bore fruit, as he was successful to some extent to uproot the religious prejudices which had prevented them from adopting new standards of social life.

Highlighting the efforts of Sir Syed Ahmad khan to uplift the Muslims of India Begum has further described that to pursue his goals, he started with his educational movement in 1877. He established M.A.O College on the pattern of two great universities in England, Cambridge and Oxford. It was his monumental achievement with regard to the educational service for the Muslims. The college was more than an educational institution. Over a period of time it became a symbol of a broad movement affecting every phase of Muslims life.

Urdu was one of the dominant vernacular languages of North India mostly spoken by Muslims. To assist the Muslims with the new science of Europe, special arrangements
were made for its translation into Urdu, along with Sanskrit and Persian. Begum has praised the efforts of Sir Syed Ahmed Khan who worked untiringly for the promotion of Urdu. He set himself to the task of safeguarding the Urdu language from being diminished and replaced by English. As Urdu was the symbol of Muslim culture, identity and image, it played an important role in the demand of Pakistan during freedom movement. However the case of Pakistan was fought through the medium of English in national and international Para, thus this language maintained its importance throughout the evolutionary period of freedom and the Pakistan movement.  

Moreover the case of Pakistan was fought through the medium of English at the National and International forum thus maintained its importance throughout the evolutionary period of freedom and Pakistan movement.

3.3.2 Post Independence:

The newly freed countries after the Second World War faced the problem of language choice. Pakistan could not produce a language policy for a long time, therefore, it was left with the colonial language as the language of government. In independent Pakistan the making of the first constitution was delayed by nine years. All the administrative work was carried out in English. However, Urdu was declared as a national language of the newly born country by the leader of the nation Quaid-e-Azam Mohammad Ali Jinnah. As quoted by Rehman:

> But let me make it very clear to you that the state language of Pakistan is going to be Urdu and no other language. Anyone who tries to mislead you is really the enemy of Pakistan”  

(Jinnah, 1948, 21st March)

According to Khokhar’s interpretation, ‘the declaration of Urdu was not simply a reflection of individual language choice, but it was suggestive of an ideology, which was exclusionary’  

Before the partition of India Urdu was the language of the Muslims of the subcontinent. It was the interpreter of their desire and needs and was the symbol of
their culture, identity and image. Urdu played an important role in the struggle for Pakistan. The Muslims in view of its importance genuinely believed that Urdu would be the national language of Pakistan after independence. On the other hand English was maintained as an official language, but in general it was decided that Urdu would replace English within 10 years. Secondly, the aim was to promote Urdu as mentioned by Spolsky so that it might express all parts of the “Composite Culture” of Pakistan. Lastly it was thought linguistic unity was a prerequisite for political and national unity. But it did not happen. The announcement made by the leader of Pakistan generated a linguistic problem and ever since it has become a permanent issue.

Pakistan was comprised of two wings at the time of independence in 1947 till 1971. The two wings were situated at 11 hundred miles from each other with the Indian territory lying in between. Moreover the people living in East and West belonged to different ethnic groups; such as Sindhi, Punjabi, Pukhtoon, Balochi, Bengali and having their own distinct languages and cultures. In East Pakistan Rehman states that Bengalis according to 1951 consensus made 54.6 percent of local population of Pakistan, having Bengali as their native languages. When Urdu was declared a national language, Bengalis wanted their language also to be the national language of Pakistan along with Urdu, as it was a dominant language of Pakistan. On the contrary Pakistani leaders believed that there had to be only one language and more than one language could not hold the nation together. The government strong stance also reflected its desire to make Urdu the language of education. As early as 1948, Urdu was also declared as the instructional language at the primary level. However the role of English was not defined. In the meantime the Urdu committee set up an advisory Board of Education to cultivate Urdu in Bengal.

According to Rehman this language policy was highly criticized by the Bengalis. It created resentment among people of East Pakistan and they rejected the imposition of Urdu and its recognition as the sole language was opposed. Consequently, anti-Urdu movements and other regional movements started in a bid to have a fair share in political power at the state and national level. The nationalist movements and massive protests
eventually led to the separation of East Pakistan in 1971.\textsuperscript{34} In the mean time English remained intact and of fundamental importance in the establishment of the country and in fact it continues to be so.

The language conflict and economic rifts in Pakistan created a very volatile situation from the beginning and most of the time it was army which tried to control the situation by imposing martial law. This caused political instability, which gave way to uncertain and unfavorable conditions. As a result no institution could develop and progress, no matter what policies were made and implemented.

Musharraf, in his biography gives the most accurate picture of the kind of “rule” Pakistan has had since its inception 1947.

What we in Pakistan have consciously constructed instead is rule by a small elite – never democratic often autocratic, usually plutocratic and lately kleptocratic – all working with a tribal – feudal mind - set, “in the name of people” with democratic camouflage. The small elite comprise of feudal barons, tribal warlords and politicians of all hues.\textsuperscript{35}

Among the rulers mentioned by him perhaps the strongest desire to rule the country rested with the Military generals. Their rules led to the erosion of democracy over a period of time, affecting all the institutions, especially education and media.

\textbf{3.3.3 First Martial Law:}

\textbf{1956 - 1969}

It took nine years to produce the first constitution in 1956. However only after two years it was abrogated. Recalling the first martial law Rehman writes that it was imposed in 1958 by Ayub khan, the Commander-in-Chief of the army. Looking at his military training background it was discovered that he was trained at Sand Hurst and was pro-English. Rehman describes him as ‘modernist and westernized’\textsuperscript{36} He believed in the supremacy of the army over politicians as they had their education from English medium
schools. “English was much more than a language it was a badge of status; a marker of elitist upbringing.”  

He made English compulsory for cadets and they were not allowed to use ethnic languages. Though he favored English, he could not introduce English as the medium of instruction in the government schools.

As mentioned by Rehman, the language situation in East Pakistan was getting worse; there were riots and agitation to have their own language. To look into the issue, the Sharif Commission was appointed in 1959. It stated that Urdu and Bengali should be the medium of instruction from class 6 to matriculation in government schools. It also recommended the introduction of Urdu as the language of instruction in Sindh government schools. The repercussions of the commission report were felt in Sindh in West Pakistan where Sindhi was the medium of instruction before partition. They resented replacing of Sindhi with Urdu in their province. This resulted in Sindhi-Mohajr clashes. Similarly Bengal was also badly affected by the report and it further aggravated the language situation. The commission, however, clearly stated the use English as a second language for advanced and higher studies.  

He further writes that Ayub khan lifted martial law in 1962. A new constitution was framed in the same year. In its article 214: it stated clearly that Bengali and Urdu would be the two national languages of Pakistan. And English would continue to be the official language till arrangements made to replace it with Urdu. However education in Urdu and English language continued. Noor Khan took serious note of the dual educational system in1969; so he suggested Bengali in the East and Urdu in the West to be the medium of instruction. He observed that it was creating a wide chasm between the two wings which was not in the interest of the country, but it fell on deaf ears and the matter was left to be decided in the education policy in the upcoming year.  

3.3.4 Second Martial Law:  

1969 – 1971  

In these years besides the political condition of the country Haq states that the
language situation had also deteriorated. The constitution was abrogated and Martial Law was once again imposed in 1969. This time General Yahya Khan took over the charge of the country and laid a new constitution formula. He also conducted the first general election to parliament in 1970 on the basis of adult franchise (twenty three years after the inception of Pakistan), but it failed to control the spiraling political situation in the country. The East wing of Pakistan became the independent state of Bangladesh. With the fall of Dhaka in 1971, he had to resign.40

3.3.5 Third Martial Law:

1971 - 1977
For two years the country was without any workable constitution. It had plunge into constitutional impasse which undoubtedly had a negative impact on the political situation in the country. Z.A Bhutto taking advantage of this situation became a civil Martial Law administrator. However, after becoming the Prime minister of Pakistan in 1971 he framed a constitution for the country as his first priority and its enforcement in 1973 initiated a period of democracy and political stability in what was left of Pakistan.

The government wanted to make some extensive changes. Therefore, he introduced agricultural and educational reforms. According to Kelly the official literacy rate was just 25% in his time. The government was greatly concerned about the education of children and to improve the rate of literacy he outlined eight ambitious goals. He wanted to provide free education to all by removing the discrepancies between private and state education. To meet this goal he nationalized all private schools and colleges and proposed to build more schools to provide free education. However, his educational reform could not be implemented successfully. As a result, the literacy rate rose only by 1% during his five years rule.41

He assigned official recognition to Urdu in the newly formed constitution in 1973. Article 251 of the 1973 constitution states;
Clause 1. The national language of Pakistan is Urdu and arrangements shall be made of its being used for official and other purposes within the fifteen years from commencing day.

Clause 2. Subject to clause (1) the English language maybe used for official purposes until arrangements are made for its replacement by Urdu. 42

Despite the declaration of Urdu as a national language there was some delay in using the language at the government offices and as the medium of instruction in educational schools. However it also gave a license to English to be continued for another 15 years. Thus English was given legal protection under this constitution. As such there was no significant change in the language policy. The possible reasons could be that Bhutto had recently witnessed the issue of language in creating nationalist’s sentiments in East Pakistan and Sindhi nationalists feeling towards Urdu in the West therefore, he thought better to avoid further controversy over the language issue. Secondly, it would have been very unrealistic to do away with English and make Urdu the only language, that too in the wake of major language riots taking place in Sindh at that time.

3.3.6 Fourth Martial Law:

1977 - 1988

The fourth martial law was imposed by General Zia-ul-Haq in 1977. He became the chief Martial Law Administrator and the constitution was put in abeyance. When he became the President, according to Musharraf he;

“Introduced a regressive Islamization in the country. He introduced Islamic laws and established Islamic courts to run parallel with the normal judicial system.” 43

Not only this, his authoritarian rule also introduced drastic changes in the language policy. Rehman observes that it further escalated the language controversy in the country. According to Rehman the language policy of 1978 introduced radical changes toward English. It advised English medium schools to shift either to Urdu or
another recognized provincial language. Urdu was imposed as the medium of instruction in all government schools from class 1 and English was not introduced till class 6. In addition he ordered that all official speeches should be made in Urdu.\footnote{44}

In addition to Urdu, Arabic was introduced as a compulsory language. It was done to strengthen the Islamic ideology. It is not the native language of Pakistan, it is the language of the mosque and is used for reading of The Quran. It is therefore considered the language of Islam and hence it was imperative for an Islamic government. Plans were made to set up thirty Arabic language centers under the supervision of Allama Iqbal Open University. Arabic language courses were introduced on the radio and television besides other programs which were broadcasted in Arabic. To reinforce Arabic the broadcast and telecast of ‘Azan’ for prayers started in his time. Hundreds of madrassas were opened all over the country for religious education. The students were provided food and free accommodation. Zia’s slogan of Urduizaition and Islamization was to make the country a real Islamic and ideological state.

Rehman mentions that for the development and promotion of Urdu some serious efforts were made. In 1979 the Muqtadira Qaumi Zaban (National Language Authority) was established to work on corpus planning of Urdu language, for the promotion of Urdu to meet the demands of national language of Pakistan. As far as English was concerned Zia allowed private English medium schools to function. Parents of students were judgmental about the twofold policy. They disapproved the Urduizaition policy, as they considered it phony and preferred sending their children to English medium schools. The government soon sensed the public attitude, and, as a result in 1987 some of the ‘Urdu only ‘policies were retracted. The other reason was that Urdu could not meet the requirements for an official language and language of education despite the heavy work carried out. It also had a negative impact on the learning of English leading to a sharp decline in competency. It not only ruined the educational system but also created linguistic divide in education by creating two mediums of instructions. Overall it brought a great setback to the educational system which has yet to be rectified.\footnote{45}
The long period of Martial law rule under Zia-ul-Haq left the segregation of religious groups and a highly polarized educational system as his legacies. Thus dividing the people of the country ethnically and linguistically. His media policies were also notorious because of their draconian laws which virtually paralyzed the print and electronic media of the country. His eleven year rule of suppression and repression ended in 1988.

3.3.7 Democratically Elected Governments

1988 -1999

Zia-ul-Haq was killed in a plane crash in 1988. This was followed by the alternating elected governments of Benazir Bhutto and Nawaz Shariff which further led to political instability. As described by Musharaf;

“there followed eleven years of sham democracy rotating between her and Nawaz Shariff with caretaker governments in between. It was a decade of political musical chairs.”46

In such an uncertain situation, both the Prime ministers could not pay attention to the language issue and did not frame any language policy. This is reflected in the National Educational policy of Nawaz Shariff 1998-2010 where he did not touch upon the linguistic issue.

3.3.8 ‘Democratic Camouflage’

1999 – Onwards

The elected Prime Minister Nawaz Shariff was removed by General Pervez Musharaff in 1999. He designated himself, as Chief Executive of Pakistan. However, he did not declare martial law because he realized the implications of martial law’ as he mentioned in his biography;

“When we super impose martial law and place military over civilian government, the latter ceases functioning.
When martial law is lifted the civilian functionaries remain ineffective. Their growth is stunted.” 47

Nevertheless, his rule is under ‘democratic camouflage’ as described best by him in his biography. Unlike his predecessors he believes in the philosophy of Moderate Enlightenment. In the light of this theory he has called for taking a holistic view of education and steps to develop sound infrastructure at a grass root level. He wants to modernize his country with the help of English education and scientific knowledge and looks at Turkey as a role model in this field. His government has announced Educational Reforms in which he stresses on the need of development in information technology related sciences, especially computer sciences. He has also tried to address the perennial language issue by introducing English from class one in all government schools to provide equal opportunities to the students all over the country. He considers English as the currency of global economy and truly essential to achieve economic goals.

The present age is the age of revolutionary technology and media. Mansoor emphasizing the importance of English as a linguistic tool to access global market and technical information therefore, she suggests

“There is an urgent need to plan the role of English in Higher Education in Pakistan in view of importance of English in the global market.” 48

As the economic future of Pakistan is linked with the expansion of information and technology, the former education minister Javaid Ashraf Qazi has announced educational reforms from 2007 onwards.

“English will be the medium of instruction for science, mathematics and computer studies right form class 1 with only Islamic studies being taught in Urdu.” 49

For the implementation of English language, the government needs an army of English teachers. HEC has started working on it and seven hundred teachers have been trained. Whereas they need 14 thousand trained teachers in English language. The developing of text books and material in keeping with national context are also made.
New English courses are designed to meet the learners’ language needs for higher studies and work. Though it is Herculean task but the government is determined to go ahead with it. Judd has noted that simply by teaching English as a second or foreign language we are “directly or indirectly implementing a stated or implied language policy as well as actively promoting a form of language change in our students”.  

Mushrraf time and again has reiterated the importance of English as a tool for social mobility. He has called upon students in his several speeches to learn English. While delivering his Presidential address at the 15th convocation of University of The Punjab, he underpinned the importance of English:

> While Urdu is the national language, English is the international language and gateway for interaction with the world at large.

His educational reforms also intend to streamline the education system of madrassas to make it equivalent to matric. English, Pakistan studies, mathematics and science are declared as compulsory subjects. The students failing in them will not qualify for the equivalent certificate.

The picture of education, even at the higher level is not very satisfactory. There are concerns over the brain drain in the country. This needs to be addressed on war footing. HEC has embarked upon a program to produce 1500 PhDs annually by 2010. Though it is a very challenging task for the government however, such reforms are urgently needed to survive in the age of information and communication which heavily rely on English language, computer and media.

3.3.9 In the Era of Globalization:

Post 9/11

This term “globalization” was coined by economists in 1980. Globalization has accelerated dramatically with the help of information technology in 21st century. The
effects of globalization on economy, industry, and media and sometimes on societies too, are periodically analyzed and discussed, nationally and internationally. But the enquiry into the effect of languages, relating to their status, functions and roles etc; is rarely touched upon.

According to Tehranian,

Globalization has multidimensional perception of mutual interaction in almost all spheres of politics, economics and social communications. World has shrunk due to communication revolution.\textsuperscript{52}

One of the most significant features of globalization is as explained by Marsen:

“an increasing ease of information exchange between individuals, groups, and nations. This is mainly due to the developments of technology that underpin many global practices. The rise of internet and other media referred to as Information Communication Technologies (ICTs) Plays major role in this. In turn, this ease of information exchange leads to a greater awareness of intercultural approaches to various issues and there by to a more critical approach towards social conditions, than was possible in earlier times.” \textsuperscript{53}

Globalization has various aspects which affect the world in several different ways. Some of them are;

- **Informational**: increase in information flows between geographically remote locations. Arguably this is a technological change with the advent of fiber optic communications, satellites and increased availability of telephone and internet.
- **Language**: the most popular language is English. About 75% of the world’s male telexes and cables are in English. Approximately 60% of the world’s radio programs are in English. About 90% of all internet traffic uses English.
Technical: development of a global telecommunications infrastructure and greater trans-border data flow, using such technologies as the internet, communication satellites, submarine fiber, optic cable, and wireless telephones.\textsuperscript{54}

Pakistan is not an isolated country, it is very much part of the globe. Though Pakistani society has started to feel the effect of globalization, but global conflicts have increased the intensity of its effect which is felt clearly since 9/11. So, I would like to begin the analysis of the whole process from the question of American General, Collin Powell, “You are with us or against us”\textsuperscript{55} put to General Pervez Musharraf, the President of Pakistan in 2001 after 9/11. Following an alliance with America in the ‘War on Terror’, this partnership changed the political, economic and linguistic scenario of the country. Now we are with the most powerful English speaking country, which is the sole superpower of the world.

Language dominance is mainly the result of political power, but there are other factors which have contributed to the revival of English, such as communication technologies. ‘Fostering the emergence of massive multinational organizations’ as said by Crystal. Consequently English has become the language of a global economy spread by American supremacy. Therefore, it has given rise to global markets for English language teaching and learning. Under these compelling factors, Pakistan is experiencing an indirect but highly effective impact on language. The need and dependency on English is reinforced. Thus English language teaching courses have been made in collaboration with America. Urgent educational reforms are being made, establishment of cooperate media, as a result several TV, and radio channels have emerged, opening of internet cafes, satellite cable show more English movies and music programs. In short, we are more exposed to English language than before.

In Pakistan, language controversy is still unsettled. Though Urdu should have replaced English within a period of 15 years from 1973, as yet this has not happened. People have started believing that Urdu does not have an instrumental value and under the influence of globalization, it has been reduced to a secondary language. In these
circumstances it may not be possible to replace English with Urdu even after a hundred years; therefore it is more rational to adopt a parallel language system, with the caveat, however, that the roles of these languages be demarcated and defined.

3.4 Effects of Language Policies

The history of language policies provided an overview of the language situation in Pakistan. Urdu was declared a national language of the country whereas the use of English was restricted to power domains by adopting it as an official language.

It has also been seen that during the last sixty years the planners have failed to evolve a coherent language policy for the country. The Pakistan’s language policy has to be culled from different sources, such as from the constitution of Pakistan, by the order of the leader or by the reports of the commissions about the matters wherein the language issue has become a “sensitive issue”.

In such a chaotic situation, the effects of different language policies have been negative. The major effects which have been noted are as follows:

1- Initiation of Language Movements/ Riots.
2- Uncertainty with regard to the Medium of Instructions.
3- Communication dichotomies within the nation.

It is in this background that I would like to examine the last two effects as they are directly related to this study.

3.4.1 Mediums of Instruction

The selection of a language for education is a very common problem in multilingual countries. They face a dilemma, as what language to use as a medium of instruction. The sheer number of languages spoken in the country makes the question of language of instruction more complex. In the case of Pakistan, the language policies
have generated a controversy. It has divided the instruction of education into many mediums. The Director of British Council Dr. Elahi, speaking on the ‘importance of English language’ at a seminar said “Unfortunately we had been indecisive about the medium of instruction in Pakistan and therefore developed four tier of schooling system”\(^56\) They are Urdu medium, English medium, Sindhi medium and Madrasa system. Madrasa is a place for imparting religious education and it has never been a part of mainstream of education. However attempts have been made what was described as “modern type” to pave the way for some integration of traditional and modern education. It is mainly English medium and Urdu medium schooling system which has become an educational predicament.

In 1948, a year after the making of Pakistan, Urdu was made the language of instruction for the primary level, while the role of English was not specified. However it was decided also that Urdu would be developed to take over the functions which were being carried out in English, Urdu would replace English within ten years. According to Rehman, “As for the medium of instruction, the rationale is that Urdu, the most widespread Urban language is the one used for teaching”\(^57\)

Paradoxically, English medium of instruction was also maintained in elite and cadet schools and colleges more or less by all the governments. According to Rehman the continuation of two parallel systems in education was in fact the reflection of the British policies before partition. After partition it served the same purpose as mentioned by him “the policy of spending less money on providing subordinate staff and generating political support of nationalists”.\(^58\) Thus it created two media of instruction in education, which has resulted in two classes common and the elite.

Writing about the disparity of instruction, Mansoor observes,

There is a great discrimination between Urdu medium and English medium students regarding job opportunities and that the attitude of the employer display a clear ‘bias’ in favour of English medium students ------ Highly favorable
The attitude to English and English speaking community is seen in the responses of all. The motivational intensity and the desire to learn English border on an obsession as English education is preferred over all languages as a compulsory subject and a medium of instruction.\textsuperscript{59}

Coming back to language policies Whitely claims “that the language policy decision or political decisions are taken on political grounds and conformity with particular ideologies and are not always based on linguistic issues or problems.”\textsuperscript{60}

The most controversial language policy which was ever framed in the history of Pakistan was by President, General Zia-ul-Haq, in 1977. In his long tenure of eleven years, he implemented Urdu as the medium of instruction in all government schools from class one. He hoped to cultivate Urdu in a generation, who would qualify matric through Urdu medium of instruction. Once this had been achieved, it would have been possible for him in the next step to change the medium of education to Urdu in colleges and higher education too. However, during the days of Urduization, the elite English medium schools were allowed to operate because of the political influence exerted by the people. It did not only bring irreparable loss to education but also developed anti-Urdu sentiments across the country: The impact of this policy is still felt today, and this has rocked the foundations of our education system.

Examining the qualitative dimension of education, Memon writes;

\begin{quote}
Education provides the bedrock for reducing poverty and enhancing social development. An education system of poor quality may be one of the most important reasons why poor countries do not grow.\textsuperscript{61}
\end{quote}

Tracing causative factors responsible for the present state is a critical need. According to an Economic survey of Pakistan 2002, these include defective curricula, dual medium of instructions at secondary level, poor quality of teachers, cheating in the examinations and overcrowding in class rooms. Memon laments that like many other
developing countries the situation on the education sector of Pakistan is not very promising. Khalique, speaking at the seminar on ‘Policies and Practices of Pakistan’ in 2006 stressed on the uniform education system in Pakistan. “Medium of Instruction is a basic problem in Pakistan which needs to be solved now and civil society can play a vital role in solving this problem by consensus and democratically.” He stressed that uniform education system is a basic factor in strengthening the culture, identity, and economic stability of any country.

In 2001 President Musharaf tried to control the deteriorating and declining condition of education by initiating Education Reforms in its eight different areas. However, he also tried to address the issue of medium of instructions and decided to introduce ‘English Medium Education’ on a phased basis.

English language has been made compulsory from class one onwards” and the “Introduction of English as medium of instruction for science, Mathematics, Computer sciences and other selected subjects like Economics and Geography in all schools in a graduated manner. However he faced the deadlock over the availability of English teachers. To resolve the matter he has instructed HEC to look into the situation and do the relevant to solve it.

3.4.2 Communication Dichotomies:

Through the analysis of language policies it has been observed that the choice of language- in- education in our country has been the result of political expediency rather than that of educational effectiveness. This is turn, hatched two mediums of instruction, which in the long run has produced catastrophic educational results.

The language policies have taken its toll in the form of illiteracy and communication impasse among the people of its nation. Without learning a language
proficiently, no one can communicate effectively; neither can he excel in education. Mueen while criticizing the education system of Pakistan remarked;

The switching over from English to Urdu and back to English has played havoc with the system of education and tremors of this ‘vacillating policy’ will be felt by future generations.⁶⁴

She expressed her thoughts some ten or fifteen years ago. The same situation persists today, or rather, it has deteriorated. The young generation today stands at a crossroad. Our education system is in a deep crisis. Many aspects of this crisis are directly related to the language policies of our leaders, causing linguistic deprivation among youth. Burch Field argues that

“poverty, famine and diseases are instantly recognized as cruelest and least excusable form of deprivation. Linguistic deprivation is a less easily noticed condition but nevertheless of great significance.”⁶⁵

The young generation of our country which constitutes a massive part of the population is ill-educated and psychologically frustrated. Economically, they are insecure, socially; they are cut off from the mainstream of life. They are living in an ambivalent society, about which I have mentioned earlier. The effects of the language policy are dreadful, and they need to be treated urgently. The communication gap between literate and illiterate, rich and poor is widening by the minute. It would be difficult to bridge if it is ignored now or brushed aside.

To save this generation from reaching an educational deadlock, Mueen recommends,

The English language needs to be fostered as a means of education and communication and practical tool, not a cultural master or slave driver as in colonial period.⁶⁶
This young generation lives in the world of globalization. It is the age of information and technology, of computer and internet, which spells its golden words in English around the world. But it is a great irony, we being a part of the same world, our youth battle to learn English (which is none other but their official language) to become part of informed world. Rehman analyses that it is a hurdle in the way of millions of our students. It is ego-crushing tool of cultural and psychological oppression of the masses. What is wrong with our policies for teaching English? I believe what is wrong is that we tend to teach it to a very small elite. As English is required for the most powerful and lucrative jobs, both in the state and in the private domains people domains people pay a large part of their income to educate their children in it. In short, English is taught in a class-based, highly unjust and iniquitous manner in Pakistan.67

In the present situation the need for English language is indispensable to remove the communication impasse and to create an egalitarian society to have equal rights of education, employment, and good living because these three things have become synonymous with English in our country. Emphasizing the need of English in Pakistan Mueen has signified:

In Pakistan, the use of English is well entrenched. It is often a prerequisite for employment in the public and private sectors. Since Pakistan is a developing country, it has yet to exploit its scientific potential. English being the language of science and technology its importance can neither be denied nor ignored. The recent revolution in information technology is almost entirely based on English. Therefore in order to remain in step with the expanding frontiers of human knowledge, the use of English in Pakistan needs to be actively sponsored by the educated and patronized by policy makers.68

Undoubtedly, our society will become even more technically advanced in the years ahead and there will be even a greater need to develop the skills needed to cope
with the change. In the present language situation of the country, can media respond to this need? It needs to be explored.

**Conclusion:**

The chapter has provided an insight into the language situation and language policies of the country. It helped me to understand and contextualize the data that I gathered within the larger context of language policies in Pakistan. It was divided into three parts to have a detailed analysis of the making of the policies and their implications. It has been concluded that the one theme that was common in all the successive military regimes was that it acted like a colonial power, which destroyed democratic institutions and eroded basic system through its repeated direct and indirect interventions. As calculated out of the 60 years of independence 31 years have been governed by the army. The tug of war between civil and military governments has caused great national setback. Moreover, the disrespect and disregard shown for the constitution, curtailing the civil liberties curbs and clamps on media has damaged the democratic ethos. Among several institutions which were affected most were the institutions of education and media. These two institutions are considered the life line of any country, but military interventions in the working of institutions have rendered a great national loss.

Along with many other problems, which any newly independent state faces Pakistan was faced with the issue of language which had become a perennial issue and hump in the national development. This unresolved problem drove the country to the verge of no return in 1971. Language policies were formed according to the whimsies of the rulers, neglecting the national interest and welfare of the masses. Their extreme behavior towards the policies from conservative to liberal and from religious to modern is the reflection of inconsistent approach, which has brought about stagnation in the growth of English language. In fact a period came, when English was rejected “Like a foreign substance in human body” As a result it affected the education system adversely, subsequently affecting students’ academic and professional life.
One of the important functions of a language is to attain ‘Mutual intelligibility’ in a society to share goals and achievements. But the controversies of language policies in our country have created a huge communication gap. To project ‘nationalism’ and ‘ideology’, Urdu was imposed as a sole language in East and West Pakistan. This brought irreparable loss geographically, and immeasurable loss educationally and economically.

Language is the repository of thought and culture of people linking its past to its present. It is also a part of concept of nationhood enabling people to think, feel as a unified group.

History provides many examples of how language differences led to conflict, divisions, demands for separate governments and even states and countries. As Abraham Lincoln said in his famous speech to the ‘Republican Illinois State’ convention in 1958, “A house divided against itself cannot stand.” though Lincoln was speaking about slavery, his principle holds true for language.

Language is a vehicle of thought. But in Pakistan it has suffered immensely, whether it is national or official language. It is rather unfortunate that English language has been used as a ‘lever’ of power by the army and bureaucracy to maintain their hegemony to grind their own axe. The institutionalized exercise of power through language choice has resulted in ambivalence in the society. Language division through medium of instruction in education has lead to the segregation of the society. It has created a class of the privileged and the opposites. Consequently this imbalance of power has largely effected the social institutions of Pakistan, rendering them ineffective. However the period of globalization has brought hope for English language to grow and progress, in the media of Pakistan. Globalization has brought unprecedented change in education, media, technology and communication. English language is primarily playing a leading role in media world and Pakistan cannot evade its pervasive influence therefore, language policy makers need to take extraordinary measures to resolve the prevailing issue of English language for its proper utilization and preparing itself for the challenges of media nationally and internationally.
After having dealt with the literature of Educational Technology and situation of English in Pakistan I will move on to the theoretical framework and methodology in the next chapter.
End Notes


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CHAPTER 4

THEORETICAL FRAMEWORK AND METHODOLOGY

4.0 Introduction

Theoretical framework is very important in a research work in two ways; firstly it helps the researcher to put his data in one place to save it from being lost in the vast realm of knowledge and secondly, the work may provide a better understanding to the unknown audience who would probably like to use it as a reference for their academic studies.

However, ‘as social sciences deals with human society and studies social relationship,’ it is sometimes not easy to find a specific theoretical framework for a research study undertaken in another society. Since this study is also related to the field of mass communication the situation becomes more difficult as it is an inter-disciplinary subject which takes into account other subjects, such as sociology, psychology, philosophy, politics, economics, culture and international communication for its study. Researchers and scholars had been using theoretical framework according to their subjects. Nevertheless the most suitable methods of research in social sciences are qualitative method and quantitative approaches. For the present study these two approaches have been followed.

4.1 Methodology and Methods of Research

The research is based on qualitative and quantitative paradigm. There are several considerations when deciding to opt for a qualitative research methodology. Strauss and Corbin (1990) claimed that qualitative methods can be used for better understanding
about which little is yet known.\(^2\) On the other hand, Quantitative approach was also considered as necessary for the present study to provide precise measurement of the respondents attitude, motive, opinion and views to reach systematic conclusion. In this kind of research results are more readily analyzed and interpreted. In short the data is analyzed in the terms of numbers with an objective to achieve precision. ‘Quantitative research is designed to test hypothesis that are theoretically derived; whether hypothesis is supported or refuted the researcher reports the results objectively.’\(^3\) The researcher has also conducted an experimental study. It is based on quasi-experimental design for a certain part of the study to provide a base line for new research in this field.

### 4.1.1 Qualitative Method

As explained by Marsen:

Qualitative approaches aim to promote understanding rather than precise measurement. Such methods include ethnography, ethnocentric participation, critical text analysis and the application of critical theory to interpret perceived signs. Qualitative research encompasses factors pertaining to subjective perceptions of the world and cultural diversity. For this approach what matters is how people interpret their perceptions of their environment and how they construct mentally and socially the realities that guide their behavior. Qualitative methods recognize that reality can be diverse and open to interpretation and that not all phenomenon or ideas have a quantifiable element. Consequently, they are chiefly interested in ascertaining the meanings and patterns of behavior that are created through human interaction and relationships.\(^4\)

Qualitative research uses different form of data as put forth by Patton:

“Qualitative method consists of three kinds of data collection: (1) in-depth, open ended interviews; (2) direct observation; and (3) written documents. The data from interviews consists of direct quotations, capturing people’s personal perspective and experiences. The data collected from observations consist of detailed descriptions of
people’s activities, action, and full range of interpersonal interactive and organizational process that are a part of observable human behavior. Document analysis in qualitative inquiry yields excerpts, quotations, or entire passages from organizational clinic or program records; official publications and reports; and open ended written response to questionnaires and surveys.”

Qualitative research studies use these techniques either separately or in combination for rich, healthy and realistic inquiries.

“In qualitative research questions and problems for research most often come from real-world observation, dilemmas, and questions.” Therefore the choices strategy according to Marshall and Roseman “depends on the focus of the research and desired time frame for the study. Examples of strategies include life histories, case studies and field studies.” Qualitative methods are useful not only in providing rich descriptions of complex phenomena, but in developing theories or conceptual frameworks, and in generating hypothesis to explain those phenomenon. It also helps to give holistic perspective which gives a broader view of complex issues facing especially, educational researchers.

4.1.2 Quantitative Method:

As explained by Marsen:

“Quantitative approaches aim to predict social outcomes by analyzing society and social interactive process along rational and scientific lines. Following the lead of natural sciences they do this by collecting measurable data obtained through a variety of research techniques. These include questionnaire, surveys, physical experiment and statistical analysis. Quantitative research is rooted in empirical sciences and uses mathematical models to measure and classify observed phenomenon.”
Quantitative research in social sciences is often undertaken in the public sector to discover ways, to improve the delivery of social policies, planning of future developments and maintenance of community infrastructure.

Quantitative research tends to be associated with statistical analysis however, not all quantitative data lead themselves to this, for example in ethnographic research it would be difficult to establish statistical significance.

### 4.1.3 Difference in Approaches

Druckman is of the opinion that the differences between quantitative and qualitative data or approaches are source of confusion in the field of social sciences more generally. For many researchers however he says the difference overlaps between positivist and constructivist approaches to knowledge. Positivist generally perform quantitative analysis where as constructivists mostly perform qualitative analysis. However, both approaches stand significant in a social sciences research. One provides understanding and the other generalization.  

He is of the opinion:

But for many scholars both values are important and the distinction between the approaches in terms of serving one or the other value is not clear. Some people are more comfortable with numbers (or words) than others. I find value in both approaches and feel comfortable with both types of analysis. In fact the distinction is not very sharp as many think. Quantitative studies have significant qualitative aspects, especially with regard to interpretation. As with studies that are primarily qualitative often benefit from complementary analysis of quantitative data.

- To analyze the promotion of English language in the media of Pakistan.
- To assess the needs of people for using English language in different domains of society.
• To determine attitudinal changes towards English language.
• To assess the strength and weakness of media for teaching and learning of English.

4.2 Research Questions

To achieve the objectives of the study, following research questions are developed.

Q.1 Why has English become a prominent language of mass media in Pakistan?
Q.2 What impact does English language have on the psychology of the people who do not understand English?
Q.3 How can English be promoted and made language of communication for the people throughout Pakistan?

To find the answers of above mentioned questions, a comparative study of print media and electronic media is undertaken i.e. English daily newspapers, radio, and television. Research questions have been framed so as to help to identify broad categories of information that is required.

4.3 Hypothesis

The hypothesis of this study is that English being the official language of Pakistan is a popular language in electronic media i.e. TV, radio and print media. This presupposes a survey of the role of English as a link language of the people of Pakistan to provide some measures of harmony, interaction and integration. The media can play a vital role in building national cohesion and meet the global challenges we face today, through this language.

4.4 Research Design

Every scientific research as a rule aims at the analysis of the relation between the
different variables and to find out most accurate information about the subject. This purpose can be achieved through the application of scientific procedures. Berlon has explained a research design as "a plan that shows how a researcher makes a plan to find the answers of research questions and test hypothesis." This is presumed to be the data collection stage of research project.

There are two parts of the research study. The first part is based on qualitative and quantitative method. Since methods of data analysis fall into these two broad categories Marsen is of the opinion that these research methods are not exclusive. They can be used together in one study for different purposes. He quotes Saville- Troike (2002) who describes the balancing of two methods:

“Quantitative methods are essentially techniques for measuring the degree of consistency in behavior and the amount of nature of variation under different circumstances, but if quantitative methods are to be used, they must first be developed and validated by qualitative procedures. Quantitative procedures may in return serve to determine the reliability of qualitative observation, which is apt to be casual and un-controlled and the validity of generalization which may be made on the basis of limited sample”

However, Marson suggests in any case the choice of method should reflect appropriately the purpose and objective of the study to be carried out.

The second part of the study is based on experimental research method which is used to help to describe the effect of certain variables under controlled environment. For this part of the research I have selected quasi-experimental design which was intended to bring out the significance and role of media communication technologies for the teaching of a foreign language. It also provided a base line for new research in this field.
4.5 Tools of Research:

I have used primary and secondary sources for data collection. They both are qualitative and quantitative in form.

a. Surveys

Two surveys were designed through the use of questionnaires. I opted to use both open ended and closed ended questionnaires in two respective surveys.

b. Interview

In the second survey semi-structured interviews were conducted. The interviewers were in their own right expertise in the area of evaluating the role of English in media.

c. Observation

My personal experience and observations provided a holistic view to the research problem.

d. Written Data

The written data was collected from libraries, books, newspapers, periodicals and journals published in Pakistan and abroad. Online research was also used for reliable and speedy information.

e. Content Analysis

Television based local English language programs were watched and analyzed.
f. Experiment

An experiment was used to determine the response of learners through media technologies to assess the strength and weaknesses of media, to determine the teaching of oracy skills i.e. listening and speaking skills.

g. Theory of Research

To determine a better understanding of research study, various theories were studied and the most relevant for the present study were quoted for support.

Part One:
4.6 Survey One
4.6.1 Objective

According to the objectives of this study, attitudes about a language are important, as they are likely to determine its place in a multilingual society. People have motives for learning a language. In Pakistan English enjoys an enviable position. It is a symbol of power and language of elite. However, presently it is a popular language of media which is having an impact on people’s minds and behavior. Especially young people are under its strong influence. They take pride in learning and speaking English.

To investigate the existing situation of English, a survey has been designed to study and analyze the language attitude of the youth towards English and to investigate its use in different domains and its purpose. By defining the areas, it would be possible to identify their needs which can be met by planning ways to make them proficient in the language. The survey will help to throw some light on whether the young generation is accepting the process of change or are inclined to maintain their identity and stick to their national language.
4.6.2 A Description of the Survey

The intended survey consists of two parts: Domain Analysis (Language use in different areas of society.) The second part deals with attitudes.

4.6.3 Domain Analysis

The first part of the survey brings to light the language use or choice in different social domains. The study is divided into informal and formal domains. The statements related to family, socializing, transaction, and information are informal areas, while education, employment and government are formal domains. The informants were asked to specify the language they use for each occasion. The aim was to analyze the existing situation of English in different domains of Pakistani society and to find the languages a person uses in a particular situation.

4.6.4 Attitude Analysis

The second part of the survey revolves around 30 statements related to attitudes towards different languages in Pakistan; mainly English language.

The reason for the inclusion of other languages is to have a wider perspective of the role of English in Pakistan. The informants were asked to grade the statements from one to four, depending on how much one agreed/ disagreed with a given statement. The informants were not informed that their language attitudes are being studied.

4.6.5 Sample, Design and Methodology

The questionnaire was modeled on Hohenthal’s (1998) study. The questions were designed in such a way as to elicit individual opinions about their language use or choice, language identity, language preference and attitude as a whole regarding languages role, maintenance and shift. Small directed questions/ statements were formed to keep them
focused and respond comfortably. The second part of the questionnaire was framed on Responses at the scale Midpoint, to obtain reliable indication of response direction.

The Questionnaire was distributed to all students who volunteered to participate in the study. The participants were given questionnaires in their classes and were asked to fill it out and return it on the same day. The teachers were requested to help explain any problematic items to the students. A total number of 100 questionnaires were handed out to the students and the return was 100 percent. The questionnaire included a section on student’s profile.

This survey was an initial study which looked at a sample of students exclusively. It was to supplement and make the research more meaningful, keeping in mind the declining condition of English language in the country. Based on it, second survey was carried out with the highly educated and professional representative group.

4.6.6 Locale

The locale of the survey was National University of Modern Languages (NUML). It is one of the public sector universities of Pakistan, situated in Islamabad. It offers various disciplines, besides teaching 26 foreign/ local languages. Because of its diversity in languages and variety in disciplines I found NUML a natural laboratory for any kind of research or survey. People from all over Pakistan and foreign nationals from several countries come here to learn the language of their choice or to get education in a desired discipline.

4.6.7 The Informants

For this survey, a stratified sample of post-graduate students is selected who are enrolled in various disciplines. The total number of informants is 100.
I found this sample of population most appropriate because students are the best representative of their country. Pakistan currently has the largest group of young people in its history. About 25 million of our youth ranging from 15 to 24 years of age are major users of English language. Secondly as English is the medium of instruction at higher education hence students who had earlier studied in Urdu medium are required to use English at this level. I found this an ideal situation to collect data from both. And lastly, after the completion of their education they enter some profession or take up a job therefore, the need to use English becomes essential for them. Through this domain analysis it was possible to find in which context the informants use English and the areas in which they need it most. Second part of the survey which relates to attitudes would reveal why they use it!

4.6.8 Data Collection

The questionnaires were collected and evaluated subsequently. Any items left unanswered by the students were marked as missing and analyzed like wise. The statistical analysis for qualitative data was done by using SPSS software version 13. The quantitative items were depicted through bar graphs.
The Questionnaire

Dear Recipient,

I would appreciate it if you could participate in the study by filling in this questionnaire and help me gather data for my thesis. It is very important that you are accurate and honest with your responses. It is only in that case that this study might have some value! The information will be used only for academic purposes.

Thank You.

Student’s Profile

Sex:
Age:
Home Province of Pakistan:
 Discipline Studying:

When did you start to learn English (age)?

How did you learn it (at school, or some other way)?

Were you educated through the medium of English or some other medium?

What is your mother tongue?

In which language can you communicate better (speak, read, write)?
Part One

Language Use in Different Domains of Society

Which of the following languages: English, Urdu, mother-tongue (L1), the regional language or any other language do you use in the following situations? (Please specify)

Family
a) The language I mostly use at home is ________
b) Discuss personal matters/ problems in ________
c) While watching an English TV program, I comment in ________
d) While watching an Urdu/ mother tongue TV program I comment in ________

Socializing/ Social Functions
a) Introducing friends to others in ________
b) Conversing with people at functions/ gatherings in ________
c) Discussing personal matters/ problems with friends in ________
d) Discussing general topics with friends in ________

Education
a) My medium of instruction for education was ________
b) At high school I talked to my friends in ________
c) At university I talk to my teachers in ________
d) At university, I do my academic assignments in ________
Transaction

a) At market place for shopping I mostly use _______

b) At bus/ railway station, I use _______

c) At banks, I use _______

d) At restaurants/ hotels for placing orders _______

Employment

a) I would write a job application in _______

b) At a job interview, the language would mostly be _______

c) With my boss I would talk in _______

d) With my colleagues who come from different parts of Pakistan I would like to talk in _______

Government

a) For official correspondence I would write in _______

b) At official meetings, members expect me to speak in _______

c) If I visit a government official, he would automatically talk to me in _______

d) I give official presentations in _______
Part Two

Please tick the appropriate from 1 to 4, depending on the extent to which you agree/disagree with the statement.

Statement 1 2 3 4

1= I disagree 2= I tend to disagree 3= I tend to agree 4= I agree

1- Speaking English is an advantage _______
2- Speaking both Urdu and English is an advantage _______
3- I like speaking English _______
4- I prefer using my mother tongue in most situations _______
5- I prefer using Urdu in all situations _______
6- I think it is important to maintain Urdu to enable Pakistan to develop _______
7- Without the knowledge of English I would not get a job _______
8- Without the knowledge of Urdu I would not get a job _______
9- English is a marker of status/respect _______
10- For a public post, preference is given to an applicant who has strong communication skills in English _______
11- There should be more TV and radio programs in English in Pakistan _______
12- All the public sign boards, notices advertisements should be in English _______
13- By speaking Urdu I show commitment to my country _______
14- English makes significant part of our history _______
15- Urdu is less useful to know than _______
16- All children should be required to learn English at school _______
17- English should remain the official language of Pakistan _______
18- The status of Urdu is higher than English _______
19- I would feel embarrassed if I couldn’t speak English _______
20- I feel proud when I speak Urdu. It represents my identity, culture and heritage _______
21- Without the knowledge of English I would not be considered modern and educated _______
22- I would like my child to study in an English medium school _______
23- I would feel frustrated if I don’t understand English programs on TV _______
24- I use English with native speakers or foreigners and not with Pakistanis _______
25- I prefer using English in all situations when ever possible _______
26- On the whole, I find English to be an advantage to Pakistan in the past and present and future _______
27- With the increased exposure of English in international media, I am more interested to learn English _______
28- In the global scenario, it is essential to know English _______
29- It creates a good impression to converse in English at social gatherings _______
30- English speaking students get more attention from teachers in the class _______
4.7 Survey: Two
4.7.1 Objective:

The aim of the second survey is to explore whether media communication technologies i.e. radio, TV, newspaper can be incorporated in the teaching of English language at the national scale to make it a link language of the people of Pakistan.

4.7.2 Delimitation of the Study:

I. In print media, following English newspapers have been selected for the study:

i. The News
ii. The Nation
iii. Dawn

II. In electronic media, following radio and television channels have been selected for the study:

i. Radio Pakistan (state)
ii. Radio FM (private)
iii. Pakistan Television (state)
iv. Dawn Television (private)
v. ARY Television (private)

4.7.3 Survey Design

An open-ended questionnaire was designed to collect the unsuspected information from the people. Before distributing the survey questionnaire, following measures were taken to ensure the process of employment.

1. Instrumentation/Questionnaire
A three section questionnaire was formed to get insightful information. A covering letter was also attached with questionnaire, mentioning the purpose of the study followed by thanks for their valuable time. Complete confidentiality was also promised to the respondents and that information would only be used for academic purposes.

2. Pilot-Testing

A preliminary open-ended questionnaire was sent to a small sample as a field trial to check the response rate, question applicability and question performance. The purpose of the activity was to determine the relevance of the questions and the extent to which problems in obtaining responses. It was also meant to eliminate any ambiguity and to rectify it. The feedback was consulted with the colleagues and potential consumers of the results in this process.

3. Sampling

It is a deliberate method of selecting subjects for observation which enables the researcher to draw valid inferences on the basis of observations of variables within a relatively small proportion of the population.

4. Stratified Sample

The sample of this study was selected from the twin cities of Rawalpindi and Islamabad. As Islamabad is the capital city of Pakistan, the people living here are highly educated, well versed and well proficient in the second language English. Hence they were found to be most suitable for this survey. Moreover as I also live in the same city therefore, it was convenient for me to approach the people for consultation and interviews too.

In this survey a highly educated group of population was selected which comprised of educationists/ teachers, civil/ military officials, general public and graduate students from English medium schools. They were both men and women.
5. Sample Size

    The total number of respondents was 50.

4.7.4 Monitoring

    The survey forms were distributed personally to the respondents to avoid any ambiguity about the questionnaire. Secondly, it was also ensured that samples are returned in time, therefore reminders through email, phone call and even personal visits were paid for the collection of the survey forms.

4.7.5 Data Analysis Plan

    The data which was collected and my research questions along with hypothesis have been analyzed in the light of development theory. The usage of software application was entailed to sort through the information on the coding schedules to trace patterns and apply a theoretical framework to draw inferences. The information which was collected through the survey questionnaires was evaluated and tabulated according to Statistical Package of Social Sciences (SPSS) method. The different percentages evaluated from the feedback determined the results. As the research process encompassed the process of inquiry, investigation, examination and interpretation therefore this process has been carried out systematically, objectively and logically. All the data tables charts presented in the thesis are meaningful and interpreted accordingly. These tables and charts helped me in reaching logical and realistic conclusion. At this stage material collected was employed to answer the research questions and to obtain findings.
Questionnaire

Name: ____________________
Occupation: ________________
Designation: ________________
Date: ______________________

Print Media: Newspaper

Q1. Which English newspaper do you read?
   a. Dawn b. The Nation c. The News d. other

Q2. Why have you selected this paper specifically?

Q3. Which part of the newspaper do you read the most?

Q4. How does it help you to deal with English language in daily life?

Q5. What is the significance of the increased number of pages of Sunday’s Edition?

Q6. What is the role of English newspaper in a developing country like ours?

Q7. How does it affect the life style of the people?

Q8. What role do you expect the English newspaper to play in the age of globalization?
Q9. What is the importance of newspaper in the age of electronic media?

Q10. If you have to teach English language in the rural areas, how will you use the newspaper?

**Electronic Media: Television**

Q1. Which TV channel do you watch?
   a. PTV  b. ARY  c. DAWN  d. other

Q2. Does it telecast English programs?

Q3. Which is your favorite English Program?

Q4. How does English help you in routine life?

Q5. What impact does an English program have on the psychology of the people who do not understand English language?

Q6. Do you think by promoting English language media is bridging or creating communication gap among people?
Q7. How can media help shed the people’s negative attitude towards English language programs?

Q8. How can general public benefit from English language programs?

Q9. What role is English language playing in the age of globalization?

**Electronic Media Radio**

Q1. Which radio channels do you listen to?
   a. English channel FM 89  
   b. Partial English channel FM 91  
   c. Radio Pakistan

Q2. Why do you listen to these specific channels?

Q3. What kind of English programs are broadcasted?

Q4. Which segments of the society do you think enjoy the English transmission most?

Q5. Which would be a better medium radio or TV to teach English to the beginners?
Q6. What is the significance of having a radio in mobile phones?

Q7. What role do you see English language playing in radio broadcasts?

Q8. What role would you want English language to play in radio?

Filled in Questionnaires

Some filled in questionnaires from survey one and two have been enclosed. These exemplify the premise of my research and postulate the research hypothesis.

Survey 1 refers to Appendix 1.
Survey 2 refers to Appendix 2.
Part Two:

4.8 Interviews

4.8.1 Methodology

In the second stage of my surveys, I have interviewed certain people who were related to the field of mass media. The reason to take interviews as a method for data collection was to seek an expert opinion which might prove helpful in exploring and evaluating the option of using media as a tool for the teaching and learning of English language and secondly, to inquire more about the role of English in media at this point in time.

I opted for semi structured interviews. Semi structured interview contains structured and unstructured sections with standardized and open format questions. This kind of interviewing is a very useful method, valued for its openness and qualitative nature. The degree to which interviews are structured depends on the research topic and purposes, responses, methodological standards and preferences and type of information required which of course is determined by the research objective. They can be both qualitative and quantitative.

4.8.2 Instrumentation

I have talked to my interviewees face to face and gathered data by recording the question answer session. I used a mobile recorder. The benefit of using a recorder is that it saves time and interviewer does not miss any information. Even the recorded tone of an interviewee gives a fair assessment of his response.

4.8.3 Data Presentation

The data has not been presented with full transcription but only selective and important data has been brought from the over all interview text. It is done to avoid repetition and disconnected responses that come in parts or if there is any ambiguity in them.
Interview
Electronic Media

Name: ____________
Designation: _________
Place of Work: _______

Q1. How do you see the role of media in the development of English in Pakistan?

Q2. Why is English becoming a prominent language of indigenous media especially of electronic media?

Q3. Media is meant to be ‘for all’ but how are English programs to be viewed by people who do not understand English?

Q4. English has never been a cementing factor in our political, social, educational or cultural life. In the present situation, do you think the electronic media can play a unifying role to integrate the nation?

Q5. In the light of Development Theory, how can radio and television be employed for education and the teaching of English in Pakistan?

Q6. It is said that ‘in the service of national development mass media are the agents of social change’. But in Pakistan despite the increased number of newspaper, radio and TV channels, why is there no significant change?

Q7. In your opinion what are the strengths and weaknesses of media if they are employed as an instructional tool for the teaching of English?

Q8. How would you explain the launch of an English TV channel in a country where most people do not understand the language?
Interview
Print Media

Name: ____________
Designation: _________
Place of Work: _______

Q1. How do you see the growth and role of English language in the print media of Pakistan since you joined this profession/field?

Q2. Do you think by promoting English, the media is bridging or creating a communication gap?

Q3. It is said that ‘in the service of national development mass media are the agents of social change’. But in Pakistan despite the increased number of newspapers, radios and TV channels, why is there no significant change?

Q4. What is the contribution of English newspapers in teaching English?

Q5. How can the circulation and understanding of English newspapers in rural areas be improved?

Q6. To what extent is print media influenced by the power of electronic media in the present global situation?

Q7. Do you think it is possible to have English as a general language of communication for the people of Pakistan?
4.9 Description of Theories:

I have supported the research with the following theories:

1. Grounded Theory. The application of this theory was meant to facilitate major part of the study to gather information about English language and its role in the media of Pakistan. It made the study valid and substantial.

2. Development Media Theory. The purpose of this theory was to study the ways in which mass media communication can be made meaningful and used as a potent tool for the national education and development.

4.10 Grounded Theory

The theory was put forward by Glaser and Strauss (1967). The purpose of the theory was to facilitate the research related to the social sciences dealing with human beings, events, environment and emotions which tend to change constantly. In such a kind of vulnerable situation it is difficult to test a hypothesis therefore a research design is developed after the collection of the data and seek to develop a theory which arises out of and is grounded in that data.

Definition:

“The grounded theory is a theory generating research methodology. The end product of the research endeavor is not a set of findings or few themes. Rather it is an integrated theoretical formulation that it gives understanding about how persons or organizations or communities experience and respond to the events that occur.”

The important feature of the theory is that it is seen as provisional expression of the nature of the social world and not as a final statement. The general assumption behind the development of grounded theory is that there always remains the possibility of
extending and adapting the theory so that it reflects more accurately the nature of newly collected data.

The significance of the theory is that it helps to make the analysis of a ‘corpus data’ gathered through qualitative research more systematic and scientific. The use of analytical tool is not ‘forcing data’ as Glaser implies (1992). Analytical tools are designed to clarify thinking providing alternative ways of thinking about data and facilitate the testing of relevant concepts from data. The quality of the theory is determined by its ability to explain new data and not how theory was generated; ‘whether through dreams, analogies or dumb luck, is irrelevant.’

4.10.1 Methods

There are different methods in the grounded methods to collect the data. They help to organize the data logically and coherently. The most common are:

1. Open coding
2. Axial coding
3. Selective coding
4. Memos

Here I have selected only opening coding and memos to examine my data.

Open coding

This early coding is sometimes called as ‘open coding.’ When the text is opened and broken apart for intensive scrutiny. As I am investigating the role of English language in media, the theoretical sampling was large and the answers of respondents were lengthy. There was a danger of falling into the ‘analytical rut’. To save the data from chaos and confusion I decided to apply open coding method for micro analysis. Essentially each line and each sentence and paragraph was read and reread for the
analysis to be described and then labeled it by naming them as nouns, adjectives, verbs and adverbs of the conceptual world. The process of labeling or naming is known as coding. Coding can be done systematically and formally or quietly informally, I chose the latter.

The data of each respondent was given a code and code list was prepared which was statistically calculated because it was needed to estimate the likelihood of this result being typical of the whole research population for first few questions of each questionnaire.

Memos

Memos are short notes that a researcher writes to keep record of the important points as he proceeds through the analysis of corpus data. There are two kinds of memos; the field note and code note. They serve as fodder for later development into reports. On the other hand, theoretical note looks into how something in the text or codes is related to the literature. Strauss says the significance of writing a theoretical memo is ‘to think theoretically without the working on “the” paper.’

Interviews

In grounded theory the researcher engages in a data analysis as soon as the first data is collected. After the initial data collection there is every likelihood of some more data collection which the researcher may think relevant to the research question. If so, then in the second stage of the research more data will be collected in a way which seems appropriate to the researcher to highlight the emerging themes. In this second stage of the research, the data may be collected from respondents who are different from the initial respondents. The research may proceed through such phases until the new concepts or
themes are developed. There is a snow ball effect during the collection of data which ultimately helps to assemble relevant data to determine the research question or the evaluation of question(s) at hand.

After having the analytical study of the survey I discovered that some new questions arose which needed an expert’s or specialist’s opinion on that matter. Therefore I conducted interviews with the persons knowledgeable about media.

I selected people both from print and electronic media who had professional experience of it. It was the second round of collecting information, this time through interviews which helped to add depth and variability of data collection and data analysis.

4.11 Development Media Theory

There are four basic media theories i.e. Authoritarian, Libertarian, Social responsibility and the Soviet Communist theory, but they have little application in the developing countries because they tend to reduce the potential benefits of these theories. However I have selected ‘Development Media Theory’ which is in conformity with the communication environment of Pakistan and is suitable for the theoretical framework of this study.

Development Media Theory was developed to:

“Improve conditions in the ‘under developed world’ and belief in the power of mass communication to teach and lead by example and by stimulation of consumer demand for industrial goods.”

The Developmental Media Theory was evolved after World War II to improve the conditions of the societies which were undergoing the transition from under economic and social development as primary national task but were dependent on developed countries for technical and economic assistance.
To have a better understanding of the nature of the working relationship between masses and its corresponding political system the nations were to be divided into three worlds; the First, the Second and the Third world. The Third world was the most backward world which needed urgent development in different sectors of the society.

The Third world consisted of the developing nations of Asia, Africa, Latin America and some Middle East Arab countries. These countries lacked the basic infrastructure and were heavily dependent on industrialized countries which is called the (First world) for economic aid and assistance for professional and technical skills. The social scientists of that time realizing the gigantic task ahead put forward a development media theory to help the under developed nations.

The Development Media Theory emphasizes the following developmental goals as mentioned by Mcquail.  

- Disseminating technical know-how
- Encouraging individual change and mobility
- Spreading democracy
- Promoting consumer demand
- Aiding literacy, education, health, population control, etc.

It was believed that mass communication could be a potent tool in economically backward and socially traditional nations of the world. Since the Third world countries were in dire need of solutions to the most urgent need of their people, the colonial rule had left the infrastructure in shambles. Poverty, illiteracy and unemployment were some of the several gigantic problems, to meet all these shortages a mega global development project was launched and funded by USAID and UNESCO. This project was also supported by academicians and social scientists most prominently Wilbur Schramm who forcefully argued that mass media could help accomplish the transition of new customs and practices and making the task easy. He believed that in the services of national development mass media were ‘agents of social change’ which can improve the quality
of life of a common man miraculously. He has put across clearly that these changes are slow and take their course of time to mature but the process of change is simple.

Hence a nation that wants to accelerate the process of development will try to make its people more widely and quickly aware of the needs and of the opportunities by meeting which will facilitate the decision process and will help the people put the new practices smoothly and swiftly into effect. For Schramm media is magic which can do wonders. He believed that mass media can help to widen horizons, because they have potential to,

“Take a man up to a hill higher than any we can see on the horizon and let him look beyond.”

As the aspirations of the masses are raised he was convinced of creating “The Great Society” where all eyes are on the future and far away. The ‘Great society’, though it sounds utopian, but utilizing the power of media pragmatically can bring mutual harmony and empathy. Talking about the role of media he said that the media can strengthen the national bond by bringing what is distant to near and making what is strange understandable; can help to bridge the traditional and modern society. Kumar says that he was carried away by this messianic role and suggested strongly that the gap of communication must be bridged in the larger interest of people to bring about effective change. A change he believed that encompasses the whole society and the whole men. He further emphasized that the cultural linkage must be developed and to bring healthy social change and to counter the ‘resistance to change’.

Emphasizing the efficient use of media Schramm categorically mentioned that it should be nearer to the roots of the people and their culture. He believed for the success of media ‘localness is an important aspect of media communication’ to make people feel at home and to make the process of change easy and quick. He was also of the opinion that ‘media can affect attitudes lightly held and slightly canalized stronger attitudes’.
Meaning that mass media can help only to shape the view points or can slightly redirect the existing attitude that can make a difference for the media to take its audience on the other side of the hill.

Mcquail also suggested that media should give priority in their content to the national culture and language; media should give priority in news and information to links in other developing countries which are close geographically, culturally or politically; journalist and other media workers have responsibility as well as freedom in their information- furthering and dissemination task; in the interest of development ends, the state has a right to intervene in or restrict, media operations and devices of censorship, subsidy and direct control can be justified.  

Burlon also had similar view about media and he suggested that it should carry out the task of social and educational development within the framework of some national policy.

The strength of the theory is that its approach is comparatively flexible as compared to other media theories. There is less overall control over content, less censorship and a tendency to focus on co-operation between media and government for development purpose and achievement. Since developing countries would employ mass media as a tool for development for nation building therefore, the public welfare and interest are of paramount importance to them.

Pakistan has been a nation with an authoritarian media approach. The print and electronic media are state controlled, though they have been pursuing agriculture, health, education and other developmental programs, which mitigates the effects of authoritarian theory. However, recently in the wake of new economic order and globalization, curb on media has been lifted; government has adopted liberal media policies which allow new radio and T.V channels to work. There is a healthy competition between private and national media. As a result, media is emerging as a social force which if used as a tool for the development of education and teaching of English as a second language across the country, it will help to make it a link language of the people and subsequently bridge the existing communication gap. Going by the word of Schramm who strongly recommended
to the developing countries to use new technical developments in communication and the country should review its restrictions on the importing of informational material media which can help to develop nation rapidly in a planned and efficient way.

By working on the development goals of the theory, I believe it would bring the nation at one platform to share the knowledge and information which would help to build an informed and egalitarian society. The educational media i.e. television, radio, computers serves as a great hope for a developing country like Pakistan by providing quality education to eradicate illiteracy. Media, especially radio and TV, can carry a proportionally greater share of instruction; whether it is education or teaching of a language.

Part: Three
4.12 Experimental Research

Introduction:

Through the analysis of the initial survey it has been found that students consider English as an essential language for the perusal of education and career. However they consider weak proficiency in English to be a great hurdle in the attainment of their educational and economic goals.

Being an English language teacher I am greatly concerned about the deteriorating standard of English and dismal condition of education in Pakistan which is directly linked to English. Therefore, I will examine the possibility of employing media i.e. TV, radio and newspaper for the teaching of English to the population of Pakistan. I believe that new information and communication technologies are capable of transferring data widely and instantly. Long before computers and internet, radio and TV had arrived in the homes of Pakistan but they remained primarily tools of propaganda and entertainment. The media current times is more or less still used for the same purpose however, since the functions of media have changed radically there is a need to make the most of it and use it as an aid for promoting / teaching English.
I have an extensive experience of teaching of English at NUML and as such I have observed that students after graduation or even masters in English cannot use it effectively for communication. Generally the students come from public schools and colleges, and mostly from Urdu medium schools where English is taught through grammar translation method. In this method stress is laid on reading and writing skills and cramming the grammar rules, while oracy skills i.e. listening and speaking skills are neglected. As a result students fail to develop proficiency in oral communication and thus they fail to express themselves in real life situation for example when appearing for job interviews, higher studies or applying for visa etc. The incompetence in functional English affects them adversely. Language proficiency is indeed an integration of all the four skills. However, lack of proficiency in any one affects other skills. At NUML the general method of teaching a language is direct method, however due to its limitations audio-lingual and audio-visual methods are also employed. This eclectic approach sufficiently helps students to acquire the language appropriately. Since, I have selected media as a tool for the teaching of English to the population of Pakistan. The above methods stand significant in their application and practice in this research. However as there is no data or information available about the effectiveness of these methods maintained by the university. I have setup an experiment on the basis of quasi experimental design to asses the strength and weaknesses of media for its application in my research.

Internationally there have been revolutionary changes in the teaching methodology of English as a foreign language especially in countries where it has a status of an official or second language. However I think new trends need to in incorporated in the teaching of a language to make it effective and these must be introduced in our country. As a teacher, in my opinion old methods have become redundant therefore media technology and new strategies are required to raise the standard of English language teaching. It can be attained if innovative ideas are incorporated to bring desired improvements. River comments:
The area of language teaching and learning is not static set in some mould that represents an unchanging model of how things ought to be. The rapid shifts vehement controversies, even recriminations of the past fifty years makes this quite clear. The flexibility of approaches and appropriateness of teaching methods and has facilitated the process of learning second or foreign language. However, we need to sit down and ponder the possibilities for the harvest and change course if we find our present direction is not leading us where we need to go.27

The experiment was conducted in an English language class comprising of two sections. One section was comprised of untreated group and other was a treated group. The objective of the experiment was to assess the strengths and weaknesses of media technology in teaching of a language under control environment.

**Experimental Research**

**Definition**

Walliman describes experimental research as:

“A design in which the research strives to isolate and control every relevant condition which determines the events investigated, so as to observe the effects when the conditions are manipulated. Comparisons are made between results from a control group not exposed to the treatment and experimental group that is.” 28

There are different kinds of experiments which can be setup. Campbell and Stanley (1963) divided experiments in to four general types and quoted by Walliman. 29

- Pre-experimental designs
- True-experimental designs
• Quasi-experimental designs

• Correlational and esposfacto designs

As also mentioned earlier, for this study I have selected quasi experimental design.

4.13 Quasi-Experimental Design

In experimental research there are two most common methods; Quasi-experimental and Random experimental design. The former has provided basis for my research study. According to Angrist

‘Randomized trials are experiments in which the division into treatment and control groups is determined at random (for example, by tossing a coin). Quasi-experimental research designs are based on naturally accruing circumstance or institutions that (perhaps unintentionally) divide people into treatment and control groups in a manner akin to purposeful random assignment.’

It is often considered and asserted that Random assignment of individuals or families to treatment or control group is superior to quasi-experimental evaluation design but Bawden thinks ‘in the human service arena, programs suited to a classical experiment may be exception rather than a rule.’

He believes since programs are linked to welfare reforms or to services within the locality or state, Quasi-experimental designs using comparison groups are superior. In a nut shell we can say, Quasi-experimental designs are sometimes necessary and appropriate when social programs are evaluated. These designs are comparable groups. According to Dabos,

‘the significance of the Quasi-experimental design is that it is a potential for a period prior to program implementation. If data is available, models of program differences between
the two groups can be estimated and tested and the results can be used to interpret post-program differences between the treatment and comparison group population.\textsuperscript{32}

Therefore a quasi or natural experiment is considered ‘the next best thing to real experiment’\textsuperscript{31} by Angrist. She further says that the studies involving randomized trials and quasi-experiments have been placed at the top of the methodological hierarchy by a research office in the Department of Education in America. It is believed that they would mark a new direction for education research.

### 4.13.1 Non-Equivalent Groups Design

There are two classical Quasi-experimental designs. Probably the commonly used quasi-experimental design (and it maybe the most commonly used of a design) is the non-equivalent group design which in its simplest form requires a pretest and posttest for a treatment and comparison Group. The other is regression and discontinuity design.

The non-equivalent Groups design (hereafter NEGD) is probably the most frequently used design in social research. In NEGD Trochim, (2006) says that ‘we most often use intact groups that we think are similar in the treatment and content groups. In education we might pick up two comparable classrooms or schools. In community-based research, we might use two similar communities. We try to select groups that are similar as possible so we can fairly compare the treated one with the comparison one. However, we can never be sure of the groups similarity, if we assign them through the mechanism of random assignment, because it is often likely that the groups are non-equivalent, this design was named the non-equivalent group design to remind us.\textsuperscript{33}

Following the Quasi-experimental design I have selected non-equivalent design for my experimental study. According to its related significance, it would help to determine, whether the program is workable or wise; such a design can be further strengthened by gathering data on the out comes relevant to the demonstration \textit{prior} to the implementations of the program. At the end of the experiment, it would be known
whether the evaluation results are desirable or not, and whether same results can be expected when program is implemented widely as a full scale program.

4.14 Purpose of the Experimental Study

This part of the research work is intended to bring out the significance and role of media communication technologies teaching for the foreign language at the beginner’s level.

4.15 Experimental Design

Although experimental method finds its great utility in a laboratory, however it has been effectively applied in a language class by employing quasi-experimental design.

4.15.1 Sample:

In NUML, English language is taught at three different levels of proficiency; i.e. Foundation, Certificate and Diploma. There are two regular sessions of six months a year. Usually there are six separate sections of boys and girls in each level. Their educational, regional, and social background varies. From this population I have selected two classes of certificate course for the comparative study, both were boys classes as I was teaching them in that semester. The oral communication of certificate level is weak as compared to the diploma level.

Section B was taught with the help of media technology while section A learnt English through the regular teaching method. In speaking skills class audio video aid is not used, however, its use is compulsory in listening skills period. I have utilized audio video technology exclusively in speaking skills class for the treatment of the group.
4.15.2 Validity:

The quantitative data would be collected through pre-test and post-test of speaking skills and it will be tested statistically to verify the success of the carried out experiment.

4.15.3 Tools:

a. The pretest and posttest for speaking.
b. TV, radio, video tape and mobile phone.

4.15.4 Data analysis:

The data analysis of quasi experiment would be evaluated graphically for its study. Percentage of the feedback would determine the result. The performance of each student would be taken into account separately and analyzed to bring forth the progress made in the speaking skills.

At the end of the experiment, I will graph my data as part of my analysis. There are two major reasons why a graph is necessary when analyzing a set of data. First, it gives a visual trend on the behavior of the data points, and it is certainly easier to observe any pattern emerging from a set of data when it is graphed than by just looking at a bunch of numbers. Secondly, it allows us to test a specific hypothesis or law. In short graphs can be powerful tool.

4.15.5 Material Selected for the Experimental Study

I have selected a text book ‘Follow Through’, a text book prescribed for the certified course of English language. The book is used for reading and writing skills. However, I have chosen Sitcom units based on video series from this book for the improvement of speaking skills. See the lesson plan in (Appendix 3).
Follow Through is a multimedia course for students who have completed a beginner’s course in English in a wide variety of communicative situations and are designed to develop student’s frequency in speech and writing as well as their listening and reading comprehension skills.

The course material consists of video units which are linked thematically. Each video consists of Sitcom, Documentary and Conundrum. The Sitcom features entertaining incidents in the lives of several people who work on television program called ‘Follow Through’. The people in these scenes speak at a normal conversational speed but their vocabulary and grammar present the major language topic. The book is designed to help students to understand the appropriateness of the language in situations, which enables students to use English in a practical and real life situation. See the selected units of Sitcom in Appendix 4.

For group discussions and debates, I have selected two English films: Nemo and Shrek 2 (see Appendix 5). They are animated films. As the films are meant to be for children, the characters use easy English for their understanding. The advantage of the film is that it provides life like situation therefore, the language is natural. It has an adventurous and interesting story which is a source of motivation for the students. The theme of the films is based on universal sentiments and values, which are commonly shared by human beings. It provides a lot of material to students to speak on. The exchange of views are helpful in teaching them appropriate expression and manner how to put across their opinion without making others offensive.

Live radio programs on FM 89 were selected for the listening skills. The aim was to give the students exposure of the English used by the people of their own country. News, songs, call-in programs, discussions and commentaries are the salient feature of live radio programs. Many of them experienced listening to radio on their mobile phones, which they found very fascinating and it also gave them a sense of empowerment over the technology which was handy and a quick source of information and entertainment.
4.15.6 Duration of the Experiment

The duration of the Experimental study was four months. It makes 96 days. For speaking skill, one period per day was allocated.

4.15.7 Distribution of Time

For Follow Through, 60 days were allocated. 18 days were allocated for each film, and same numbers of days were assigned for live listening from radio FM 89.

4.15.8 Description

A pretest was given to the students of certificate classes A and B. A topic was given to the students of these classes; ‘My First Day at NUML’. The total marks allocated were 20 and pass marks were 10. The pretest was conducted in the first week of the course. The tape script of few pretest recording has been attached in Appendix 6.

For the speaking skills posttest, a test was designed which was based on the 50 questions. Five sets of questions were made. Each set contained ten questions. Each student was asked five questions, one from each set. The purpose of the sets was to have a comprehensive analysis of their ability to speak on any given situation. See the list of post-test questions set is attached in Appendix 7. The tape script of few posttest recordings is attached in Appendix 8.
End Notes:


http://www.jstor.org/gicvtdir/ap001108/00267902/ap020547/02a00200


7Marshall. and Roseman.


15 http://www.jstor.org/jstor/gifcvtdir/apollo8/00267902/ap020547/02a00200

16 http://www.jstor.org/jstor/gifcvtdir/apollo8/00267902/ap020547/02a00200


18 Dennis Mcquail P. 85.


20 Wilber Schramm P. 114

21 Wilber Schramm P. 127

22 Wilber Schramm P. 127

23 Wilber Schramm P. 138


29 Nichlos Williman P. 112

30 http://www.nber.org/reporter/summer03/angrist.html

31 Www.childwelfare.com/courses.documents/bawden.html

32 Www.childwelfare.com/courses.documents/bawden.html

33 http://www.nber.org/reporter/summer03/angrist.html

CHAPTER 5

THE POWER OF ENGLISH LANGUAGE

5.0 Introduction:

In this chapter, I will focus on the power of English and then respectively focus on the power of this language in Pakistan with relevance to its impact and influence on Pakistani media.

My aim in this chapter is to examine the power of English language because the tremendous use of English in the world is casting a pervasive influence on the media in Pakistan. In the 21st century, technological revolution has given impetus to this language all over the world. The boom in global media has given significant rise to English language and its importance and power has grown double fold. Likewise, in Pakistan there are newspapers in English that have wider circulation now as compared to the past. Similarly, there are numerous T.V channels telecasting programs providing entertainment and news bulletin in English. Computer and internet has added considerable impact on language use. Thus, English has assumed unprecedented importance in media and communication. There is no way that people can deal with new innovations without being armed with English language.

When I talk about English language and its role in media of Pakistan, it is crucial because media in Pakistan was never autonomous; it is only few years back, flexible media policies by the present government has encouraged media consumers to invest largely in this area, as a result several private channels are operating presently. The media consumers are well aware of the fact that English language has increasingly become an
element of social life in the process of globalization so a lot of attention is focused on use of English language in media.

Today, the primary force of English language is global rather than national. Therefore, to understand social relations, structures and processes on an international level there is a need of assigning new roles to English language to be explored in the media of Pakistan.

Languages live and flourish on account of their roles to perform in the society otherwise they become superfluous. While studying the history of English language in Pakistan I have found the role of English language to be limited, because English language has remained a controversial issue therefore justice could not be done to its role in society. However with the recent expansion of media nationally and internationally a need to ascertain its role is necessary, which at this stage if not designed or cultivated the power of English may not be utilized fully and the role in media would be difficult to vitalize. This is because English language is rapidly gaining importance globally. According to Crystal ‘this century is playing a decisive role in shaping the linguistic future of the world therefore he suggest the governments to make choices regarding the English language in time. He also warns ‘if they miss this linguistic boat there may not be another’\(^1\). Hence it is important to make the most of the available opportunity lest it maybe lost. Nyugi believes that ‘through language people describe the world and also understand themselves’\(^2\). So I believe, in the larger interest of the people the right choice about the language at the right time is crucial. The media can play a major role for its substantive growth, for its effectual and beneficial utilization. Therefore evaluation of the role of the language at present is indeed very essential.

In today’s world English, besides having become a medium of social control and power, has also grown dramatically in terms of use, varieties, and in terms of complexities of language that are expected of a modern citizen. In Pakistan, English speaking people are in minority therefore, the illustration of the role of English as a second language in media is important to give them an essential awareness of knowing a
second language and its benefits. Most importantly as 70% of the population living in rural areas is still unfamiliar with English language and needs a greater exposure of knowledge to become part of an informed society.

5.1 Power of English Language:

Power is exercised in many ways and language is one of the ways. Kachru observes that the power of language is closely connected with societal power. It can be manifested by using persuasion, regulation, inducement, or force to add a code to a speech community or by the suppression of a particular language variety and the elevation of another.  

The power of language is also acquired through certain linguistic characteristics of a language, which make it a preferred language. Such an assumption is linked directly to English language because the history of English reveals that among the social dialects of English, one of the dialects was elevated through the process of standardization which later came to be known as Standard English. However, Norman thinks that it is a fallacy that standardization of English helped to promote it as a language of learning, where as in the real sense the spread of English is the result of long process of exploitation and colonization which gradually took over the social institutions such as, Government, administration, education, Law and literature.

In 18th and 19th Century, Britain ruled and controlled the sub-continent commercially, politically and, of course, linguistically. To give an evidence of the linguistic power Begum quotes a famous line of Macaulay’s ‘Minute’ in which he proposed English books for learning and scornfully dismissed the whole Indian culture on linguistic grounds:

“I have never found one of them (the Orientalists) who could deny that a single shelf of good European library was worth the whole native literature of India and Arabia… It is, I believe no exaggeration to say that all the historical
information which has been collected from all the books written in Sanskrit language is less valuable than what may be found in the most paltry abridgements used at preparatory schools in England.”

London says in his article that the intellectual claim made by Macaulay for the dominance of English linguistically established a hierarchy of languages. Among Indian and European languages, he found English to be the most pre-eminent language. He quotes Trautman who says:

“And thus had the status to demonstrate and reinforce the notion that society which spoke this highly developed language must of course be more highly developed than societies which spoke languages which were less advanced.”

Under the imperial rule in India, on this basis, English started to emerge as the language of political and cultural power. Over a period of time, with the advancement of technology and media it became the pre-eminent language of the globe.

Kachru has discussed the power of English in many of his writings. In one of them, he cites Bolinger who has used a metaphor the ‘loaded weapon’ to characterize language. According to Kachru questions about language and power go beyond linguistic into history, sociology, attitude studies, politics and economic considerations.

Therefore, it can be concluded that important reason for the success of English, according to Kachru is naturally the historical role of England as a colonial power. In India (pre-partition) for example political power naturally related to the language of the Raj and it also became a symbol of political power. English became the language of the legal system, higher education, administrative network. Science and technology, trade and commerce either because the indigenous languages were not equipped for these roles and English provided a convenient vocabulary, or the use of English was considered prestigious or powerful. English gradually became a major tool for acquiring knowledge in science and of the worldly affairs.
In present day scenario English has become the most dominant language of the globe and its power is unique for several reasons, but mainly for: First, it facilitates science and technology and brings about modernization. Second, it is a window to the world and the gateway to power. Third, it provides social mobility, not only at international level but also at the national level. And, lastly, it is the most commonly used language of media discourse and communication around the world. Power of language is thus essential for global socio-economic, cultural and academic development, community capacity building, and transfer of technology, international trade, international relations and human relationships. This may be the ultimate reason in many countries of learning English in many countries as a foreign or second language. It is recognized that English is the language of power.

Rehman has conducted a detailed study on the issues pertaining to English language in Pakistan. One such issue is related to language and power. He sees the linguistics power to be a strong factor which enables it to acquire power. He divides the linguistics power into three kinds.

1- Signitive power
2- Symbolic power and
3- Pragmatic power

Rehman quotes Galbraith who observes,

“The supreme exercise of power lies in shaping people’s world view upon which their values and actions are contingent. Indeed social conditioning through schooling and media is the most important way of changing world view whether under taken by business organizations or the state”.

The acceptance of world view has been defined as signitive power. Galbraith believes language is used to create a world view. Whorf and Sapir quoted in Rehman
have argued the ‘language structures thought and therefore the world view was in a way shaped by language.’

Another aspect of signitive power of language has been defined by Tollesfan quoted in Rehman, he says ‘Language is a new means of propagating ideology.’ He believes ideology is connected to power, because the assumptions that come to be accepted as common sense depend upon the structure of power in a society. This means, thereby, that education and curriculum helps to attain such kind of power. This kind of power is achieved to show superiority of a language. For example today America and England are divided by common language English and their identities are portrayed in American English and British English.

Rehman tends to give weightage to symbolic power, because it gives language a positive or negative value which ‘rests in minds of perceivers’ He believes that the symbolic power of language has to have intrinsic qualities. For example he sees English ‘language to be associated with modernity and knowledge and education in Pakistan’. Kachru also has similar views about symbolic power while discussing the attitudinal area in which power of English manifest itself. He believes, rewards and benefits motivate a learner to learn English language. Endorsing Kachru’s views Rehman agrees that it is the utility of a language which endorses its power. Learning of English language leads to lucrative jobs and access to domains of power.

Pragmatic power is based ‘on the communicating dimensions of language’ as believed by Decadt. He looks at how language is used in power of domains, such as the machinery of state or corporation. Rehman observes ‘this visible machinery is associated for the most part with the state in Pakistan--- government, bureaucracies, military, judiciary, education, research, media.’ He finds ‘modern sector’ in Pakistan to be dependent on the use of English language, otherwise he is of the opinion that power can be achieved through other means such as religion or land. Rehman sees into other factors which generate power in the society for example education. He finds it to be a major
contributing factor to the power of language because the hegemony of powerful elites of the society is maintained through it. Moreover he also considers language policies performing strong role in the game of power if not the defining one ‘The decision about which language(s) is to be taught to whom, then is related to power’\textsuperscript{15}. The establishment of two mediums of instruction i.e. English medium and Urdu medium, in Rehman’s view are instrumental in restricting language and power to rich and privileged class and hence the less privileged go to government schools and “are locked out of the power apparatus”\textsuperscript{16}

Linguists have tried to see phenomenon of power of English language in various perspectives. Crystal believes that ‘the power of language is the political power of its people- especially their military powers along with economic power, which helps to expand, maintain and sustain it’.\textsuperscript{17} This is indeed very true about America presently. The American economic developments in communication technology in 20\textsuperscript{th} century onwards in form of digital media, electronics media and print media has reached unprecedented heights leaving undeniable marks on everyday life of people. In short, English language has become the axis of communication around which the world is revolving.

After studying the views of eminent linguists Kachru (1986), Rehman (2002) and Crystal (2000), I understand the power and eminence of language is established on three accounts.

1- Language Attitude  
2- Superiority of Nation  
3- Adoption of it as a Means of Wider Communication.

English has all these three characteristics which verify its power and importance as the most widely used language in the world.
5.2 Language Attitude

Language attitude is highly rated for the language to be powerful. Kachru, stresses the importance of attitudes. He says when determining the power of English: what one thinks the language will do for him or her and what others think of a person when he or she uses the language counts. Kachru reiterates that the power basis of English has to be seen in both material and psychological terms. Psychologically the linguistic attitudes are greatly accounted for the usage of language. It can be positive, negative or natural. However the governing force behind the language is seen to be either instrumental or integrative. When the knowledge of language is considered to be prestige maker, the learning of that language is said to be instrumental on the other hand if a learner wishes to learn a language in order to identify himself with the speech community, the motive is called integrative. Nevertheless, it is the benefits and rewards attached to the language that motivates one’s attitudes to learn and speak a foreign or second language. In case of Pakistan people believe that learning of English language would lead to better job opportunities and to economic benefits. Cooper and Seckback maintain ‘when knowledge of a language becomes associated with material benefits, and when people have opportunity to learn it, they are likely to do so.’

5.2.1 Attitude Towards English:

Mackay quotes Fishman, who points, the fact that an individual who knows English and uses it does not demonstrate that he or she likes the language. Based in his study of the relationship between language competence and use of attitude in India, Indonesia and Israel, Fishman found that the relationship between linguistic competence and attitudes toward English is a complex one. On the basis of this study, she contends that,

“English may be expected to continue as the language of technology in Third World settings for as long as politically low-keyed American domination in this domain continues. Attitudinal resistance to English in this respect can be
expected to weaken as younger generations successively shed more and more of the puristic and exclusive ideologies that their parents and teachers formulated and espoused during the formative struggles for political and cultural independence. Acquisition and use of English should increase as educational opportunity becomes decreasingly dependent on social advantage and as modernization orientations reach successively larger population segments in the Third World. On the whole there is no likelihood of mother tongue replacement by English. Rather increased acquisition and use of and improved attitude toward English as an additional language are likely, particularly in technological contexts.”

Hence, Fishman’s anticipation about the increased acquisition of English, especially in technological contexts has important signification for language teaching. It implies that in countries where English is used for primarily scientific purposes there would be a greater need for courses which focus on English for Science and Technology.

5.2.2 Superiority of Nation:

The major impetus to establish English Language and consequently making it important at the threshold of education and communication has been the superiority and domination of a nation. History proves how languages of the Greeks, Romans and French nations dominated and ruled the world. It was the technological and military strength of a nation which played a fundamental role in making the language of a certain nation superior and consequently making it indispensable for the people.

Besides Macaulay, other people have also assumed English as a superior language. London mentions in his article some claims made for the superiority of this language. One such tall claim was made by an English politician Whig who eloquently said:

“Our language….stands pre-eminent among the languages of the West…who ever knows that language, has a ready access to all the vast intellectual wealth which all the wisest
nations of the Earth have created and hoarded in the course of ninety generations...it is likely to become the language of commerce throughout the seas of East [and around] the world”

Through his argument he put it in black and white that the British, who spoke English, were superior not only in race, class and culture, but also in power and economics. Since power is the “ability to achieve goals and to control events through intentional actions” as said by Tollefson in London, so English education promoted in India at that time is a good example of power demonstrated in a subtle but ruthless manner. The people were forced “to embrace English as one of the best modality for interpersonal and other forms of communication” as mentioned by London.

In 19th century there was no match to the language of imperialism. The Industrial revolution led Britain to being the most powerful nation besides its hegemonic policies of colonialism. A phrase which was often used to express its magnanimity that ‘sun never sets on this empire’ is no more applicable. Crystal states that finally when the sun set on the British Empire after the World War II, the United States emerged as a sole global super power. Crystal has accounted for the present day status of English as the result of two factors; the first being its colonial past. The second reason which has ensured the continuing influence of English through the twentieth and present century is the economic power of America. At present its preeminent position in military and economy power makes him a technological and cultural giant leading the way to the status and stature of English highest in the history of languages. Thirdly, the American control of world media is almost unchallengeable. English has always enjoyed the supreme status of being an international language, but today it is a global language. It is most widely spoken and written than any other language, even Latin. Globalization has added new dimensions to its role and its importance has become twice as compared to the past.
5.2.3 Language of Wider Communication:

Generally, English is recognized as a vestige of British colonialism or the sign of American imperialism but now English is seen as the viable candidate for world’s most important language of communication.

Today many countries have adopted English as a language of wider communication making it a world’s lingua franca. Conrad and Fishman have pointed out clearly as quotes Mckay:

“English is the language of diplomacy, the predominant language in which mail is written, the principle language of aviation and radio broadcasting, the first language of nearly 300 million people and additional language of perhaps that many more”. 24

‘A widely quoted statistic is that three quarters of the world’s mail is in English. Crystal says ‘About 80% of the world’s electronically stored information is currently in English’25. The revolutionizing technology internet which plays multidimensional functions has further strengthened the status and spread of English language. English continues to be chief lingua franca of the internet- a position which is now beginning to be acknowledged in popular media. ‘Media is at the center of everyone’s life – the press-radio, advertising and specially television. Even a ‘hint of nuance’ can make a difference’26. English as a means of communication is evolving in unimaginable ways. New technologies such as computer, internet, and mobile phones besides playing a communicative role, are helping people to pick up the language too. In short, the expansion of English language through wireless and satellite is perhaps the last nail in its popularity, dominance, use and power.

Language which is used at such a colossal scale tends to be hegemonic and powerful. The global power and hegemony of English, is explained by Kachru cited in Albert in the following words
“Where over 650 artificial languages have failed, English has succeeded: where many other natural languages with political and economic power to back them up have failed, English has succeeded. One reason for this dominance of English is its propensity of acquiring new identities, its power of assimilation, its manifestation in range of varieties and above all its suitability as a flexible medium for literary and other types of creativity across languages and culture”

Hence the power of English language makes it a language of wider communication which is adopted by the world for several functions.

5.2.4 Power of English in Pakistan:

In Wei’s opinion, language is not a static entity, rather, she considers it a living organism, which is born, grows, and dies. However, language is a human faculty: it co-evolves with us, Homo sapiens, and it is we who give language its life, change it, and if desire, abandon it.

Permanence of a language is not possible. Once Latin and French were the world languages but, over the period of time they became inessential and were replaced by English language. Similarly Persian had its glorious days for hundreds of years, but with the arrival of the British East India Company in subcontinent, Persian was removed from the courts and English language took its place. Later the famous ‘Minute’ of Macaulay mentioned by Kachrue enforced English language which became the part of Indian language policy and which led to the turmoil and agitation in subcontinent. Consequently, the Indian society was polarized on the basis of language. Muslims resented it on religious and psychological basis while Hindus readily grasped it as ‘road to light’

Subsequently, English was established firmly as the medium of instruction and administration by British Raj (1765-1947). With the acceptance of language, it became the language of the elite, of the administration, and of the Indian Press. Soon it started to emerge as the language of political and cultural power and became an essential tool in
gaining social prestige. Hence, English became ‘the language of government, education and advancement, at once a symbol of imperial rule and self improvement.’

At the end of colonial rule and after partition in 1947, English in Pakistan, maintained its power as the official language of the country. As it was a language of convenience, it has been successful in making unrestrained inroads in any domain be it education or media. The power of English has manifested so strongly in Pakistan that it continued to be the language of most salient and powerful institutions such as administration, higher education, legal system, science and technology, trade and commerce etc. The most important reason for the domination of English is that it is a weapon of political power and believed to be a symbol of status and prestige in the society. In a research article Rehman has conceded that language is closely related to power.

“The language of the power is one which is codified into grammar books and taught in schools. If you want a job in any domain of power – Government, administration, military, judiciary, education, commerce, media, research etc – you must know this standardized printed language”

In Pakistan English has acquired socially and administratively most dominant roles: the power and prestige of language is defined by the domain of language use, ultimately the legal system and the official language. As the ascendancy of English was never denied therefore in the span of six decades English has become the second language for many educated Pakistanis who use English for social and personal domains and its functions. Although, English is a language of minority, but this small segment of population controls domains that have professional prestige

To describe in detail the power of English in Pakistan first, I would like to mention how language is legitimized in a state or country. Bourdieu (1991) speaking of legitimacy’ of the language in Language and Power is of the opinion that language legitimating is achieved through institutional exercise of symbolic domination. The institutional exercise may be carried out through state, market, ideologies class etc. All
these institutions play a powerful role in the legitimating process of a language. The intervention of the state is most often through social mechanism of play of power to designate a language as ‘official’ or ‘standard’ etc. which legitimizes its entry into category of ‘legitimate’ language.\(^{32}\)

In the hierarchy of languages in Pakistan, Baumgardner informs that English enjoys the highest position. ‘The anchorage of English in Pakistan is that the constitution and body of law are codified in English and there is no other version in any other language’.\(^{33}\)

Having said that, as stated by Baumgardner, ‘English language retains an undeniable position and importance in the country. It is the language in all commerce and most bureaucratic business is carried out, and it remains the primary medium of instruction and research at the tertiary level of education’.\(^{34}\) The association of a language with its role is determined through the domains of its use. The language is considered more valuable on the number of roles a language plays. In case of Pakistan, Kemal observes:

> “English because of its history and association with currently valued domains of higher administrative, science and technology, international commerce, western culture and pop entertainment is perceived as highly valuable as well as powerful and as a ticket to upward mobility”\(^{35}\)

The overwhelming use of English in Pakistan makes it pragmatically valuable and socially significant; it is playing all the international and intra-national roles.

In Pakistan, the affluence of English is all pervasive. According to Baumgardner ‘It has been guest mated that from one of three percent of the Pakistani population knows English---- In raw figure it translates into about one to three million speakers.’\(^{36}\) The English speaking people are in minority, but interestingly English plays a highly
dominating role despite the fact that political and religious lobbies have been working for years to undermine its status. As Baker says,

“attitudes are crucial in language growth or decay, restoration or destruction: the status and importance of English in a society and with an individual drives largely from having adopted a learnt attitude.” 37

Historically, as well the response towards English language has been quite unfavorable. People were reluctant to absorb the tradition of the language together with thought pattern of English. Muslims vehemently refused to learn English on the basis of their particular mindset. Firstly, they resented the language as it reminded them of the atrocities committed against them during the British Raj. Secondly they perceived learning of English as something prohibited by their religion. However these notions were diffused by the intervention of Sir Syed Ahmed Khan who fully supported English language and urged them to learn it in their own interest and benefit.

After independence, again the factor of language attitude has been strictly counted for the unsteady growth of English language. English in Pakistan though it enjoyed a privileged position, but there was a clash of thought between those who wanted to retain it and those who wanted to do away with it. Despite the political resistance, the circumstances and ascendancy of English turned the tables and English gradually achieved the status of second language. In past there had been social hesitancy to use English, but it has continued to play a role in our society. The role might be more important today than it was during British times.

In the period of globalization, Pakistan is experiencing a rapid increase in the use of English language. Presently in the age of communication English is playing primarily a developmental role. It is providing contact with the outside world. For business people it is a means of international communication, where as on the professional side it is of significant importance as it provides latest information related to scientific technological development, medicine, engineering is available through English. The socio-economic
aspects of lives of people seem to have been slowly changing after the introduction of policy of liberation and open market. Dr. Sippahond Ketude, one of the prominent educator in Thailand has stated that ‘English is no longer a matter of preference. It is a matter of necessity.’

People of Pakistan are well aware of the global changes, the increasing power and value of English language globally therefore, the need to learn English has increased manifold. An editorial ‘English or Urdu’ in The News verifies the importance and indispensability of English in Pakistan.

‘English is increasingly becoming a language of preference and choice, of upward mobility, and the indicator of one’s social and financial standing. It also needs to be realized that those who are fluent in spoken and written English in this country tend to stand a much better chance of finding good and well-paying jobs than those who do not have this facility.’

The editorial was written to acknowledge the announcement made by former education minister. Javed Ashraf Qazi that Pakistan will have English language education system from 2007 onwards. From one standpoint ‘the announcement is good in that it seems the government has finally realized the importance of English in today’s world and wants children to be taught in it from an early age.’

In the power struggle English has always created a disparity in Pakistan. It has reinforced class division and status consciousness in the society but a decision to teach English at an early age may help to overcome language controversies. In the opinion of Naphapiet and Ghosal ‘Having a common language enables people to facilitate their ability to gain access to other people and their information. Different codes and languages keep people apart and restrict their access,’ Since language becomes a focal point in social, political and economic struggle, the linguists and educators can help to promote harmony and provide equal opportunities for progress and development of the nation.
5.3 English as a Second Language in Pakistan:

English language has different positions regarding its usage. There are countries where English is the native language of the majority, there are countries where English is known as second language and there are countries where English has no special position.

English possess double status in Pakistan; it is an official language of the country and it has a special place as a ‘second language’. The decision to choose English as an official language was made because English was perceived to be a neutral language. Crystal says;

‘A foreign language is found to be suitable in given political environment and its value to carry out international role cannot be ruled out where it has been adopted as a second language.’

Crystal further explains that it is essential to master the official language as early in life as possible. Such a language is often described as a ‘second language’ because it is seen as complement to a person’s mother tongue or first language.’ He takes pride in talking about the popularity of English as a second language adopted by round about 235 million to 350 million people in the world. Out of these 100 million to 1000 million have learnt English as a foreign language.

In a Newsweek article on ‘How English language is evolving and changing the way we communicate’ the writer writes, “non-native English speaker” world wide now outnumber native ones 3 to 1 in Asia alone, it says the number of English users has topped 350 million__ roughly combined population of United States, the UK and Canada.

The phenomenal spread of English and recent global conditions of English have attracted the attention of scholars and sociolinguists equally. Braj Kachru an Indian linguist sees the spread of English in three concentric circles namely: inner circle, outer circle and the expanding circle, representing different ways in which the language has been acquired and is currently used. The outer circle includes the speakers of English in non-natives country’s chief institutions and plays an important part as a ‘second
language’ role in multilingual setting, such as in India, Pakistan, Nigeria, Singapore and Zimbabwe.

Kachru believes non-natives use English either as a foreign language or use an institutionalized second language variety of English. Meaning thereby that a society makes use of English on a day to day basis along with one or more languages. It can be institutionalized through school media or possibly be used for a variety of functions in the society where it is spoken. So, this statement seems quite appropriate regarding English as a second language in Pakistan which is used extensively at many levels and for many functions in the society.45

Hassan, a professor of English language observes:

“English is used everywhere in Pakistan in planning, requisitioning, preparing projects, banking, industry, justice, commerce, international trade, aviation and government. At a social level one will find more wedding invitation written in English than Urdu”. 46

This is not all, one will find road signs in English, billboards, advertisements brochures, menus, labels of products, utility bills, greeting cards, posters, banners, form filling, name anything it is written in English. And presently in the backdrop of globalization, where media has made English language more powerful and vibrant then previously, the need to learn and use English has grown remarkably in Pakistan.

Fishman says ‘Languages are rarely acquired for their own sake. They are acquired as key to other things that are desired.’ 47 In Pakistan English has been and is always viewed as a language of economic convenience in which many white collar jobs exist, such as business, media, education and governmental jobs. Due to economic changes in liberal market system, there is a brisk growth in employment in the private sector as telephone industries, educational institutions and media. It would not be out of place to use Kachru’s term ‘an Alchemy that can transmute an individual’s life’. 48 The instrumental reasons outweigh strongly the other reasons to learn English in Pakistan.
because they are directly related to economic benefits and considered as the fabled ‘Aladdin’s Lamp’.

Today education and language are directly related. While access to knowledge is the business of education, the medium is English language. Recently in Pakistan, it is noticeable to find rapid increase in admission to English medium schools. Parents are seeking admission of their children in these schools as they think to study in Urdu medium school would be a futile effort because in the long run employment options for these students would be either less or nil. Moreover they are interested in providing technical education at higher level to their children. The traditional BA or MA has been replaced by BBA and MBA. The rich and elite class prefers O’ and A’ levels as schools and college education for their children. The students when they enter the universities to take up professional courses such as computer sciences, medicine and engineering, the text and syllabus is in English language. Prior to the admission, the entrance test for university education is also conducted in English. To cope with this total shift in education the government has announced to start English from class one from June 2007 and has also decided to open several technical universities, vocational institutions and to uniform the medium of instruction.

Varghese and Mark have made a distinction between ‘English as a foreign language’ and ‘English as a second language’;

“When English is taught as a school subject at adult level solely for the purpose of giving the student a foreign language competence which he may use in one or several ways, then it is taught as a foreign language. But English becomes a second language when it is a language of instruction in schools and colleges and is used as lingua franca between speakers of widely diverse languages” 49

Talking in an interview in a T.V program ‘Choti Khaber, Bari Baat’ (which can roughly be translated as small news, big message), the education Minister Atta-ur-Rahman said that it would be compulsory for the teachers to do a TOEFL course before the end of 2008 or else they would not get jobs in the teaching profession. Highlighting
The importance of English he emphasized that English is a requirement of modern age communication and its proficiency is essential. As English is directly linked with development of economy therefore for economic gains it is indispensable. He also stated that he was not talking about ‘English medium’ or ‘Urdu medium’ rather he was merely talking about learning of English as a second language for better communication and knowing English terms and vocabulary while teaching a subject.  

The global market for English language teaching has increased over the last few years. Pakistan being the part of this globe needs English not only for education and operational purposes but to identify themselves as an active participant of global enterprise. Hence keeping in view its importance, many universities in Pakistan are offering TEFL and ELT courses to encourage and facilitate English as second language learning.

Globally British council has contributed immensely to the spread of English language as a ‘second language’. Burns quotes Nedebele (1987) who informs that,

“British council---continues to be untiring in its efforts to keep the world speaking English. In this regard teaching English as a second language or a foreign language is not only good business in terms of production of teaching materials of all kinds---but also good in politics”  

Philipson cited in Burns wonders whether the spread of English is ‘accidental’ or ‘natural’. But his work reveals that it is a ‘result of deliberate policies of government in English countries to promote the use of English worldwide for economic and political purposes. He also views it as a joint venture of Britain and America since mid 1950’s to pursue their ‘capital’ interests by establishing English as universal ‘second language.

Language plays a central role in how we understand ourselves and the world, thus it has strong sociological and psychological implications on its speaker. The most vulnerable class of speakers is of young people. As Crystal has observed ‘English for the younger generation in many countries has become a symbol of freedom, rebellion and
modernization." As mentioned earlier the young generation of Pakistan comprises of ages between 15 and 24. They are entering a period of transformation where things are happening unexpectedly and fast. The rapid changes are positive in a sense that they make them more adaptable and adjustable to varied situation. Similarly they see the ‘English language’ also in the same context, which is growing bigger everyday like ‘magic beanstalk’ in a different perspective from their old generation who considered it something forbidden. They do not have a narrow mind set, rather they see English language as a part of bigger whole, identical with development and modernization. For them it is to have more liberal view about certain aspects of society, rights and democracy.

5.4 The Importance of English in Media of Pakistan:

I have deliberately not used the word ‘Power’ of English in media of Pakistan because it has not yet gained sufficient strength; however, the importance of English is irrefutable as there is prominent use of the language now a days in our media.

English is the language of modern mass media and of traditional mass media of the world. Though it is not in conformity with the Pakistani culture but mass media is the best medium to popularize any language. Moreover, social acceptance is the main factor for the popularity of a language. Few years back English was used partially in Pakistani media, but with the fast development of technology in electronic media, the trend of media to use English has become so evident that it is even used in Urdu news papers.

Baumgardener confirming the extensive usage of English in Pakistan writes,

“In spite of policies, plans and efforts to employ Urdu at the widest national level in government, semi government and private sectors, one cannot help but notice proliferation of the use of English in Pakistan in such diverse areas as trade, business, industry, sports entertainment and the media.”

54
5.4.1 Print Media:

Newspaper

Currently mass media is increasingly using English as compared to the past. The recent analysis of English print media from year 2004 to 2005 will help to verify the usage.

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*Figures collected from Audit bureau Committee, 2006. Islamabad, Pakistan.*

The 10-12 percent increase in English newspaper shows substantive growth of English language in Pakistani print media in year 2004 and 2005.

Historically, the importance of press was evident even before independence. However, Muslims were educationally so primitive, that it took several years of struggle before they could fight for their rights. The Muslim Press played a catalyst role especially the English press. Its concerted efforts brought Muslims on one platform and environment of animosity that existed at the time was expunged by conducting the role of mediator and by elucidating their point of view through English newspapers.

After the cultural shock of 9/11 the nation is once again confronted with a similar antagonizing situation. Anti-Muslim feelings are growing in European countries and America. Pakistanis are labeled as undemocratic and extremist people. Whereas in the
world politics Pakistan is playing a pivotal role against terrorism. In this contradictory situation the fabricated image of Pakistan is being expunged through mobilizing media especially English newspapers which are an important source of communication. The press is playing a vital role to project the soft image of the country, the language of diplomacy and dialogue on political front is used fully to help to solve and negotiate the issues. Simultaneously English newspapers are playing a foster role to show solidarity with the Muslim countries.

Among all media of mass communication in Pakistan only newspapers have the honor of sharing the destiny of Indian Muslims to get their sovereign state. This medium was used only to achieve a specific objective but now it is considered a medium system of providing information, news, views, awareness, education and entertainment to its readers. Both English and Urdu newspapers played a revolutionary role in the past, but as my research is related to role of English language at this point in time I would focus my attention on English newspapers. The global spread of communication network has forced countries to review its stance on English language. Since the global language of communication is English it has had a strong impact on media. It is now a question of how to survive in this age? There is an old maxim ‘Do in Rome as the Romans do’ therefore English newspapers are trying to utilize this language as the best tool for communication, and to emerge victorious in a linguistic war.

It is quite noticeable that the growth of English in media has been slow but nevertheless steady. Despite the difficulties and hurdles English newspapers today are performing their role politically, sociologically and economically according to the circumstances. At the societal level English language is slowly and gradually penetrating in all spheres of life. English newspapers are doing their best on international diplomatic front as well. With the arrival of digital media in Pakistan one can now view newspapers online. Moreover, modern printing technology and the improved quality of paper has made it more attractive for the readers. The special editions of English newspapers publish additions on art, culture, films plus literature for children.
Libraries have important newspapers on their reading desks; a large number of readers are students. The newspapers provide them authentic information on every subject. Since English continues to be the sole medium of instruction at tertiary level especially in medicine, science and technology, management and commerce, and such other areas English has an edge over indigenous languages.

The commercial advertisements in English have increased the number and circulation of newspapers. It has become a good source of generating revenues from the advertisements therefore the newspapers have become economically self sufficient as a result it has also improved the economic conditions of the people related to the media profession.

Today people heavily rely on mass communication therefore English newspapers greatly influence public opinion and views. The editors are molding the psyche and minds of the readers. Though it is always a national language which is the medium of communication between the media person and audience as it determines the presentation of ideas and events but today this role is successfully played by English language. It is creating awareness about language education. The English newspapers have become popular across the country which attracts maximum readers both at societal as well as government level.

5.4.2 Electronic Media:

5.4.3 Radio

Radio has greater potential in mass media in Pakistan than newspapers for two reasons. Firstly it reaches even the remotest corners of the country and has no physical barrier. Secondly, it imparts language education and provides entertainment and disseminates information to both literate and illiterate listeners.

Seventy percent of the population of Pakistan lives in villages. Mostly they are farmers and their economic conditions are far from better. The areas are under developed
and have less facility of electricity therefore there are more transistors in the country as compared to radios. Transistors do not need electricity as they can be charged with cells. It is low-cost and easily available and has a vast coverage even in distant rural areas.

The government had monopoly over radio for more than 50 years. The national language Urdu was used as the medium of broadcasts over these years, but news bulletin were special features which were also broadcasted in English. However the establishment of private sector in 1995 brought an end to the monopoly. It has launched several FM channels which are very popular among people. In the wake of electronic revolution, and availability of different mediums such as, DVD, CD ROMs, cassettes, movies have triggered the use of English language. English is used in all spheres of life around the world; the quick down pour of information via T.V and cable, definitely has a trickle down effect on the radio. As a result the radio has geared up its English broadcasts, making it more lively, entertaining and informative to attract the audience. Most of the audience of this country is the young generation, who is better educated and well aware of the circumstances, both at national and international platform. They look forward to listening to English programs for fun and entertainment beyond the agricultural tips and kind of urea to be used for their crops. So English music and listener call-in- programs are very popular, and appeal to young and teenagers. The young generation likes to join media as a part time job and those with a good English accent and fluency join it as RJs (radio jockey) for English programs. Looking at the interest and motivation that radio generates amongst the young generation, it can be assumed that it can become a major and more useful source of communication.

Pakistan at the moment is facing the major problem of illiteracy. Looking at the popularity, radio can prove to be a useful tool to solve this problem on war footing.

5.4.4 Television

The current age may be called ‘The Age of Media’. Electronic media is most powerful source of communication. People believe what they see on T.V. They may
watch any incident or accident while sitting in their rooms having a remote in their hands. It is a vital force and cheap source of information in Pakistan. Secondly television has become a battlefield for media wars. The weapon which is being used for this kind of new war is unique; it is the English language.

Media in Pakistan was not independent a few years back, especially electronic media. There was only one channel (PTV) which was under the control of the government and strict policy of censorship did not let it flourish. However now Pakistan has more then a score of channels and most of these channels are private. The private channels are major user of English language. They are aware of the fact, that the telecast in Urdu language only can limitize the number of viewers, because it is also watched in other countries, through satellite. These channels including PTV are promoting the economy, culture, tradition, religion and modern aspects of life such as fashions and style. However their priority is ‘News’ and ‘Views’ which are delivered round the clock.

Highlighting the importance of electronic media, former Prime Minister Shaukat Aziz, while addressing a live program of P.T.V to mark the Global channel transmission said that ‘Pakistan’s progress was associated with the success of National media and if it fails to compete then the whole nation would be left far behind in-terms of progress and development.’ He further said that the electronic media of Pakistan was facing a tough challenge and the Government wanted to see it successful in this competition for the sake of National growth. It is an era of globalization and that’s why the government has given the media an unprecedented freedom to face the growing challenge of international media.

The Muslim children who grow up in European countries, sometimes face language problems as they can’t apprehend indigenous languages properly: therefore, programs telecast in English help to attract them towards local channels at home and abroad.
Religious channels e.g. QTV (Quran TV) telecast religious programs in English for better understanding of Islam on the world forum. Dr. Zakir Naik delivers his lectures in English representing Islamic concepts about every aspect of Islam. These programs help the younger generation (who follow the western culture blindly) to inculcate in them the Islamic code of life and true religious moral values.

Nevertheless, as electronic media, especially Television is facing tough international competition. To compete with them, the channels organize programs related to people and current affairs. A special live interview of people from around the world helps to explore all the possible views and present them ‘holistically’. To update people on national and international events and to provide entertainment to public and common people, multimedia screens are installed in big cities where they can freely watch different programs. It can be a cricket match or a football world cup with running commentaries in English. The live coverage of Lebanon war by Pakistani T.V channels in 2006 helped to create sympathy and a bond of brotherhood with the Muslim state.

The most exposed and influential category of people to electronic media is youth. The age from 13 to 18 is commonly perceived as very impressionable age, as it passes through the phase of life in which they have to determine a course of action. Secondly from linguistics aspect this age bracket is the most affected segment of the society. Youth of this age groups remains in search of recognition, better future and better acceptability by the society and career. The domination of English in this media fully holds and moulds them and youth have no reservations to accept it, as they find it very promising for good and comfortable start. The growth and role of English in media of Pakistan is in the process of expansion and if it is tailored according to futuristic needs, can make up for our national losses.

Parveen says that it is the time to invest in young people and in their future, and further elaborates that:

“Communication programs play an essential role in educating, understanding, informing and motivating young people. Since young people are the passionate consumers of popular culture
and entertainment, therefore entertainment through TV is an ideal channel to reach the youth.\textsuperscript{56}

Dr. Atta the former chairman of HEC has mentioned on convocations of different universities about the role of youth in the country. According to him 54% of Pakistan’s population is below the age of 19, they should be equipped with science and technology and English language education, for that we have an opportunity to utilize the potential of our youth towards embracing for the challenges of progress.

Hence, the bottom line is that mass media should be used as much as possible in a constructive manner, may it be for imparting knowledge or providing entertainment. However, it can be used for creating awareness about the English language considering the enormous potential it has of influencing the younger generation. I consider this is no time to discourage them from learning English when the whole world is speaking it. What is needed at this point of time is to extend the role of the English language in media to hear and to be heard all around the world.

To show the recent progress and development Pakistan has made in mass media, a profile of print, electronic and broadcast media in Pakistan has been charted by Gallup international. It depicts that in recent times television has become the major and foremost communicator in urban areas. If the government and private enterprisers make a unanimous effort to reach rest of the people of Pakistan through television, it can help to overcome the problems of literacy and communication.

To provide an updated and complete picture of media in Pakistan, the following table containing independent statistics about Pakistani Media for the year 2002 – 2003 including print, electronic and broadcast media is added here. It has been compiled and produced by Gallup Pakistan; the Pakistan affiliate of Gallup International.\textsuperscript{57} This data clearly depicts the extent of penetration of the various forms of media in the Pakistani Society.
Paste media page!
5.4.5 Conclusion

For good or bad, English has remained with us even in post independence period. It has been accorded the status of an official language of the country. The supremacy of English has maintained and existed in the society through English education for the elite. The policy adjustments of various governments to do the opposite could not succeed. Now English will in all probability maintain its position of dominance into the foreseeable future of Pakistan.

The experimentation with English language has today become a thing of the past. It has spread into many new domains both commercial and personal. It has acquired new functions including the self expressive or innovative function. Moreover today, it is hard to overlook the instrumental benefits attached to this language. As Kachru says ‘The pros of using English has wiped the fact that it originally was colonizers language.’

The technological circumstances and rise in media is providing opportunities for English to grow and prosper in Pakistan. In fact it is being promoted in media as a modality of choice to make it the language of people, so a need is found to construct socially a role of language to share linguistic power. The aim is not to make “English men” out of our people but to provide them equal opportunities of, what Edward Said has said, the ‘economic gains and political power’ identified with this language. In the light of this statement, the present situation calls for collective power in form of education and learning of English language in Pakistan. Moreover, importantly English is fast becoming a popular language among our young generation therefore, it becomes imperative to ascertain its role in a broader framework to direct and guide them regarding its usage in a beneficial manner.

One of the important functions of the language is unification of the masses and to attain the power of language, communication has to take place in a language shared by masses. In Pakistan as English is the second language of people, media can play a role to bring harmony within the nation. The emphasis should be on communication and
consolidation so that it becomes as Mark Tully suggests “genuine link language of the country, not just as it is at present, the link language of the elite”\textsuperscript{60}. But this kind of cohesion can be achieved through proper language planning in education which I am going to talk about in my next chapter. Nevertheless, media can help to canalize the power of English in a constructive manner to play a vital role to the advantage of the country in wake of global challenges presently and in the times to come.
End Notes:


9 Tariq Rehman. p.62

10 Tariq Rehman. pp.58-59

11 Tariq Rehman. pp.10- 11
12 Tariq Rehman.


15 Tariq Rehman. p.41

16 Tariq Rehman. pp.57-58


23 Norell London. p.310


29 www.thecore-nus-edu.sg victorian authors/ macaulay / chron. html for some historical documents.


34 Robert J. Baumgardner. P. 19.


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CHAPTER 6

LANGUAGE PLANNING AND EDUCATION

6.0 Introduction

Language planning refers to deliberate efforts to influence the behavior of other with respect to acquisition, structure or functional allocation of language. Typically it will involve the development of goals, objectives and strategies to change the way language is used. At a government level language planning takes the form of language policy. Many nations have language regulation bodies which are specifically charged with formulating and implementing language policies. ¹

The chapter begins by describing the process and benefits of language planning. Next the language planning will be examined in the light of both the country’s desire to promote national identity (nationalism) and practice concerns of governing (nationism). It is important to note that language planning in multi-ethnic and multi-lingual pluralistic nations is of great significance because it constitutes to the process of nation building. In addition to meet the specific aspirations of the individual segments of the nation and to the satisfaction of various ethnic and linguistic communities. The language planning and policies made in Pakistan in the last five decades unfortunately fail to make Pakistan linguistically a cohesive state. Especially anti-English policies had a negative impact on education as a result it developed many medium of instructions, mainly Urdu medium and English medium. They became a bone of contention and in the long run has brought about an educational crisis in the country. Since language in education is of crucial importance, the present government has taken steps to resolve the crisis. The chapter finally looks at new developments in language planning and locates reasons for them.
6.1 Language as a Social Institution:

Language is an essential factor in social life which has a major role in a society. According to Verghese, ‘The language of any group, people is the major carrier of those group’s traditional beliefs and customs and history’. Therefore sociolinguists see language as a social institution. Language as a social institution functions at a collective representation.

Saussure (1875) has defined language as a social act (in Durkheims sense) or a social institution. Language as an institution however differs from others in that it functions at a level or collective representations which unlike individual representation are imposed on speakers and even dominate them. For him, communication is the primary function of language. Therefore, language develops more by the need of communication than by any other factor and this need to encompass all the aspects of life. as mentioned by Bronckert.

Bronckert believes that language in fact is a Concrete institution, it is a usage, an instrument of communication based on a Covenant: ‘language is based on a primitive contract agreed to by free men; it adapts to needs, meets new communication needs----’.

Different languages are selected for different functions in a society. Halliday defines three basic semantic functions: interpersonal, ideational and textual functions. These functions respectively deal with social relationships of individual identity, and to construct a recognizable and situational appropriate discourse (communicative competence). The functional component of a language distinguishes it from other languages.

Stewart has described the seven different societal functions by which a language can be distinguished.
1. Official: the legally recognized use of language, for example to use the language for education for government.
2. Group: the use of language by members of an ethnic or cultural group.
3. Literary: the use of language for literacy or school writing.
4. Technical: the use of language for technical and scientific education.
5. Educational: the use of language for educational purposes.
7. Wider communication: the use of language for communication across language boundaries (another term for a language of wider communication is a linguafranca)

Looking at the number of functions performed by the language, the selection of a language in a multilingual society is quite a difficult phenomenon. In Pakistan besides many regional languages, four languages are used in peoples’ daily life.

1. Mother tongue – Native language.
4. Language of mosque – Arabic language for prayers and reading of the Quran.

In this complex situation language choice for dissemination of information and communication in Pakistan is of crucial importance in its economic, educational and social development. It requires a review of language policy and appropriate language planning to promote national development in the age of information and communication.

6.2 Language Planning:

Language planning is a recent branch of sociolinguistic which was discovered in 1960. According to Krishnamurti, it refers to conscious and organized efforts by the governments, committees and individual to solve language problems at national level. Although there is a large body of literature on language planning, but problems of
language development are peculiar to individual language groups of language in different countries and nations. Consequently, no theory has yet been developed with a power to predict clear solutions under varying conditions.7

6.2.1 Definition of Language Planning:

Wardhaugh defines;

‘Language planning is a government authorized long term sustained and conscious effort to offer a language functions in a society for the purpose of solving communication.’8

A language which can be used as a common means of communication, it is in fact a medium of inter communication to overcome the diversity of different mother tongues to have smooth functioning of the institutions and consistent development of the nation; It is the responsibility of the government to take into account all available resources and make bold decisions.

According to Rubin and Jernudd ‘Language Planning is deliberate language change which is based on the identification of the language.’9 Language problems and issues need to be addressed quickly; it is not possible to rely on the slow course natural linguistic evolution to resolve various conflicting language issues but it is quite possible to change the course of language consciously to meet the social, political, religious and the educational factors.

The Linguist Einar Haugen has defined the term ‘Language Planning’ as,

“The activity of preparing a normative orthography, grammar and diction for the guidance of writer and speakers in a non-homogeneous speech community”10

This is of course a practical application of linguistic knowledge. Its planning implies an attempt to guide the development of a language in a specific direction by the
planners. Pragmatics and judgment must be exercised while making choice among the available linguistic forms. Moreover, planners should make deliberate effort to influence and seek the desired results.

6.2.2 Importance of Language Planning:

Language planning is important because the selection of a language portrays people’s identity. It is the image and reflection of their culture, tradition and heritage. According to Crystal,

“More than anything else language shows we ‘belong’; providing the most natural badge, a symbol of public and private identity.”

In more specific terms he says that “language can become a source of displeasure, pride, anxiety, offense, anger and even violence.”

6.2.3 Power of Language Planning:

In terms of language planning, Tollefson cited by London argues that power is “the ability to achieve ones goal and to control ones events through intentional action.” It is not a characteristic of individuals’ isolation, but instead individuals exercise power and as a result of their relationship within their institutional structures that provide meaning to their actions and also constrain them. There is a dynamic relationship between structure and power which is fundamental to both individual action and social organization. Foucault contends that power does not emanate from some central or hierarchical structure but rather that it flows through society in a sort of “capillary action.”

However, Rodney, quoted by London, contends that people who are the victim of it devise their own ways of controlling their daily lives and improve their stock of power
from time to time depending on the organizational circumstances. In a way it suggests that “individuals are like vehicles of power; not its point of application.”

6.2.4 Kinds of Planning:

Cooper has identified three major types of language planning: Status planning, corpus planning and acquisition planning. Although all three are interlinked yet they address a different social issue.

‘Status planning is linked to the official recognition which national governments attach to various languages especially in case of minority languages and to authoritative attempts to extend or restrict language use in various contexts----. It includes issues like designation. If the language(s) of instruction in schools and decisions regarding whether and in which languages ballots may be used. Corpus, planning involves activities such as coining news terms, reforming spellings, and modification of old ones, or the selection from alternative forms in a spoken or written code--------

Cooper proposes a third major type of language planning, language acquisition planning, which follows from this definition: Language policy-making involves decisions concerning the teaching and use of language, and their careful formulation by those empowered to do so, for the guidance of others.’

The impacts of language planning are multidimensional. In countries where hundreds of languages are spoken, they face a very complex situation for the selection of the official or national language, because the decision to impose a certain language would lead to gain or loss of the status of language. For example as I see, that in India which is a linguistically and culturally pluralistic society, about 1064 languages are spoken. Therefore, the selection of a language was impossible. However the Three Language Formula was developed to save the country from conflicting situation. Though it is a compromise between the demands of the various pressure groups by designating Hindi and English as an official language, the government has saved the country from a
language controversy. Similarly, Pakistan has a same sociolinguistic background yet the language issue has not been resolved to date.

In case of English, the corpus planning in an important issue in terms of what variety of Language to promote. The issues of variety are more important in courtiers where English has some official status, such as South Africa, Philippine, Israel, Singapore, India and Pakistan. The question facing English has been to promote the local variety as the standard in India, thus the country has adopted its own variety ‘Indian English’ known as Hinglish. Baumgardner raises a question of English as ‘Pakistani English’ called as ‘Pinglish’ in Pakistan and wonders if it could be promoted.  

6.2.5 The Stages of Language Planning:

There are three stages in language planning as laid down by Paulston. It can be applied to both corpus and status planning.

6.2.6 Determination

Primarily, two things are decided at this stage; first what language policies are to be implemented, secondly, what would be the functions of given Languages within the country and the development of the language itself. If several languages are spoken in a country, it is usually necessary to choose a simple language as a norm for official education, and various other purposes. It may prove possible to use one of the indigenous languages from elsewhere as lingua franca e.g. (Urdu in Pakistan, English in Ghana), but feeling of neglect may raise contentious issues leading to a conflict as in case of East Pakistan which resulted in segregation of a country.

6.2.7 Development

Language development is typically a group planning process. It is carried out by a variety of government departments, academics, committees and individuals. Most
obviously, its findings and analyses may benefit those who are in place to make decisions about the development of language in a society, many of whom have no specialized knowledge of linguistic issues. It may be possible that the evaluation of the work in regard to language planning be made by language specialists, but it is likely a judgment passed by language specialists may oppose the political or religious ideology of the country.

Therefore, to be on the safe side, both qualitative and quantitative approaches should be taken into account and the significance of data should be understood before it is implemented. A properly planned policy guarantees success since it represents a linguistically and psycho linguistically optimal introduction to chosen language.

6.2.8 Implementation

It is an actual attempt to bring out the desired results. The chosen language or chosen standard will need to be officially implemented by using it for government publications in media and in schools. Crystal views it as,

“the best form of language in speech community because it will be associated with educational progress and development and social status.”

Besides, it also needs modernization; the vocabulary will need to be enriched to enable to translate the foreign material regarding e.g. science and technology in consistent manner. There should be mutual agreement on the invention of new terminologies and ‘its usage. For media new styles of discourse will be needed to make it fully workable at national level. Therefore factors of identity such as national, cultural and religious may thoroughly be calculated, understood and realized.

These three stages or decision points in policy implementation are highly important because it will help to promote coherence, otherwise there is an inherent
danger of mismatch between process and product and language policy may fail to achieve its aims.

6.2.9 Benefits of Language Planning:

Jernudd is of the opinion,

“Language planning can result in providing several benefits to society. Firstly it provides certain degree of linguistic homogeneity, it can allow for quicker and better communication and consequent increase in the standard of living. Second, language planning in so far as it provides a common means of communication can result in greater equalities of participation.”

The language planning may prove to be beneficial if it is implemented earnestly, it can provide opportunities to all of its people to have equal economic and political power, but if it is against its spirit, it may lead to serious consequences such as ‘power struggle’ ‘language movements’ and ‘language riot’.

Jernudd quoted in Mckay further says “A final benefit of language planning is that by promoting the use of particular language it can foster a sense of national consciousness thus strengthening the political unity of the country.”

The language serves as an integrative symbol because it binds people with one national language and safeguards their liberty and equality. However, in case of Pakistan it shall be seen, that sometimes the promotion of national language has undermined rather than strengthens political unity, indicating the complex relationship between language planning, nationalism and political unity.

In countries where English is a Colonial heritage it is important to understand how nationalism and nationism has played its role in the selection of national and official language of the country.
6.3 Nationalism and Nationism:

Language planning, nationalism and political unity are woven in a very complex relation. To make it workable the responsibility lies with the state to formulate such a policy which satisfies the demand of nationalism and nationism. The nation’s national language performs three basic functions:

1. To maintain political unity
2. To provide smooth functioning of government
3. To project country’s self-image.

The countries which had been once under the British colonial rule, after their independence was exposed to a number of issues namely, political, economical, educational and above all the language issue. Among these countries stands Pakistan. The problem of these countries is that people do not learn languages for themselves but for some advantage i.e. which bring them some economic rewards. The role and status of English in such countries is crucial to the concerns of polity.

Fishman defines Nationalism as ‘the feeling that develops from a sense of group, identity’. Whereas he defines Nationism as ‘the practical concern for governing.’ He looks at nationalism and nationism as a considerable issue for politicians of the country. The choice as to reflect in the country’s language policies, therefore, he calls for balance concerns of nationalism and nationism. He suggests great caution while framing language policies, because a political approach is liable to jeopardize national goals and interests.

According to Kachru, in nations where multiple languages are spoken, each language has its own literacy tradition, a well defined role and exclusive function to perform. In multilingual countries English serves two purposes: first it provides a linguistic tool for the administrative cohesiveness of a country and secondly it serves as a language of wider communication. It may or may not be permanent but it is related to nation wide activities. The role of language planning in such nations is very crucial since
the national authorities have to plan keeping in mind the national objectives and at the same time the sprit of nationalism.  

6.3.1 Pakistani Nationalism:

Quraishi finds that Pakistani nationalism is unique and interesting. It is a direct result of natural extension of history, ethnicity, and culture. People living in Pakistan have strong ethnic ties with West Asia, Central Asia and the subcontinent. The diversity of modern day Pakistanis had Arab, Persian, Turks, Aryans and other cultural ancestors. As a result of migration or conquests they are identified as South Asians. Pakistani nationalism has a rich past and qualities as an ethnic identity that can hold its own in the world. To understand Pakistani nationalism, it is important to look into history when Muslims lived in Subcontinent.

Gupta says that Muslims and Hindus were subjugated to colonial rule which lasted well over 200 years. With the departure of British rulers, the political leadership of both the communities tried to evolve their identities through religion and language. The two major languages of India, Urdu and Hindi contributed to the unity of each community. For Muslims Islam was the fundamental base for the unity. To show a strong bond with languages, religion was strongly projected in two of the languages. To differentiate Hindi from Urdu, Devanagari script was promoted, while Urdu had Persian script. So basically the original split occurred due to the exploitation of religious factor. Despite the linguistic similarity of both the languages both Muslims and Hindus fell prey to political mobilization. Though speakers of Urdu dominated only in North India, while Muslims in other parts did not speak Urdu, however Muslim leadership was successful to establish Islamic as well as linguistic solidarity. It further helped religion and language to galvanize in such a manner that it gave birth to Two-Nation Theory. The theory was based on Muslim culture and civilization. In the case of Pakistan, the geographical boundaries, diversity of language was not significant for nationhood; it was the Islamic ideology which was the foundation stone for the new homeland.
Saqib elaborates that with the decision by British to hand over the country to its indigenous people, Hindus majority community stepped up its hostile activities against Muslims, consequently Muslims found their religion, culture, and language at threat, they were gripped with fear for their identity being usurped. At this stage the dedication of Sir Syed Ahmed Khan and leadership of Mohammed Ali Jinnah brought the Muslims of subcontinent on one platform. Jinnah could visualize the deteriorating conditions of Muslims, who were reduced to the status of minority from the position of a ruling nation.  

He further says that in such a pathetic situation, the growth and call for Muslims national independence gained momentum. At the same time other events which were taking place in Muslim world outside India, mainly in Turkey and Egypt had direct effect on the Muslims. The Kemalist secular approach to modernization and abolition of Caliphate brought strongest protest from Indian Muslim. The British had to bear the brunt of political changes taking place in the neighboring Muslim countries and soon the resolution of 1940 demanding a separate nation was passed in Lahore. Dr. Mohammad Iqbal designed the ideology of Islamic nationalism. Through his poetry, he infused and imbibed the spirit of Islam and called for modernization of Islam and Muslim education. He did not believe in nationism based on geography, race or language, rather firmly on the basis of principles of Islam which became basis for the ‘ideology’. He directed the attention of Muslims of Subcontinent towards the teaching of Quran which provides Muslims not only with code of life but also a social system to live.

Hence national ideology is based on Islamic ideology. Liaquat-Ali Khan the first Prime minister of Pakistan presented before the constituent assembly in 1949 ‘Objectives Resolution,’ it laid down that Pakistan would be an Islamic Democracy. Its important clauses were;

1. Where as Sovereignty over the entire universe belongs to God Almighty the state of Pakistan is a sacred trust’.
2. Where in the principles of democracy, freedom, equality, tolerance and social justice as enunciated by Islam.  

These clauses establish a bare fact that ‘religion’ was the basis in the making of Pakistan and it has been played with loaded dice in pursuit of nationalism. Factors of ideology, nationalism and nationalism have been very conflicting with education. As a result it has produced a marginalized class of people deprived of basic rights of education.

6.4 British Language Policy

The earliest English language policy for education in sub-continent was made in 1935. Macaulay recommended in his famous ‘Minute’ to impose English language in educational system in a foreign country (India). He recommended that;

“We must at present do our best to form a class, who maybe interpreters between us and the millions whom we govern ;a class of persons Indian in blood and color, but English in taste, in opinion, in morals, and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with turns of science borrowed from Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population.”

With the acceptance of his recommendations this became the British governments official language policy in India, giving the English language priority in Indian administration, education and society.

Leibowitz considers ‘Language policies as instruments in social control.’ The people of India with hundreds of indigenous languages fell prey to the policy of Macaulay, especially Indian Muslims who refused to accept imperial domination. As mentioned by Kachru, with the acceptance of English language by a large majority mostly comprising of Hindus, English was established firmly as the medium of
instruction and administration and soon it became the language of press. English newspaper had influential reading public.  

6.4.1 Pakistani Language Policy

In Pakistan, the status and role of English is born out of convenience. It is the result of what Kachru has described “the power of unplanned language.”

After independence there was no document that would declare the language policy of Pakistan. In 1956 the first constitution of Pakistan was made. It empowered Urdu and English by defining the domain of their use. English assumed the role of official language and Urdu took on the role of national language. As the language policy was extracted from the constitution of Pakistan, it did the job of status planning and it also made statements regarding corpus-planning like the development of Urdu language to replace English within 15 years. However, after the lapse of transitory period a language controversy started which initiated a power struggle within the two parts of the country, the East and West. Due to unrealistic language policies, it paid a heavy price for loosing the eastern part of the country. The fate of English ‘to be or not to be’ is undecided.

6.4.2 Language Planning in Pakistan

After making a detailed study on language planning I have come to the conclusion that it works in two ways: either it solves communication problems or induces them. In case of Pakistan it was the latter. In Pakistan approximately 69 languages are spoken, Urdu is the national language as it is in accordance with national sentiments; though it is not an indigenous language and only 7 percent of total population speaks this language. Where as the decision to continue English was an instrumental need for undisruptive function of the state. But to have Urdu as a national language in East Pakistan which had 54.6 of Bengali speaking according to 1951 consensus was unjust and unfair as mentioned by Rehman. Their concern was that they would have to learn Urdu language
otherwise the job opportunities would be denied to them. Their grievance was not addressed, and it led to bitter conflict and agitation in the province. As a result, several Bengalis laid down their lives for the recognition of ‘Bengali’ as a state language during the language movement in 1956. The language riots did not stop in the upcoming years, were rather transformed into Bengali nationalist movement, and eventually it resulted in breaking of one province to become ‘Bangladesh’ the Land of Language in 1971. The concept of one language, one nation, and one people failed badly. The point to bring home is that ironically sometimes the promotion of national language undermines rather strengthens political unity and faulty planning can prove fatal as in the case of East Pakistan.

6.4.3 Language –in-Education Planning in Pakistan (Before 2000)

6.4.4 English and Urdu in Education

English is the official language of Pakistan. It is the main medium of instruction at the post graduate level and it is taught in schools of all provinces from class 6. In Pakistan, as in other linguistically and culturally pluralistic societies, the position of English is attributed by different political cultural and social consideration. The first question concerns the absence of English at early education and compulsory at higher education. The second question concerns with the role of ‘Urdu’ and regional languages, but as such no language formula has been developed to carry the educational burden. Spolsky claims education to be the strongest weapon for enforcing language policy. He has listed following pressures to have a language planning: attitudes, religion, ethnicity, political pressure, cultural and economic pressure, military pressures and legal pressures. These kind of sociolinguistic pressures influence the language planning and development of Language education. In our case attitudes, religion, political and military pressures have played a predominant role in formation of language policies affecting the education system adversely. It has become a source of hindrance for economic development because the education of the masses is defective. Nahapiet and Ghosal believe;
“Every educational system is a political means of maintaining or modifying the appropriation of discourse with the knowledge and powers it carries with it.”

In Pakistan successive civil and military governments made educational policies based on two mediums of education: Urdu medium and English medium. English being given more weight but restricted to Elite. According to Bourdieu, “Language policies are political decisions. They are means to rise in the society.”

Similarly Mackay thinks such educational policies perpetuate the established power structure in a society which is “made on the basis of political and social expediency rather on that of educational effectiveness or feasibility.”

Consequently language policies effect educational policies which in turn effect educational accomplishment. This educational difference is quite prominent as students go for higher education. The lack of knowledge in English language effects learner’s achievement and performance of the institutions which they join for work.

Lack of ‘Mutual intelligibility’ has risen among the people of Pakistan because they do not have a common medium for education. Spolsky says, ‘In the absence of mutual goals, it is difficult to comprehend how people would collaborate.’ The language policies have created communication gap and division among masses. To improve the language situation several commissions were engaged to solve the issue of language and education but it always generated a political tussle leading to social impact and power struggle.

After the demise of Quaid-e-Azam the issue of language remained unresolved. Number of conferences and commissions were formed to formulate a language policy on a uniformed medium of education. However, the role of English was not extended; it remained intact for administration and law.
6.4.5 Language- in- Education Planning (After 2000)

Presently, the so called English medium schools have created a dichotomy in the Pakistani society; Oriental languages are promoting religion, while the national language is creating pigeon holes in the educational structure. To streamline the system and cope up with the needs of education, the Government has laid emphasis on a uniform medium of education.

The new policy termed as ‘Education Sector Reforms’ was introduced by the government in 2001. The reforms were initiated to address the malaise of education system of Pakistan. It states that,

“English language has been made compulsory from class 1 onwards” and the introduction of English as a medium of instruction for science, Mathematics and Computer Sciences and other selected Subjects like Economics and Geography in all schools in graduated manner”.

Ever since independence English has been a stumbling block in the education system of Pakistan. The politically structured language policies have brought about degradation in the quality of education. Not only this, it has also created a class of marginalized people and communication impasse within its people.

In the previous scheme of language- in- education, the prime place was for Urdu language and a regional language and then English, generally in that order. Of late the criticism of two medium of instruction, unsatisfactory educational output especially the science education was realized to be improved urgently.

At global level, the challenges of 21st century have compelled the decision makers to revise their policy stance on English. The present decade of the century is the decade of globalization and information Technology. These two developments have jointly begun to make a great impact on education scenario of the new millennium.
Globalization and information technology has created a greater demand for English and education through English.

The government under the growing pressures for education through English and a need to cope with the challenges thrown in by the market forces has to revise its language policy. It has designated English to be the medium of instruction for some subjects i.e. mathematics and science at all levels of school and English as a compulsory subject from grade one. In Pakistan this is a new development because Urdu was never replaced by English as a medium of instruction. But this reform has been made to prepare children to face the competitive world effectively.

Now at this juncture Ministry of Education is facing the gigantic task of preparing English teachers, as they are in dearth. This situation is in marked contrast to the stated language education policy which requires huge number of English teachers and presents an instance of discrepancy between stated and implemented policy. HEC is working on the agenda to develop the communicative skills in English. A National committee of English (NCE) of 12 members has been setup. The members are from different universities of Pakistan, i.e. Islamabad, Lahore, Azad Kashmir, Karachi and Peshawar who are working on ELTR project. This project is under way for training the English teachers. Seven hundred teachers have been training and two hundred more have been enrolled for it. Altogether they have to train fourteen thousand teachers. In addition other courses such as TEFEL, TOFEL, PGD etc. have been made compulsory for the teachers as eligibility criteria for the teaching profession from 2008.

6.4.6 Language Planning: Education in English

Related to the present language-in-education planning in Pakistan, I would like to quote the sociolinguistic survey conducted by Ohannessian and Ansre in 1975 and their recommendations before its implementation.
They documented greatly valuable information regarding the choice of a language in education planning while formulating sociolinguistic surveys in sub-Saharan African countries. These countries got independence from the colonial rule. In these countries numerous languages and dialects were spoken by ethnic groups which were often not understood by each other and had become a stumbling block in nation building.

Also characteristically, these countries relied in varying degrees on the former colonial language, which were used for administrative, economic, social and education purpose and some times as a unifying factor in nation-building. In some African countries, mostly English and French served parallel purposes. However in education decisions were necessary for the effective implementation of a language policy and a great deal of information and insight into the actual linguistic situation was crucial.

In this context they have mentioned three major alternatives for a choice of a medium of instruction. The alternatives are: a) the child’s mother tongue; b) national or regional lingua franca (often not the child’s mother tongue); and c) a world-language, in this case English serving as an example.

According to UNESCO (1953) the child’s initial literacy should start in his mother tongue.

“the use of the mother tongue to be extended to as late as a stage in education as possible. In particular pupils should begin their school through the medium of mother tongue, because to they understand it best and because to begin their school life in the mother tongue will make the break between home and school as small as possible.”

The choice of a mother tongue facilitates the process of translation of education from home to wider society easy and keep pupils close to their roots and culture.
However, here I would look into third alternative in the light of recent Education Reform (2001). According to which English is to start from class one in all schools of Pakistan.

An important aspect of the third alternative is that if literacy starts in English language it raises several questions and queries regarding its policy and implementation. Ohannessian and Ansre in their sociolinguistic surveys put up certain pertinent questions regarding the implementation of policy using English in education in their native linguistic environment.

What proportion of the population does actually use English and for what purposes? For what groups or occupations is English vital? Will it be put to use by early dropouts? By unskilled laborers and so on? What is the extent of the use of English in urban verses rural areas? Should initial literacy in English be accessible to all children? What are the man power resources of the country for teaching English? Are there sufficient number of competent teachers and inspectors for all class to start English from grade 1? 39

They evaluate another aspect of third alternative, which is

Regarding the time and manner of introducing literacy in indigenous languages have to be solved. Although the world language may be important from economic and man power oriented point of view, the teaching of local languages is regarded as of very great importance in these countries as a means of providing a sense of identity and pride and as a major way of presenting the cultural heritage of their people. 40

Their other questions mainly relate to teacher training program.

What does the actual process or training for teaching language and literacy consist of? What is the linguistic content of it for indigenous languages? Who trains teachers? What are their experiences and preparations? Is
training related to any research or experimentation in language teaching? How aware are those in charge of teacher preparation of modern developments in language teaching theory and practice? Is there any experimentation to teaching methods in progress? 41

To find the answers of these questions they stress they the need of sociolinguistic surveys before implementing any language policy in education. As it will help to make the process of education easy and relevant to the peculiar environment.

6.4.7 Conclusion

The Education Reforms promise to be extremely worth while. The government has provided a universal umbrella for the elite and ordinary by creating a common avenue for education through this language. Thus the uncertainty about the future of English in education in Pakistan has eventually come to an end. Now it will, in all probability maintain its position to dominate in to foreseeable future of Pakistan.

In implementing Education Reforms policy makers and educators currently face several challenges. Training of English teachers, designing courses in English and making them fit society’s needs. Promotion of the benefits of education through English will be needed along with efforts to attract students from beyond traditional target audience. However, Pakistan has an opportunity to promote English as a means of communication at national level through media technology and to make a significant long term contribution to the country’s development.

The next chapter begins with the subject of communication. It looks at its major models that ground the study of communication. It is followed by mass communication and mass media. It also takes into consideration the role of technology and language in media, most significantly the role of English language.
End Notes:


12 David Crystal.


14 Norrel.

15 Norrel.


22 Sandra Lee. p.9


37 Education Ministry of Pakistan.


40 Pride. P.66.

41 Pride. P.67.
CHAPTER 7

MASS MEDIA

7.0 Introduction

This chapter looks at communication and its areas; mass communication and mass media, followed by mass media in Pakistan and the increased use of English in media communication. This will be done to cover the second frame of reference of the present study. That is to access the role of media in the spread of English language.

The present age is an Age of ‘Information and Technology.’ It is also an ‘Age of Communication’ and mass media is playing a vital role in dissemination of information. The rapid development in communication and information has reached the status of an industry. This industry is potentially capable of influencing global opinion and it is a powerful tool to converge according to its needs. Now the wars are fought and won on the T.V screens rather than in the battle fields. Various civilizations are attempting to impose their thoughts and culture through media.

In developed countries mass media and research are synonymous. Research has become a barometer to check the impact of every action and reaction of media and under its light and results, media is made more useful and meaningful. The power of media is harnessed through research and thus its objectives are achieved however media has its merits and demerits. On the positive side with its power, social and national issues literacy and economic progress is made possible and speedy. It also helps to bring harmony and mutual intelligibility among societies, nations and countries. Nevertheless in psychological warfare and in propaganda the same means of communication are used.
Similarly, foreign policies and diplomatic ties are also developed and built on the same medium.

In Pakistan, the government has in recent years put increasing faith in technology developments, particularly in the field of information and communication technology as a solution to many of its economic problems, so it has tended to expand mass media which means more TV stations, more radio stations and more newspapers. In a growing economy the need for communication is greater; thus, the media uses the language of communication which in terms of trade turns progressively in its favor. The media avoids using lesser known languages, for it may not achieve the target set for economic goals, as development of media is related with economic development as well.

The reach of the media is determined by language rather than the nationality. Today English is the most widely used language of communication; Science, technology, business, industry, transport in all finds its use is essential in order to assure the highest common factor of mutual understanding. Therefore the question what role English language is playing in media setting of the country is of paramount importance.

7.1 Communication:

The word communication comes from the Latin verb *communicare*, which means to make common, to share to impart, to transmit. Through communication people control each others behavior and unite themselves into groups therefore, communication is a means of breaking down the barriers in human interaction to achieve mutual understanding. As such there is no specific definition of communication however, Marsen quotes some scholars who have defined communication as:

1- ‘social interaction through messages (Fiske 1990:2);
2- ‘a process where by people in groups, using the tools provided by their culture, create collective representation of reality’ ( Trenholm (199:31);
3- ‘a process in which participants create and share information with one another in order to reach a mutual understanding’ (Rogers 1995:35);
4- A process in which there is some predictable relation between the messages transmitted and message received.’

The first two definitions are focused on social and cultural aspects, where as the last two definitions lay stress on cognitive and behavioral aspects of human beings. As an academic discipline, communication studies have taken three broadly defined directions: One leads from behavioral sciences, such as psychology; another leads from cultural and social disciplines; and textual leads from literary and language studies. All three different aspects form the basis of communication and leads to theoretical approaches to communication.

The formulation of one of the models was a technical requirement to improve the efficiency of telecommunication during the period of World War II, however later the technological advancements and new economies added new dimension to the emerging models.

7.1.1 Models of Communication

7.1.2 Lasswell’s Model

Harold D. Lasswell (1948) was one of the first modern communication scientist who has summed up communication into a formula.” Who says What to Whom and With What effect?”

In this model of communication, who corresponds to the communicator, says what to the message in which channel to the medium, to whom to the audience and with what effect to the influence of the message on the audience.
When it was first stated by him, it was intended to indicate a radio station or a newspaper which transmits stimuli to the audience. Today of course communication has wide choice of medium for sending messages to a large audience. Besides newspapers and radios now television and latest technologies of communication, such as computer, internet, mobile phones are capable of reaching audience of millions.

Lasswell saw communication as performing three functions: Surveillance of the environment, correlation of components of society and cultural transmission between generations. It was greatly a mechanistic and ‘effect’ approach which influenced the communication theory.

7.1.3 Shannon and Weavers Model

The effects-oriented approaches to mass communication is derived from Shannon and Weavers(1949) mathematical model of communication. They conceived of communication as a system composed of five essential parts. 1- Source 2- transmitter, 3- Signal, 4- channel, 5- receiver.

Working at Bell Telephone Company, these engineers during the period of World War II were interested to find out efficient means of using the channels for communication for the transfer of information (telephone cable and radio wave). They believed that the context or meaning was more important and the element of noise in communication is ‘no’ message, which can make the communication ineffective as well as conflicting. Therefore this model was of great significance in telecommunications to improve the functionality of the equipment. \(^3\)

7.1.4 Jacobson’s Model

Roman Jacobson(1960) formulated a very influential model of communication, especially in the study of oral text. He applied a formalist approach to his model. He was interested to find linguistic techniques, which turned simple language into art.
His model has two aspects: the constitutive factors of communication and functions of communication. Jacobson has described the model as such:

“The addresser sends a message to the addressee. To be operative the message requires a context to (‘referent’ in another, somewhat ambivalent, normen clature, sizable by the addressee. And either verbal or capable of being verbalized, a code fully, or at least partially, common to the addresser and addressee (or, in other words to the encoder and the decoder of the message); and finally, a contact a physical channel and psychological connection between the addresser and the addressee, enabling both of them to stay in communication.”

In simple words this means: when I communicate, I (the addresser) send a message to some one else (the addressee). My message is delivered through a contact (the medium), is formatted in a code (the English language or, in case of non-verbal communication, my gestures and or clothes), and is effected by the context in which it is given (for example, the topic of ‘the meaning of life’ would be understood differently in a philosophy lecture than it would at a funeral).

He has described six functions of communication as emotive, cognitive, referential, poetic, pathetic and meta-lingual. All the six functions maybe compared in that order with the contributing and / or controlling components of communication suggested by Shannon: source, receiver, channel, transmitter, signal and environment.

7.1.5 Mass Communication

Mass communication is a vital and important area of communication.

“It is a type of large scale communication. Essentially it involves the support of mass media, which serves as mediate transmitter of information. It obviously is the most apparent and significant type of most modern and powerful combination of media. Mass communication is the most
respected type which plays effective and persuasive role in society and covers simultaneously all geographical areas of the world".\textsuperscript{6}

Gerbner (1967) defines mass communication as ‘a social interaction through message’ though it is irrefutable however; Macquail (1983) quotes a definition of mass communication given by (Janowitz, 1968) in his book Mass communication Theory (1998) which reads as follows.

‘Mass communication comprises the institutions and techniques by which specialized groups employ technological devices (press, radio, film etc) to disseminate symbolic context to large heterogeneous and widely dispersed audience.’\textsuperscript{7}

Macquails finds this definition quite appropriate to define the word ‘communication’, which actually means ‘transmission’ as viewed by the sender, otherwise the word communication in general stands for ‘interaction’. Moreover he also distinguishes between ‘mass communication’ and ‘mass media’. Mass media in his view is “the organized technologies which makes mass communication possible.”\textsuperscript{8} Mass media has a pervasive influence on audience,

“Impact is a key work in mass communication studies, because the aim of mass communication activities such as broadcasting is to attract and have an effect on large audience often internationally. The development of technology in the twentieth century has made mass communication the most modern type and one that, in many ways encompasses all others. For example television services are excellent ways to study in the personal communication; documentaries and multicultural Television provide window to intercultural issues and conflicts: and many mass media corporations typify big business organization and business communication practice.”\textsuperscript{9}
7.2 Mass Media

Mass media refers to various means of communication. Sharma looks at some definitions given by other researchers:

“The media of communication are means of vehicle capable of assuming forms that have characteristics of messages. Gould and Kolb (1964:413) have defined mass media as all the impersonal means of communication by which a visual or auditory messages or both are transmitted directly towards the audience. Included among the mass media are the television, films, radio, newspaper, magazines, books etc. Klapper (1949:3) has defined the mass media of communication as a process by which a mechanism of impersonal reproduction interviews between speaker and the audience. Sherif and Sherif (1956:562) are of the opinion that mass media must reach million of people simultaneously or within brief periods.”

The different definitions of mass media have been summed up by Rokeach and Cantor as:

“a system that is constituted by the configuration of organizations and institutions producing and distributing cultural products that are theoretically available to entire populations in given societies at proximately the same time. A system that is embedded in the rest of the society in such a way, that if both effects and is affected by the political, economic and all other social systems that constitute a society. The mass media system, with its special information and communication resources, is embedded virtually in every corner of societal life, whether it be conflict, change, control, or social integration.”

7.2.1 Functions of the Media:

Mass communication serves three important functions. Harold Lasswell (1967) a political scientist and a pioneer in mass communication research has noted three major functions.
1- Surveillance. It means collection and distribution of information concerning events in the environment, both outside and within a particular society. To some extent, it corresponds to what is popularly conceived as the handling of news.

2- Correlation. It here includes interpretations of information about the environment and perception for conduct in reaction to these events. In part, this activity is popularity identified as editorial or propaganda.

3- Transmission. The transmission of social heritage from one generation to another. Commonly it is identified as an educational activity.\(^\text{12}\)

Mendelsohn (1966) has added a fourth function as quoted by Mcquail which is entertainment in order to secure the attention of the largest possible group to sell this attention to advertisers. Entertainment serves to provide relaxation after daily routine and making the leisure time pleasant and enjoyable. It makes easier for people to cope with real life problems and for societies to avoid breakdown.\(^\text{13}\)

### 7.2.2 The Role of Mass Media:

Sociologically mass media plays an important role in the lives of the people. For example what people learn, and how and why their attitude change. Secondly, the psychological effects of communication. Thirdly, its role in the political process; what are the influences of political propaganda on the way people vote, and relationship between the government and the masses. Finally the role of media in the educational system by which, society transmits its culture and values from one generation to the next.

The media studied in different societies shows that their structure, contexts and audience differ according to their culture, legal, and economic features. Cultural realities such as tradition, values and roles cannot be divorced from the media context. The media plays its role according to the norms and requirements of its society or country. It could
be any institution; family, political, religion, education, economic, law, and military or any other institutions of daily life related to these issues.

Advances in technology have changed the distribution of mass media in twentieth century radically. It is now embedded in virtually every corner of social life, whether it is conflict, change, control, or social integration. The power of media has always influenced opinions and behavior of people.

At present audiences fully rely on mass communication. The downpour of information and knowledge is so quick and fast that there is no escape from it. Television, newspaper, radio greatly influence public opinion and views. Generally it is the national language which is the medium of communication between a media person and the audience. It determines the presentation and interpretation of ideas and events however; today English is the dominating language of media. It is playing a role of unifying people across the countries and cultures, leading to better understanding and tolerance.

7.2.3 The Power of Media:

The focal point of early media studies was mainly on the power of the media (then press, radio and films) to influence opinion and behavior. There were two notions about the power of media; one that media plays an important role in the lives of the audience and it exerts powerful one-directional influence. Harold Lasswell’s (1948) statement ‘Who says What to Whom through Which medium with What effect” tends to prove the one-direction approach.

The second notion was given by Joseph Klapper who believed media tended to reinforce existing political opinion and basic values. A research was carried out in 1970’s indicating that power of media lies in the hands of those who finance it or own the media.
“The “communicators” are the most concrete controllers of media information resources—creating, gathering, processing and disseminating—resources that have become fundamental to conduct of societal, cultural, organized and personal life”.\textsuperscript{14}

Today, who is not aware of the power of media, while living in ‘The Age of Media.’ Technology has changed time and space and it has had a profound impact how we view and use them. Media which was launched in 1920’s in Europe to mobilize nationalists and ideological goals has become a popular past time everywhere in the world.

Macquail viewed the power of media as a means of ‘social integration or disintegration and public enlightenment or its opposite’. He also viewed, the media to have power’ to rule people and to influence and shape international relations and alliances. He has laid down three conditions for media power which were assumed to be,

\begin{quote}
“a national media industry capable of reaching most people; a degree of monopolistic or authoritarian control at the top or centre; and public that was strongly attached and attracted to media and also susceptible to manipulate appeals.”\textsuperscript{15}
\end{quote}

Nonetheless media is also seen as ‘cultural invasion’ or ‘cultural Imperialism’. The media has entered people’s bedrooms. PC, internet have become an irresistible phenomenon, which has changed the lives drastically. In short, the influence is simply pervasive; media has become a life line and if this line is cut off, the world would become paralyzed.

\textbf{7.2.4 Influence of Technology and Communication:}

From 1450, the saga of more than five hundred years of development in communication unfolds mass changing relationship to machines in the communication
process. Over three centuries the devices and means of communication have grown tremendously in sophistication, swiftness and speed. The influence of technology is simply invincible and people of the globe are wonderstruck. The global media has knitted and electronic web, encompassing the whole world and there is no escape from its stronghold. Communication theorist Marshall McLuhan has defined the media in terms of this impact on human senses,

“His description of the media as ‘extension of man’ and his saying that ‘the medium is the message’ have become proverbial in the discourse of communication.”

The invention of printing (which he considered an extension of the eye) and sees the invention of radio (as an extension of the ear) and the invention of television probably is the extension of both the organs eye and ear which is leading to an overwhelming impact not only on the senses but on the psychology of the masses. He sees “media not merely tools through which we perceive the world, but it affect both the world that we perceive and the senses through which we perceive it. Rather than being the means to an end, the media are actually part of the end itself.” McLuhan has divided media into ‘hot’ and ‘cool’ media. He defines hot and cool media as:

‘Hot media are defined by their appeal to single sense and by the linear perception that audience have on them. Photographs, radio and print are ‘hot’ media because they represent ‘high definition’ information that is grasped through simple sense (eye or ear) and provided all the data needed for receives to understand them. Cartoons, on the other hand, would ‘be a ‘cool’ medium because they provide ‘low-definition’ information, requiring the receiver to use more than one sense to fill in the details. MacLuhan argued that the impact of a ‘hot’ and ‘cool’ medium depends on the cultural context in which it is introduced. The degree of exposure to the ‘hot’ media of print, for example would be a factor in the ability of a culture to adapt to the introduction of other ‘hot’ media such as radio.’
In a nutshell media by and large has enormous vitality to influence people’s senses. However it should be utilized in accordance to the needs within the cultural environment.

**7.2.5 Language in Mass Media:**

The fundamental function of language is communication. Having said that, it is an important aspect of culture, a marker of identity, a dominant feature in determining nationality, a powerful tool to influence thought and perception to rule, to liberate, to enslave, to negotiate, to persuade so on and so fourth. However, it is a skillful use of language which makes successful communication.

Highlighting the importance of language Bobe says “we routinely use language while listening to radio and watching T.V. This multimedia potentiality of words – their capacity to operate as speech and writing sound and sight in a variety of live and recorded modes – is of fundamental significance. It means that words are an extraordinarily versatile and volatile communicative resource”.19

Human beings communicate in two fundamental ways: words and physical behavior. Human communication consists of visual signs, sounds, scents and movements, by which people exchange information. However words are symbols and abstractions therefore, cannot completely correspond to reality, moreover words have meanings according to the context thus words mean different things in different situations. S.I Hayakawa the most famous Semanticist is of the opinion that; “the word is not the thing; the map is not the territory it stands for.”20

This is why accurate communication is difficult, but to overcome this difficulty, the discipline of linguistics offers the study of three main branches that are influential in communication theory. They are syntax, semantics and pragmatics which have been described briefly.
**Syntax**

It is the study of word order in a sentence. There are certain rules that define how words should be arranged in a sentence to produce a meaningful sentence.

**Semantics**

It is the study of word meaning. A Semitist Netson Erancis has said that, words do not have meanings; people have meanings for words Therefore, meaning is a complicated factor since it has several implications of meaning for human communication. Commonly words are known to possess literal and secondary meaning which is referred as ‘denotative’ and ‘connotative’.

**Denotative**

It is a primary and literal meaning of a word provided by a dictionary. The denotative meaning of a word is generally or universally acceptable. It is relatively static and unchanging, but as all words change through time they also change however the process of change is slow.

**Connotative**

It is the secondary meaning of a word, which cannot be found in a dictionary. It has to be interpreted according to the persons association to the word. As they are extremely personal therefore very few people would agree on the exact connotative meaning of a word. Nevertheless connotative meaning is greatly significant in the construction of meaning which helps to explain, express or describe the social or political use of language.


Pragmatics

Pragmatics of a language determines its functions in interaction between humans. Pragmatics describes how to use a language in practical situations, what are the reasons for use and what goals can be achieved. Pragmatics requires learning how to match expression of the language to concrete life-situations, what will be the response from the listener and how we have to interpret the response.

The concept of pragmatics is approached in three different ways. First language use clearly has re-coursed to set a extra linguistic knowledge. It is general knowledge of relating to the (physical and social) world and general order of things. And specific knowledge concerning the (speaker or listener). A second and more precise approach to the pragmatic aspect of language might there be based on conversational rules. This means that all speech activity is shared and demands are reciprocal adaptation between partners if it is to attain its goal. Speaker produce their words in accordance what they presume their listener will understand and interpret these words in accordance with the assumed approach of the speaker. Third all natural languages hold one fundamental function, that the meaning of the sentence carefully defined with reference to its condition of use. It is called deictic from Greek word (deixis) which means act of indicating or designating. This category include: a) reference to the person who is speaking (first person), (second person), one being addressed and (third person) who is used and not participant in the utterance act. b) We marker of time and place, which indicate the relationship what is being uttered and the moment and place (verb, adverb, now, tomorrow), in relation to place (this, that, here, there).

Pragmatics is the most important aspect of a language. Syntax and semantics are important but only if served the pragmatic goals of a language.

7.3 English Language

The Language of Media
The emergence of English as international language has changed the face of the
globe geographically, politically and economically. English which was an unknown
language in the 15th century outside Britain, has now crossed all the boundaries to
become a truly global language,

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

America’s technological power and English language is dominating all the aspects
of global communication particularly mass media in different parts of the world. The
dominance of American products is evident in global markets of international mass
communication. American videos, music news, news, magazines, T.V programs etc are
exported throughout the world. The dominance of media products provides the United
States with the power to promote and facilitate globalization, export and spread English
language. Presently the world is saturated in electronic media. The worlds leading
western news agencies (AP) Associated Press (UPI) United Press International,
(AFP)Agence France Presseand and British Reuters, are at the heart of the world’s news
system supplying information to national media around the world in English. CNN and
BBC is the world’s gigantic networks. English is spreading ominously around the world
because of these global channels.

The linguist Edward Sapir was deeply impressed by the power of language over
man’s mind. He writes: “Language has tyrannical hold upon our orientation to the
world”. The tyrannical hold is quite visible especially on the nations which happen to be
the colonies of English speaking countries. Their development of economic, political,
media and educational activities are directly related to the English language.

**English Language in the Media of Pakistan:**

English is deeply rooted in our sociolinguistic environment. With the development
With the advancement of technology and media, the English language is rapidly growing and becoming popular amongst the people of Pakistan.

For the media to function effectively, it needs not only to represent all manner of information and opinions but the language in which they are presented is important. The role of a language in media is therefore an important expression of strength. The prominence of English in the media of Pakistan is becoming a striking feature which is attracting the masses, especially the electronic media. If we look at only one medium that is television (PTV), Pakistan Television with a single black and white channel is history now. The explosion of a satellite-based television has added multiplicity and difference ownership patterns. There are a number of Pakistani channels whose programs are broadcasted from a variety of foreign satellites but the programs are produced and meant for Pakistani audience. Internationally there is a vast global English-speaking audience. Many of the electronic media are trying to spread their coverage for Pakistanis living worldwide, mainly in the form of debate and discussion, news, and Islamic programs in English language. They have found English the most appropriate vehicle to communicate to the rest of the world.

There are a number of global channels which are producing programmes for a global audience. Among them are, Star World, Discovery channels and National Geographic which are telecast in English but are quite popular in Pakistan and watched with great interest by all age groups. The role of other channels was, however, questionable because they were perceived as ‘cultural invasion’ and mainly because of certain disagreeable language forms and views which were presented on these channels. Therefore, more attention was given to opening new indigenous channels which could cater to the needs of the viewers in English. Then there are entertainment channels such as sports, music, films, and news which are all English channels. Similarly, there is a rise of English in print media as well. With online journalism, English has become indispensable. A journalist needs a high standard of written and spoken English. Any journalist who does not recognize its significance may find its profession at risk by
restricting himself to his mother tongue or national language. Even Urdu print media has to rely heavily on English to download information and news.

Marthur says “English is both our asset and our vulnerability, depending on the ability to compete.”

Though she was speaking of her own country, India, the situation is quite similar in Pakistan. English is the language of international discourse and transmission of knowledge, is expanding its influence, therefore I think by training adequate number of media persons to develop strong linguistic capabilities in English can give Pakistan an opportunity to enter into the global market of media.

In Pakistan though the mass media is minority media and its reach extends little below the big cities and towns, but the recent measures taken by the government to give license to several TV and radio channels and at the same time on the educational side having introduced English from class one in all government schools, the scene is set for change in the media. Over the next few years as the Pakistani middle class gets educated in English, Pakistan may have a large number of consumers of English media products.

7.5 The Mass Media and Globalization:

The term globalization has innumerable definitions. Social scientists have given different definitions of globalization, which speaks volumes about its influence on the global society. According to Marsen:

the term ‘globalisation’ describes the social, cultural, and economic situation of the world as this is influenced by trade practices associated mainly with international organizations, such as the World Trade Organization (WTO). Although globalization is support free trade and provide equal access for all countries to trade agreements may argue, that it actually supports Western capitalistic interests and in fact inhibits the growth and independence of developing countries. The mass media, through their global reach, play a major role in representing and disseminating the value of globalization.
McLuhan was the early globalization theorist who established the interconnectivity between the role of media and communication by combining ‘the medium is the message’ with his global village. Ever since the two words’ media’ and ‘globalization’ have been linked together.

“National borders are no longer a barrier to the influx of alien ideas and values. Satellites above and the internet below have played a crucial part in making the modern nation porous. National governments cannot present, regular nor censor the traffic the information super highway brings to their countries.”

Communication studies emerged in America after the Second World War and, by the end of the 20th century America made exceptional progress in media and communication. The arrival of the new mass medium of television constituted epochal changes in the international system but there has been massive growth of global media and communication since 1980. ‘Satellite, and the internet represents a ‘quantum leap’ forward in the capacity of the media to bring people closer together.’

The new media technology has compressed the world in the real sense into ‘global village.’ ‘Today you have Mc Media, it tastes the same everywhere.’ It makes events instantly accessible to people wherever they are in no time and making the world a smaller place that it has ever been!

7.6 Globalization of Media and English Language:

The globalization of media has given rise to new factors in which market forces influence the legitimating of a language and also contribute towards symbolic domination of an emergent language through complex mechanism of hierarchical order. Symbolic domination as described by Bourdieu:

“Is the ability of certain social groups to exercise control over others by establishing their views of reality, their
Language legitimating is achieved through institutional exercise of symbolic domination; the institutional exercise may be carried out by state, market, class, ideologies, etc. All those institutions have powerful role in legitimating process of language. In the present context market is the most powerful institution after the state which is deeply influencing the legitimating process of language. It has assumed far more significant position particularly in the context of globalization and concomitant weakening of nation states. Presently the institutions of education and media are also contributing to the legitimatizing process of English language. It has implicitly strengthened its position.

The recent revival of English from colonization to globalization has raised questions concerning the power of English language, questions of identity and new pragmatics of language in new foreign surroundings. The spread of English across different cultures and language has meant the diversification of the role of English which it is playing particularly in mass media.

The grandeur and power of communication in today’s world is reflected through English language. The unprecedented flow of media has transgressed the lives of people on this globe. In the twenty-first century media has taken a new turn. It is shaping the contours of dynamics of worldly events. The force behind mass media is the technical revolution followed by English language. Its strong impact has led to the transformation of English journalism and electronic media in Pakistan which demands a pragmatic approach towards progress and change in a global environment. Hence the role of English language in media channels has to be established within the parameters of indigenous society and its culture.

7.7 Globalization of Media and Third World:

The most affected part of the world by globalization of media has been the Third
world. The developed countries were capable of facing the challenges of advent of globalization but underdeveloped countries watched this phenomenon helplessly.

Globalization is having a strong impact on the two important things of the society; language and mass media. In the present century while the whole world is encompassed by the electronic web, the undeveloped countries are lagging behind and they feel threatened by the electronic technological explosion. The mass media is having a direct impact and pervasive influence on them in the form of western values and attitudes.

“The global television channel of music of MTV, the global news of CNN, the global box office hits of Hollywood films and global television soap operas shape the cultures of the natives of the global south, ensuring westernization.”

These values conflict with the local cultures and often leading to the evasion of local values and threatening national and cultural identity. But the irony is that the third world countries are dependent on the west for knowledge, information and news;

“The audience in the global South (third world) can be seen as taking what ever messages they want and appropriate them to local conditions or people in the global south make use of western media technologies in ways relevant and acceptable to themselves and their conditions.”

Among several factors of advancement, English language is considered the most dominant factor in these countries for progress and development therefore, dependency on English language is the obvious choice to become part of the global media.

7.8 Mass Media in Pakistan:
7.8.1 The History of Media
Print Media

Although, media is one of the potent forces of globalization today, it has also been
beneficial in the past. While discussing the media of Pakistan and the role of English language, history reveals that English language has played a powerful role in print media in the struggle to have an independent Muslim state.

According to Qudrat-ullah the first Urdu newspaper was published in 1822 in India. It was a literary paper owned by Maulvi Mohammed Baqar. Later a number of other papers started to appear with the emergence of the Muslim press in 1836. It was 1857 that the political relation between British and Muslim population became estranged and the papers started writing blatantly against the British occupation of India. As a result British authorities shut down the Muslim owned publications and Maulvi Baqar was sentenced to death.

This led to a serious political communication gap between the Muslims and the British. The Muslim’s grievances could only be intimated to British authorities through some medium and the best Sir Syed could think was revival of press. He started Urdu paper ‘Tehzibul Akhlaq’ in 1870. It not only promptly contributed to achieving peace and harmony between two civilizations, but also provided a platform for Muslim unity. Consequently Muslim League was created in 1906. In early 20th century Muslims political reawakening was indispensable to achieve workable relation with British. It was reflected in number of papers published at that time. As many as 220 papers published in different languages notably English (18), Urdu (20) and Bengali (14) as mentioned by (Kurian) in Gunarantne.

Though, the existence of the papers was quite vulnerable because of their weak circulation but, their performance was commendable. Some of them became very influential. Few such papers were ‘Comrade’ in English; Urdu paper ‘Hamdard’ and ‘Zamindar’ by Maulana Zafar Ali received immense recognition among the masses and became the voice of Muslims to project their aspirations.

The need to have more English papers which could possibly communicate with British in their language and express their point of view in the scheme of things was felt
by Mohammed Ali Jinnah, then the president of Muslim League. He helped to establish English weekly ‘Dawn’. It was published in 1930 and within few years it became a daily in 1942.

Arshad, while talking about the development of Muslim press in India writes that soon the Muslim English press developed by leaps and bound and published papers like, the Star of India, Morning News of Calcutta, Pakistan Times Eastern Times of Lahore. The Weekly observer of Allahabad, Sindh Times of Karachi, Khyber Mail of Peshawar, New Life of Patna was some of the most influential papers which appeared in every province of India. They acted as a powerful weapon in exposing policies of British government and it functioned as an eye opener for the public. They faced great resistance from the Indian Nationalist Press, nevertheless a couple of newspapers have survived to this day to become Pakistan’s most influential news papers. Dawn is one of them.

The commitment and power of Muslim English Press helped to cherish the dream of a free state and, finally, its relentless efforts brought a new country into existence on 14th August 1947. Dawn had the honour of publishing the news of a long awaited day as its headline. See Appendix 9.

English language was allocated a role of negotiations and creating awareness among Muslims. The proper utilization of English language against English native speakers turned out to be a very effective strategy. In general, all English news papers used strong and forceful language to present the Muslim ideology and served to direct and organize the energies of people who moved nearer to their aims of self governance. Their focused approach towards the liberation of Muslims from the British and Indian hold is an example in the history of print media yet to be matched.

Electronic Media:

Radio

Radio broadcasting is an integral part of any nation. Radio has a greater potential
in mass communication in Pakistan for two reasons firstly, it reaches even the remote areas of the country and has no physical impediments. Secondly it disseminates information to both literate and illiterate listeners. Radio has a powerful role to play in language. Hence the language used in radio impacted the previous generation greatly.

Discussing the power of electronic media before the partition of India, it is believed that Quaid-e-Azam’s idea of independence for Muslims was enhanced by his broadcasted speeches on the radio. His speeches in English language were heard and understood which united the Muslims of subcontinent. Though it was a pre-television era of 1940’s, but it brought a social and political awareness among people.

All India Radio was the sole broadcasting station before the partition but after partition the radio stations at Peshawar, Lahore and Dhaka were allotted to Pakistan. The first broadcast after independence went on air simultaneously from Lahore and Peshawar on 14th August 1947. However as the network was negligible and weak; therefore it was difficult to reach people mainly because 80 percent population lived in villages. There was a quick need to develop available electronic media into effective channel to carry out the national tasks and to provide truly national services.

A year later, a medium wave transmitter station was set up in Karachi and then in 1950 radio came on air in Rawalpindi. In the next ten years Hyderabad and Quetta acquired radio stations. One of the assumptions is that role of radio is ‘propaganda’ therefore radio has remained under the control of the state for fear of its misuse and powerful influence for a very long time.

The role of English language in the media of Pakistan was used partially because the literacy rate was below average and hardly few people knew English. Despite this hazy picture, English has been supported and has remained an important medium of broadcasting for several years. English news and bulletins was the regular feature of the radio. Sports events in Pakistan and abroad were covered by reviews and running
commentaries in English language. English broadcasting was looked upon as authentic and reliable because of its discretion and careful use of words.

Television

The history of electronic medium, i.e. television is not very old. Though the progress and development it has made over the years is remarkable. Television was introduced in Pakistan in 1963. After the completion of its experimental transmission the first TV station was established in 1964 in Lahore. It was set up by a private limited company and later this company was converted into fully government owned public limited company in 1967, known as Pakistan Television Corporation.

The Television network spread in all the provinces gradually; in 1967 the television stations were setup in Karachi and Rawalpindi / Islamabad. In 1974 it was established in Peshawar and Quetta. With in the competition of its first phase of development with in eight years, it started its satellite transmission in 1972, followed by colored transmission in 1976. In 1992, PTV decided to establish a new channel, known as PTV-2. It was opened ‘mainly to televise educational programs’ as mentioned by Gunaratne.

With the launching of first Pan Asian commercial satellite in 1994, PTV started telecasting its programs through this satellite which were viewed in 38 countries. In 1998, a new channel, PTV World went on air; it was watched by overseas Pakistanis in Asia. News and entertainment programs were its main features. PTV televised news in Urdu, English and in all major languages as well as Arabic. With in next few years Pakistan Television launched another two channels; Prime TV and Mid East channel for its viewers in Europe and Middle East. Soon it became a leading TV organizations in South and South East Asia.

According to Hand book of Media (2000) the coverage of PTV extends to about 86.33 percentage of the whole population and is viewed by the people across the country.
As mentioned further ‘the total estimated T.V set counts now stand at more then 1.5 million, with an average viewer ship of about 8 persons per set. The viewer ship is higher in semi urban and rural areas.’ As stated by Sarwar.

‘Television was in Pakistan to promote an enlightened awareness of the world as well as to foster a consciousness of Pakistan’s own heritage, the social and economic growth of country and to provide inspiration and guidance for progress and prosperity’.35

With the arrival of an era of electronic medium of mass communication in Pakistan, the outlook of people was changed. They became more aware, more conscious and more knowledgeable. However, since this medium remained under government control throughout its history, it could not do justice with its role.

7.8.2 Contemporary Media:

Print Media

To begin with, print media is invigorating, especially the English press. It has come a long way since 1947 to keep itself alive in accordance with the expectations of the readers. Generally, the post independence period was most critical for the print media of Pakistan to grow. It was marred with recurrent military rules and weak civilian dispensations. The institution was never allowed to mature in the country and was curbed with iron hand on one or the other pretext. However even in such adverse situation, according to Gunaratne print media never retreated from its responsibilities and performed an activist role. It continued its endeavors and struggled for the freedom of press.

The English press has faced daunting experiences during the processing of establishing itself. Despite all the problems and paucities, the English press proved to be a flag bearer in highlighting national and international issues. The English press has kept pace with the changes taking place in technology and communication and, emphatically,
it has provided the reader with substantive context. As stated in an editorial of THE NEWS ‘the prime function of the newspaper is to inform and elucidate’.\textsuperscript{36} which it had carried un-wavered.

Musharaf congratulating THE NEWS’ management on its fifteenth anniversary said in his message;

“The domestic media also has an onerous responsibility of protecting our religious ethos, national ideology, social fiber and cultural heritage. The media is also a mirror of our image both at home and abroad. At the domestic level it has always played a role to protect religious ethos, national ideology, social fiber and cultural heritage.”\textsuperscript{37}

And at the international level it has pragmatically handed the uneven political situations and safeguarded the national interests. During the last decade, it has witnessed the new paradigm of globalization for which it needed to develop a holistic press policy that is focused on redefining the role of state, community and private sector, for the welfare of the society. Due to its objective approach and rationality, the English newspapers have now increased readership nationally and internationally.

Mass media is not the common user of English language. However, in urban areas, a rapid increase and demand in English readership is observed, but in rural areas English newspapers are not popular because of low rate of literacy and education and secondly English is not the common medium of instruction in education, so people do not have sound reading skills in English language.

Nevertheless English newspapers are playing a significant role. The role has been shaped in response to the immediate need of development and modernization. It is fully aware of its task and challenges in the period of globalization. As always the English newspapers live up to the prestige and effectiveness, not only in style but also in ease in communication.
Electronic media

With the emergence of electronic media the face of media has been amply changed. Present media is versatile, fast and free. It believes in the participation and power of people. Media has opened new avenues of discourse and empowerment which is a sign of positive change and, in due course, it may work as an agent of social change in our agrarian society. According to the new media policies the government is interested to promote electronic media in Pakistan especially the promotion of private media. In this context PEMRA has issued several TV channels and FM radio licenses in last six years, with a purpose to provide everyone access to information.

Radio is the main tool of communication in Pakistan. It serves both literate and illiterate. It can reach where print media or T.V cannot. Mostly Urdu transmissions are broadcasted for the people who live in rural areas; nevertheless English has been an important medium of broadcasting for more than 50 years. Recently F.M stations have sparked a ‘revolution’ breathing new life into the radio industry. The hallmark of some channels is that they broadcast programmes exclusively in English. Radio is the most convenient medium which is most often used in cars than homes, because music and news can be tuned into while traveling therefore, it is equally popular among the people of all ages, gender and sex. On the other hand FM radio is presently being used as a tool for propaganda in Swat by a cleric. He has mobilized the people of Swat into bringing a social revolution, through effective use of portable FM radio with auto-translation. The bottom line is that media organizers should use such an important medium for the literacy of its people to overcome the problems of education and English language teaching which are interrelated.

Among Mass Media T.V offers a unique opportunity for communication with massive audiences. In Pakistan it has become an easy source of information and entertainment. In Pakistan besides having a State television, people have access to 90 different satellite channels on local cable system. Ten years earlier people had choice of only Pakistan State Television channel and the difference is palpable. The programs were
boring and dull but this does not happen now with new satellite channels. At the click of a button they bring a lot of variety and instant access to information to viewers across the country.

Satellite T.V has made a huge difference to the choice of viewing available in even relatively small cities in economically underdeveloped parts of the country. It has opened a window to worlds which were inaccessible before except to the well-to-do. It has created new electronic communities which transcend old political boundaries. The same program is watched in Islamabad, New York and Dubai even if the language isn’t always understood.

The satellite T.V offers a dazzling array of channels and programs choice in many languages, but the dominant language is English. It is the medium of global communication, people opt for English programs, be it news or any other program. Under the influence of global media, broadcasting efforts are made to attract Pakistani audience. English language programming from the United States, Britain and elsewhere led to accusation of ‘cultural invasion, but with the fast emergence of new radio and T.V channels in the past few years has washed away this allegation and the onslaught of imported English programs have been stopped, instead local programs in English are being aired. Such as audience participation in debates, discussions and interviews which have added new dimension to the public sphere. These programs having been the first of this kind with no significant prior example are welcome improvements and efforts. The private electronic media is playing a catalyst role.

Presently, there is a tendency of the government to follow global trends of commercialism to market forces. One of the strongest market forces is indeed economic force and the primary language of economy is English. The new circumstances call for an examination of the role of English language keeping in mind the less literacy rate and economic conditions of its population.
The Pakistani society is moving from a period of stagnation to speedy renaissance, while English is making unrestrained roads in different domains be it education, economy or media. In this scenario, Pakistani media needed to respond to growing demands of national and international level. Therefore as a response, electronic media has started concentrating on English language which is the language of the world, to meet the upcoming challenges and modern trends in communication.

7.8.3 The Development of Media in Pakistan:

In Pakistan, the progress of media is exemplary. Despite limited resources of communication at the time of independence for example there were few newspapers, radio was at the developing stage and there was no television station until 1960’s. The progress and development of mass communication is related to education and sound economic conditions but as Pakistan was economically weak and educationally backward it could not get a good start. Secondly, growth of media is directly linked with democracy and healthy politics but sham democracy and an unstable political situation did not let media grow and develop. However, now both private and government sector is playing a vital role for its development and expansion. As a result media has managed to make real progress. Radio is established nation wide and television has made remarkable progress in spite of limited resources. It is very heartening to see media flourishing with new FM radio stations and as many as 62 local TV channels. Realizing the importance of media the government of Pakistan has announced to set up a media university in the near future. However, as media is a very young discipline in Pakistan therefore, it also needs training institutes to equip the students of media studies with its professional aspects.

English being the official language of the country has remained a permanent feature of the print and electronic media, appreciating its utility and value the use of English is not only continuing but increasing. Recently electronic media launched the first ever English news channel ‘Dawn News’ which reflects that print and TV news is trying to build a synergistic relation. This step would help to invigorate both print and electronic media. Recently the management of GEO Television Network has also applied
for license to launch GEO English Channel next year i.e. 2008. Presently there are many partial English TV channels which telecast their programs round the clock. The significance of all the channels is broadcasting of ‘Breaking News’ which is another leap forward in history of media development in Pakistan.

Highlighting the growth of media Perveen says,

“The astonishing growth of mass media first print, then radio and now television and computer communication has raised possibilities for rapid global communication and thus new theories about how people may react and change as a result of mass media”.

It is in this background she suggests,

“in current situation, our country not only needs political stability, strong economic growth, but socially responsible media equipped with the ability to meet challenges of our world.”

7.8.4 The Media in Pakistan: After 9/11

The event of 9/11 had far reaching impact on the lives of the people around the world. A lot has changed since, specifically our views about mass media. English language has become a forceful and potent tool for Pakistan with the declaration of American ally on the war of terror. It became crucial for Pakistan to participate actively and effectively to counter the media war. Therefore, media was liberated from the shackles of pseudo laws by the government of President Musharaf specially the electronic media to combat the extraordinary situation and to inform the world about our role, our interest and our stance on it as being the front line state. In this context, electronic media has proved to be very effective. Majid, the DG PEMRA said “this is also a fact that electronic media is ahead of print media and has proved its effectiveness” Electronic Media has established its credibility and has thus earned the admiration of its viewers. The role of English is always unique in media, in eventful times. For us English is a tool;
we needed that tool during Sir Syed’s time and we need it today to put across our view and perception of the happenings taking place in and around the world.

7.8.5 Conclusion

The world has become a melting pot. The recent development of media and communication has affected the traditional patterns of social interaction. The language is also being affected by the presence of technology. The global communication and dominance of English language has given rise to English in the media of Pakistan. Generally, it is the apparatus with which we measure the improvement in education and development in national progress. Pakistan at this point in time is going through the process of transition and she faces many challenges at home and abroad. To counter these challenges Pakistan has chosen two things; media and English language as her weapon to counter media warfare. With the establishment of corporate media there is a prominent use of English, which has become a popular language of i.e. electronic and print media. The media by promoting English is trying to shed the hostile attitude about language and at the same time making an effort to put Pakistan back on the road to development which was hampered for number of reasons but mostly because of language scuffle since 1947.

The next chapter deals with the presentation of the data and its analysis.
End notes:

2Sky, Marsen. pp.3-4
5Sky, Marsen. p.17
8Dennis, Mcquail. p.10
9Dennis, Mcquail. p.9
14Sandra, J. Ball Rokeach & Muriel, G. Cantor. Media Audience and Social Structure Newbury, London. SAGE publications. 1986 p. 15
17Sky, Marsen. p.12
18Sky, Marsen. p.12


CHAPTER 8

DATA COLLECTION, ANALYSIS AND FINDINGS

8.0 Introduction

This chapter includes the analysis of qualitative and quantitative data collected through surveys and interviews. I have analyzed the data in the light of my hypothetical assumption and research questions. It also contains the results of quasi-experimental study.

The chapter is divided into three parts; each part gives the data analysis, findings and conclusion to provide a comprehensive analysis of the data collected for the study.

For statistical analysis the most common techniques are user-friendly computer package, such as; (Excel and SPSS- Statistical Program for Social Sciences) which have been used for the presentation and calculations .The different percentages determine the result.
8.1 Demographic Profile of Students

<table>
<thead>
<tr>
<th>Sex</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58%</td>
<td>42%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>19 Years</th>
<th>20 Years</th>
<th>21 Years</th>
<th>22 Years</th>
<th>23 Years</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>4%</td>
<td>12%</td>
<td>28%</td>
<td>20%</td>
<td>6%</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Province</th>
<th>Punjab</th>
<th>Sindh</th>
<th>NWFP</th>
<th>Baluchistan</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>68%</td>
<td>8%</td>
<td>12%</td>
<td>10%</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

1. When did you start to learn English (age)?

<table>
<thead>
<tr>
<th>3 Years</th>
<th>4 Years</th>
<th>5 Years</th>
<th>10 Years</th>
<th>11 Years</th>
<th>12 Years</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>8%</td>
<td>12%</td>
<td>24%</td>
<td>8%</td>
<td>16%</td>
<td>14%</td>
<td>18%</td>
</tr>
</tbody>
</table>

2. How did you learn it (at school or some other way)?

<table>
<thead>
<tr>
<th>At School</th>
<th>At Home</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>72%</td>
<td>24%</td>
<td>4%</td>
</tr>
</tbody>
</table>

3. Were you educated through the medium of English or some other medium?

<table>
<thead>
<tr>
<th>English</th>
<th>Urdu</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

4. What is your mother tongue?

<table>
<thead>
<tr>
<th>Urdu</th>
<th>Punjabi</th>
<th>Pushto</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>24%</td>
<td>44%</td>
<td>12%</td>
<td>20%</td>
</tr>
</tbody>
</table>

5. In which language can you communicate better (speak, read, write)?

<table>
<thead>
<tr>
<th>English</th>
<th>Urdu</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>50%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table 1.8.1.1 The Demographic Profile of Students: An Overview

The demographic profile of the respondents is presented in table one. It indicates that students who participated in the study mainly belonged to two age groups. The first age group ranged from 19 to 22 Years and second group ranged between 24 to 48 years. There were only six respondents who were 23 years old and formed a third group. The number of female students were 42 and 58 males participated in the study. The students were enrolled in eight different disciplines. These eight were Mass Communication, Economics, Education International Relations, Information Technology, English, Pakistan Studies and MBA.
The students represented all provinces of Pakistan. This made the study very interesting. From Punjab there were 68% from Sindh 8% from NWFP, 12% and from Balochistan it was 10% and 2% were from Gilgit. In Pakistan the province from where one comes is important; for some of the provinces are more pro-English or pro-urdu or pro-regional language than others. From Gilgit, the percentage is very small to pass a judgement but it does indicate an awareness of education in English language. The difference between NWFP and Balochistan is of only 2% which is indeed small to show any dissimilarity of an attitude since these two provinces are not much divided on linguistic lines as Pushto is commonly spoken in Baluchistan.

The students represented 11 different linguistic groups. Among them the most common first languages were Punjabi, Pushto, Sindhi, Baluchi, Urdu, Balti, Sirakie, Shina, Khowar Waki and Kashmiri. According to the number of merit Punjabi is spoken by 44%, Urdu comes next 24% and Pushto is 12%. The other spoken languages are 20%.

The students came from a different educational background and the medium of instruction in their schools was different. The majority of the students reported that they started learning English at the age of five. The students of 3 and 4 years age started learning from kindergarten/prep. However, the category of students aged 10 to 12 learnt English from class 6th. They studied in Government public schools, while rest of them were from private English schools. There was one student who reported that he started learning English at the age of 17. All together 72% Students verified the formal learning of English at school. Those who learnt English at home were 24% (friends, neighbours or lived in an English country). Majority of the students (60%) were from English medium schools; from Urdu medium schools the number was 40%. None of them reported any other medium. It shows parents preference for English schools, despite an exorbitant tuition fee of these institutions.

Most of the students spoke 3 to 4 languages. As one reported that he could read and write in Persian, Arabic, English and use Pushto for oral communication. Another student reported that he could communicate equally well in 4 languages; English, Urdu,
Brushaski and Shina. (50%) of them reported that they communicated better in Urdu however, 30% found their communication skills better in English. 20% students had better communication skills in other languages.

The linguist proficiency in 3 to 4 languages as claimed by the students is fairly high. Apart from English, the formal learning of skills, reading, writing and speaking in their mother tongue as revealed by their profile shows the attitude of respondents towards learning their mother tongue.

8.2 Domain Analysis

<table>
<thead>
<tr>
<th>Family</th>
<th>Urdu</th>
<th>English</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>62%</td>
<td>-</td>
<td>38%</td>
</tr>
<tr>
<td>B</td>
<td>66%</td>
<td>10%</td>
<td>24%</td>
</tr>
<tr>
<td>C</td>
<td>40%</td>
<td>48%</td>
<td>12%</td>
</tr>
<tr>
<td>D</td>
<td>68%</td>
<td>12%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table:2

8.2.1 Data Analysis/ Commentary

By analyzing the responses for family domain, Urdu was found to be the most common and popular language used at home (62%). However, 38% communicated in their mother tongue/regional language. None of the informants use English at home. The used and choice of Urdu languages seems to be in close interaction in a family domain. 66% informants used Urdu for discussing and sharing personal matters/problems. Only 10% used English and 24% used their mother tongue. In leisure time while watching T.V and regarding English programs 48% commented in English (it is natural comment in the same language as one is listening or watching). However, 40% commented in Urdu. Regarding Urdu programs on T.V, 68% made a comment in Urdu, only 10% used English. Overall, it is observed that English shows some presence in family domain but Urdu was found to be the first language of the respondents, the mother tongue was found to have lesser impact in the use and choice of language by the respondents. Only 23.5 % was used in all situations. This is an evidence of definite shift of less preference for mother tongue even in home domain.
The most astonishing discovery was that informants did not use their mother tongue/native language during socializing. In this domain the responses were again found to be higher for Urdu, English was a second choice of the respondents (27% of all situations). English was seen to have entered the informal domains; people were introduced to each other in English, even those who have met for the first time, preferred English as the common language of conversation. Personal matters were discussed in Urdu, which reveals a very high percentage (80%), it was found to be a language of intimacy as compared to English which did not play any emotional role. General topics were reported to be discussed in Urdu (74%). This is the proof of Urdu to be a (true lingua franca of the country). Urdu was clearly the first language and a language of people, where as English only had an introductory role in this domain.

The high figures for English language support the conclusion that English is the dominant medium in English. It is the most important language for students in their academic life. At school they talked to friends in Urdu (82%), but at university the medium of communication with teachers is English. It shows students preference for English medium school and why not when medium for entrance tests/ interviews for college and university is English. Only 30% reported that the communicated with teachers in English. However Urdu was considered the best medium for informal communication with friends. At tertiary level, English is a compulsory medium, so
students have no choice than to respond in English. Any one not speaking in English in the university is considered to be (unphed) which means illiterate and is flaunted by others. Even the role of teacher is sometimes not very cooperative; they pay more attention to those who speak in English.

<table>
<thead>
<tr>
<th>Transaction</th>
<th>Urdu</th>
<th>English</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%</td>
<td>10%</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>92%</td>
<td>8%</td>
<td>-</td>
</tr>
<tr>
<td>C</td>
<td>62%</td>
<td>38%</td>
<td>-</td>
</tr>
<tr>
<td>D</td>
<td>58%</td>
<td>42%</td>
<td>-</td>
</tr>
</tbody>
</table>

Table:5

It is found that the presence of English being decreased in the domain of transaction (24.5% in all situations). Urdu is the most common language for negotiating/bargaining however native language or mother tongue does not seem to play any role in this domain. A higher percentage of use of English is observed at restaurants (42%) for placing orders (menus are in English). At transport station it is nearly (8%) which reminds that people doing small jobs do not need to know English in our country. In Pakistan small business like selling of fruit/grocery, food at small hotels/bakeries is conducted by the people who are hardly educated. English is more frequently used at super markets and superstores with foreign customers or with the elite class. The sales boys manage to speak few words/sentences of English with a customer. Higher percentage of Urdu shows it is the language of small business affairs in Pakistan.

<table>
<thead>
<tr>
<th>Employment</th>
<th>Urdu</th>
<th>English</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>6%</td>
<td>94%</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>8%</td>
<td>92%</td>
<td>-</td>
</tr>
<tr>
<td>C</td>
<td>32%</td>
<td>68%</td>
<td>-</td>
</tr>
<tr>
<td>D</td>
<td>60%</td>
<td>40%</td>
<td>-</td>
</tr>
</tbody>
</table>

Table:6

As compared to Urdu, the number of percentage reflects pre-dominantly that English is the most powerful language of the employment domain (73.5% in all situations). English is the means to lucrative jobs. It has a very strong hold in this area.
With a rare exception, interviews are conducted in English (92%) and similarly job applications are written in English too (94%). English is the most preferred to communicate with a boss; however, Urdu is the most popular medium (60% to talk to the colleagues to come from different parts Pakistan (true lingua franca). The mother tongue has no role to play even in this domain which is indeed very worrying. Native/mother tongue does not seem to provide any social or economic progress for the speakers of these languages. They have being excluded from this important domain thus creating an imbalance of power and economic conditions.

<table>
<thead>
<tr>
<th>Government</th>
<th>Urdu</th>
<th>English</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10%</td>
<td>90%</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>18%</td>
<td>82%</td>
<td>-</td>
</tr>
<tr>
<td>C</td>
<td>54%</td>
<td>46%</td>
<td>-</td>
</tr>
<tr>
<td>D</td>
<td>18%</td>
<td>82%</td>
<td>-</td>
</tr>
</tbody>
</table>

Table:7

The study reveals the domination of English in the sphere of government. It is the medium in which the affairs of the state are run. 90% of the official for correspondence takes place in English. Official meetings and presentations are all conducted in English (82%). It is the language of bureaucracy, judiciary, the military, trade and the media in Pakistan. The dominance of English however, pays off during official visits (46%). Urdu is found to be the most common language of communications (54%) of public affairs in the domain of government. English as an official language was supposed to be replaced by Urdu however, it could never take place and today it is firmly rooted in the domains of power in the name of modernization and development.

<table>
<thead>
<tr>
<th>Information: News Broadcasts/ Commentaries</th>
<th>Urdu</th>
<th>English</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>56%</td>
<td>44%</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>70%</td>
<td>30%</td>
<td>-</td>
</tr>
<tr>
<td>C</td>
<td>22%</td>
<td>78%</td>
<td>-</td>
</tr>
<tr>
<td>D</td>
<td>48%</td>
<td>52%</td>
<td>-</td>
</tr>
</tbody>
</table>

Table:8
The figures reveal that Urdu is the most popular medium of listening to news on radio (70%). There is also a significant number of informants (56%) who listen to news on T.V in Urdu. It strongly verifies the role of information played by Urdu language in the presence of global media. The listeners of English news on T.V are 44% which is quite encouraging and on radio it is found to be 30%. The increase of English on T.V as compared previously is supportive of the fact that visual media can reach the public more effectively.

English is found to have more impact (78%) as reported for the use and choice of a language for recreational programs, such as sports commentaries. Similarly the impact of English continues for weather forecasts (52%) as reported by the respondents. Mother tongue/ native language does not have any role in the world of information. But some efforts are being made to save these languages from total extinction. The indigenous T.V channels (Punjabi, Sindhi, Pushto, Saraiki and Baluchi) are established and available on cable. They telecast news and views entertainment programs and weather updates in their respective languages.
8.3 Attitude Analysis

Statements:

1. Speaking English is an advantage.

Figure: 1

8.3.1 Data Analysis/Commentary

The first statement is related to the role of English for gaining benefits; i.e., social, economic etc. Speaking English is an advantage specially while looking for a job. Preference is given to a person who can speak it. Secondly, since it is considered to be a symbol of status people tend to think highly about the person and respect him. A very high percentage (76%) informants agree that it is an advantage to know English, so much so that one can get away even in a tight situation. People also think it advantageous to impress or bully others in English.
2. Speaking both Urdu & English is an advantage.

![Figure:2](image_url)

Apparrently, majority of informants (78%) think speaking both Urdu and English is an advantage. 14% tend to agree with the statement however, an equal percentage (4%) shows partial and total disagreement. Both the languages Urdu and English are considered to be important by a large number, but they serve different purposes in different domains. It is seen as an advantage because bilingual speakers can express himself better according to the situation than a person who speaks only one language. In Pakistan speaking Urdu is a sign of unity and solidarity as compared to English which mostly performs a dispassionate and formal role. Urdu performs a political role to check ethnicity and project consolidation of the federation. It also plays the role of nationalism more effectively, because it is a language of emotions. The informants equally value both the languages; English for its utilitarian value and Urdu for national unity and identity.
3: I like speaking English.

Figure: 3

According to this graph 68% informants like speaking English. The admiration for speaking English has always been shown by the people of this country, but in recent year’s students of O Level & A Level who speak English fluently have influenced the minds of their fellows enormously who do not study in these school. Respondents reported that they have been carried away by its magic and show great likeness for English as its represents a class. Secondly, they are fascinated by English films, largely available in CDs/ cable which are the source of motivation and develops likeness for the language. However 24% tend to agree, for them it is not a matter of class, but a simple reality. A small minority (4%) does not like speaking English.
4: I prefer using my mother tongue in most situations.

This graph shows that only 30% of the informants would prefer using their native language/mother tongue in and most situations. This reflects maintenance of their mother tongue. However 28% tend to agree as they believe its use is according to the situation. Those who agree with the statement are 20% (may be the informants used different languages according to the situation and their needs). The other possible reason for not supporting this statement is perhaps people feel embarrassed of speaking their mother tongue. They think it lacks sophistication and mannerism. Secondly, as it is considered a marker of low status, so people tend to look down upon them.
5: I prefer using Urdu in all situations.

Figure:5

Urdu is not found to be very popular in all situations. Only 14% informants (who actually speak Urdu as L1) would like to speak Urdu in all situations. 28% tend to agree with the statement, because it is people’s language and everyone can understand it. However, as language is a matter of identity, therefore 28% of the informants tend to disagree with it. The results show that people do not want to be identified with the Urdu speaking population (especially the people from Sindh province). The reason can be that people relate it to hegemony and consequently, the initiation of language movements in the past in the country are living examples of this attitude. Secondly, the state has projected Urdu in such a poor manner over the period of sixty years that it has earned more resentment than acceptance.
6: I think it is important to maintain Urdu to enable Pakistan to develop

![Figure 6](image)

36% agreed that it is indeed important to maintain Urdu to enable Pakistan to develop. It is a language of school, media and publishing. Books and magazines are published in Urdu which is a great source of information. Most jobs are available through Urdu both in urban/rural areas in all provinces of Pakistan.

28% tend to agree with the developmental role of Urdu. Urdu is a national language, and a national language is expected to play a very significant role in nation’s development. However, 22% disagree with the statement as they believe (one language should not be promoted at the cost of other languages).
Without the knowledge of English I would not get a job.

An overwhelming majority (74%) of informants are strongly convinced that without the knowledge of English they would find it difficult to get a job. Maybe they think, it depends on the kind of job which needs knowledge of English. However, 4% tend to disagree with it and 10% claim that English is not needed when looking for a job.

As it has already been observed in domain analysis, it is the language of employment. However with the advent of globalization, the importance and power of English has increased its demand. The opening of multinational companies, foreign banks, chain of hotels, NGOs offer lucrative jobs and attractive salaries to those who know English.
8. Without the knowledge of Urdu I would not get a job

The role of Urdu is relatively weak in the employment field. 34% disagree with it and believe Urdu is unimportant for a job. 24% tend to agree as they feel that since Urdu is a national language one is supposed to know it. 14% fully agree with the statement. Thus, it can be concluded that either informants are showing loyalty towards national language or there are jobs in lower cadre which need knowledge of Urdu. However the future of Urdu is safe since it is lingua franca of the country.
9. English is a marker of status/respect.

In this graph English is clearly associated with the elitist status and position in all society. 62% think, if they possess this capital they can reach the highest peg of the ladder of success. 20% also tend to agree, though they have some reservation. A small number (4%) is inclined to disagree, whereas 14% do not see English as a sign of status, they consider it just another language in the multilingual setting of the country or simply a language of utility. Nevertheless, the impression of English as a marker of status is the basis of stratification in Pakistani society.
10. For public post, preference is given to an applicant who has strong communication skills in English.

72% informants fully support the role of English as an official language. They think it is essential to have strong communication skills for a public post. It is only 8% who are inclined to disagree and do not see English as being important for it. Another 2% totally rejects it. Anyhow, it is a language of diplomacy and a requirement for a public post therefore; one is suppose to know it for rational discourse, persuasion and dialogue.
11: There should be more TV and radio programs in English in Pakistan.

![Bar chart showing opinions on TV and radio programs in English]

Most of the informants (46%) feel the need for more TV & radio programs in English. 34 % of the informants also project the same opinion. However, 14% fairly disagree and feel that existing English programs are sufficient, whereas 6% do not see any need for more English programs. I think their response is natural because watching TV is a free time activity therefore, people prefer to have programs in their own language which they can enjoy. Language is also a career of a culture! Music, plays, poetry, relaxes and relieves the person of tension and anxieties of daily life. However in the presence of global media there are several challenges faced by Pakistanis. Therefore educated people would like to have more programs in English which can be a source of help in their education, career and keep them well informed on all matters of the world.
12: All public sign boards, notices, advertisement should be in English.

Figure: 12

Relatively a small percentage (26%) would like to see English used for public signs. A little higher percentage of the informants (30%) tends to agree with the statement which means they would like to have it along with the Urdu and regional language. It is observed that 22% does not agree with it at all. Hence an equal percentage of informants are in favor of Urdu. Since instructions need clarity of language and any ambiguity can misguide a person therefore, the use of national language is preferred. Secondly, a small segment of people understand English where as three quarters of the population is literate in Urdu.
By speaking Urdu I show commitment to my country.

Figure: 13

40% of the informants agreed with the statement that by speaking Urdu they showed commitment with their country. 36% showed some nationalistic feeling by speaking Urdu. It is surprising to find a balance (12%) between those who fairly disagree and those who completely disagree with the statement. As it has already be noted that language policies have developed an antagonistic behavior among people towards Urdu. By privileging Urdu, it has lost its passionate supporters and people are more or less divided on its status.
14: English makes significant part of our history.

According to the opinion of 26% informants ‘English does not make significant part of our history’. Another 26% do not support the statement. Only 20% think it does and 28 % says it partially makes part of our history. The students seem to be unaware that the most important reason for the success of English as mentioned by Kachru ‘is the historical role of England as a colonial power.’ For example, before partition the political power attributed power to the language of imperialism which became a symbol of political power. English became the language of law, education, administration, science and technology, trade and commerce. After partition since indigenous languages were not equipped for these roles, English provided a replacement and over the years it has acquired intra-national roles in Pakistan.
15: Urdu is less useful to know than English.

Figure:15

40% of the informants think that Urdu is no less useful than English. They value their national language and its developmental role. However, no language is useful or useless; it is the policies and attitudes that make it so. In general 28% tend to perceive it as a language of utility. However, only 18% firmly believe that Urdu is less useful to know than English, since it has no role in the power structure of the country.
16: All children should be required to learn English at school.

Only 10% disagree that children should learn English at school. 2% also have more or less similar views. 8% are partially in favor of this statement. However, an overwhelming majority (80%) agrees that all children require to learn English at school. In a way it is also suggestive of English as a medium of instruction. They see English as important for the pursuit of higher education, employment and mobility therefore; they strongly recommend it for their children. They believe ‘schools are a ladder out of the ghetto of their social economic class to a privilege class which their siblings or children might make use of.’

17: English should remain the official language of Pakistan.

![Bar chart](image.png)

Figure: 17

This graph shows that 18% of the informants would not like to see English to continue as an official language of the country. It is embedded in their minds that it is the language of colonization. A little more than fifty percent of the informants (52%) would like the continuation of English as an official language of the country. The reason for these different views is that English was expected to be replaced by Urdu in the years to come in post independence period. However, as Urdu could not be developed as a language of government, science and of technology despite hectic efforts made by various governments particularly by Zia’s. Now, the discontinuity of English is difficult because we will get into retrogression. The internal conflicts and controversies have already damaged the institutions largely in the country. In the wake of globalization, it is impossible as it is the language of diplomacy and negotiation therefore, majority of the (52%) informants support the statement.
18: The status of Urdu is higher than English.

According to this graph 36% of the informants see the status of English higher than Urdu in Pakistan. 18% informants tentatively have the same opinion. But 22% think Urdu has a higher status than English which is strengthened by another 24% of the informants who tend to agree with the statement. The graph shows that informants are divided over this statement with a little difference of opinion. However, they all have political and emotional motives to support or oppose its status.
19: I would feel embarrassed if I couldn’t speak English.

As it has already been reported by informants that English is the marker of status. Then the automatic response would be in favour of this statement. 50% of the informants feel embarrassed if they cannot speak English. And 18% tends to agree with the statement. However, almost an equal response is seen at two scales; 16% and 18% who do not find any reason to be embarrassed, as they do not consider it their language.
20: I feel proud when I speak Urdu. It represent my identity, culture and heritage.

Although 14% of the informants disagree with the statement, most of them (54%) feel proud when they speak Urdu and consider it as a part of their identity, culture and heritage. Urdu has played a great role in making of the country and this is why 26% also tends to agree as it gives them individuality, culture i-e, in the form of literature, music a sense of shared struggle and legacy. However 14% donot agree with the statement. It reveals their sentiments that they do not accept the imposition of Urdu and thus claim no identification with it.
21: Without the knowledge of English I would not be considered modern and educated.

The knowledge of English is considered to be important for being modern and educated by 60% of the informants. As the world is rocked by English, 30% of the informants also show similar bent of mind. It is only a small percentages (6%) who refute the statement categorically. The deficiency of English knowledge is considered to be a major drawback in Pakistan. It is a yardstick which measures person’s potential and qualification in any field. Graph reveals that, it is a key to success which most of the informants want to possess.
22: I would like my child to study in an English medium school.

Figure:22

Knowing the importance of English that it is the currency of education and economy of the present world, a huge majority of informants (82%) wish to send their children to English medium school. Only 8% reluctantly make this wish. However, 4% do not have this dream. But for people at large English medium schools serves as a ‘Light House’. They are though to be the saviours which inspire parents to bear the difficulties they face in the process of educating their children and a belief that one day it would enable them to get a good job, position and respect in the society.

Rehman has strongly recommended ‘English be taught to all children as to give them excess to the liberal- democratic world view and the possibility of international mobility’³. He feels that it would ensure equal distribution of power that is presently the exclusive domain of the elitest English speaking group of Pakistan according to Mansoor.
23: I would feel frustrated if I don’t understand English programs on TV.

Figure: 23

Frustration and confusion is a natural reaction when language becomes a barrier. 54% deeply feel the psychological impact of not understanding English language programmes. 18% also feel frustrated but not greatly (may be they switch over to another channel). 14% of informants have no complaints about it (may be they don’t watch English programs). However, an equal percentage (14%) of informants report that they do not feel any inconvenience as it does not matter to them.
24: I use English with native speakers or foreigners and not with Pakistanis.

Over one third (34%) students use English with foreigners or native speakers. This report confirms that English is widely used for travelling abroad or working in multinational companies. An equal percentage (34%) tends to agree with the statement. However 16% Informants perhaps use English with other Pakistanis i-e boss/ teacher. This study confirms that people learn English for specific purposes in Pakistan.
25: English is the language of information technology, it must be learnt.

Figure:25

A small number (4%) is unaware of the boom in information technology and consequently English which is its language. 10% don’t think it important to learn English and tend to disagree. However, a large number (71%) is fully aware of its significance in the world of technology. They know, they are living in an intensely technology-driven society! Their needs are different than the past generations and they require a new approach to language and education to meet the challenges they face today. Hence they find English essential to meet new needs of communication.
26: On the whole, I find English to be an advantage to Pakistan in past, present and future.

Figure:26

English has been perceived on the whole advantageous to the country in the past, present and future. As much as (58%) support this statement. Only (12%) reject it. In Pakistan English is ‘loved more and used less’. Its love and hate relationship has done great harm to its growth and role. With the change of a government, a policy is changed. Inconsistent approach of the policy makers could not bring any significant advantage in the past. Presently we are facing a dilemma how to turn it to an advantage for our nation. Lastly its future is predicted both rosy and dull because it is in our hands.
27: With the increased exposure of English in International media, I am more interested to learn English.

![Figure 27](image)

Media plays a very influential role in people’s lives. It has all the qualities of a charmer to make them play on its tune. This has been verified by (72%) of the informants who think international media is responsible for motivating them to learn English. This statement is least debatable as only (4%) informants disagree and equally the same number tend to disagree.

Rehman recommends that ‘English be taught to all children as to give them access to the liberal democratic world view and the possibility of international mobility.’ And suggests that in formal exposure to living English be provided to all children through the media at state expense. Mansoor’s study also reveals that language teaching in classrooms is not leading to successful language learning and that the reason why students with a high socio economic status have better English proficiency due to acquiring the language through informal exposure of media and internet.
Q 28: In global scenario, it is essential to know English.

The linguistic aspect of globalization is seeking questions about the languages. Most prominent and powerful the responses (82%) have been received in the favor of this statement. (12%) also tends to say yes. However (4%) are very sure that it is not essential to know English in a global scenario and (2%) tend to support them. Globalization has indirect but highly effective and long lasting impact on language. It has increased the pressure of learning English Language on a common man. As a result in Pakistan more people are compelled to learn English. Mainly it has affected the poor who find English language education to be out of his reach. But education and language has become synonymous, just as education and employment. Therefore, it is essential to know English in a global scenario.
29: It creates good impression to converse in English at social gatherings.

Figure:29

English is quiet popular. (58%) stated that it is used at social gathering as it creates good impression on others. (24%) tends to agree that it is a language of conversation which projects nicety. It is believed to be a language of sophistication and mannerism. However, (10%) tend to agree with this assumption and (8%) reject it which is indeed a very small number.
30: English speaking students get more attention from teachers in the class.

Figure: 30

(70%) of informants seem to have shared their own experience by agreeing to the statement. (14%) tend to have felt or observed the same. (10%) think teachers are not biased and negate the statement. But it is a reality that English speaking students are favored more and treated better by the teachers. They stay in the limelight in academic and extra curricular activities during the period of their education.
Findings:

8.4 Domain Analysis:

The study of Domain Analysis has been conducted from two aspects:
Informal: Family, Socializing, Transaction, Information.

In informal domain the findings of this study reveal that students are not keen towards maintaining their mother tongue. As a result it is rarely used in home domain. However, it is found that Urdu enjoys significantly dominant position in family domain (66%). For most of them it is their first language. Today as media is the biggest source to popularize any language therefore (48%) students under its influence involuntarily comment in English while watching an English program.

In the sphere of education and employment English has remained the most preferred medium of communication. However, it is making its way into the informal domain too! About (27% in all situations) during socializing preferred to use English to introduce themselves and talk to each other. It is used as a common language of conversation. In the areas of transaction, the role of English is (24.5% in all situations). In Pakistan small businesses are conducted by the people who are hardly educated, even though English is found to be a language used by the educated people in our country. At transport stations the number of people knowing English is nearly (8%) which reminds us that English is not needed for small jobs knowing Urdu is quite sufficient.

In the world of information radio and T.V are the most common medium of communication. In Pakistan both are popular, except with a difference who can afford it. The analysis reveal that people are well informed, Urdu is the most preferred language of information. (70%) of the students listen to the news on the radio and (56%) on T.V. (44%) would like to listen to news in English on T.V which is indeed a very promising response, on radio it is (30%). However, the response of the students is immensely high (78%) for sports commentary in English. It depicts their interests in recreational programs. The influence of English continues for weather forecasts which is above (50%)
for its authenticity. The most powerful use of English is being observed in formal domains of government, education and employment. Students’ feel threatened if they fail to get English education and a respectable job. They think they would be treated as second class citizen. This fear forces them to learn English, mostly for instrumental purposes. The use of English in all situations of education is (59.5%) in employment, (73.5%) and government, (75%). The realistic attitude of the students reflects the importance of the English language for better education and job opportunities that this language is assumed to provide. The role of Urdu and mother tongue/native language has been found to be non existent in the formal domain.

8.4.1 Attitude Analysis

Baker believes in attitude tests, claiming that “in attitude change, one hope for language life and resurrection”6

The Analysis of attitudes responses of the study has helped the researcher to develop a general understanding of the relative importance of various languages, particularly of English language in Pakistan

8.4.2 English Language:

English being the official language and eminent language of other areas, carries more weight than Urdu in Pakistan. It is also considered important and advantages to the country as a whole. The responses to English have been classified into ten categories to show its major areas of usefulness. The ten categories into which the responses for English are divided (in order of frequency) Global language (82%) English Medium Instructions (82%) Education (80%) English is an advantage (76%) Job opportunities (74%) International media (72%) Information technology (71%) Marker of status (62%) Modernization (60%) And English as an official language of Pakistan (52%).
Student’s motives for supporting English are chiefly instrumental: the results of the study show that English is most useful language of education and profession. It is considered to be a language of economic progress and prosperity.

In the backdrop of globalization, students feel a strong impact of English and thus demand English language at beginning of their schooling. They believe education and employment opportunities are directly related so are education and language.

It is also observed that language has also helped to establish social status such as superior/ inferior. The study reflects a predominant feeling of discrimination among students which they experience during their educational and professional period.

The practice of dual language policies does not only reflect in social status but even in a class the bias attitude of the teachers speak louder than words. English speaking students tend to receive more attention and good treatment from them. Media has given impetus and importance to English language. Students’ prefer to adopt English as an essential language of communication in their lives. Information technology has further accelerated the process of spread of English language. In today’s world its use is indispensable. Students feel a sense of empowerment by its use. Today a person who can master the electronic media is at the centre of power, therefore by knowing English they want to attain power and to master technology.

Regarding the continuation of English as an official language the feedback was positive. The students tend to support its official role as they are well aware that this is the only language in which to communicate to the world.

8.4.3 Urdu Language:

Urdu is found to be of significant importance, but other languages i.e.: native/regional languages in Pakistan have been reduced to secondary languages. They are restricted to the domains of home. The level of literacy does not exist in mother
tongue and it has lost value in Urdu language in the context of demand of English. The negative response towards native/ regional languages found to be the result of dominance of Urdu as a national language and English as a language of economic market.

The responses about the attitude towards Urdu have been divided into two categories: loyalty (54%), and national language (70%).

Motivation and attitude have strong relationship with language learning. According to the results of survey, Urdu is not found to be a language of economic rewards. Students find minimum prospects with Urdu medium education. They think maximum opportunities lie with English language, which provides all the benefits therefore, a person would want to learn it for his educational and professional life.

The highest response for Urdu is as a lingua franca. It is the language of people and is spoken in all provinces of Pakistan. It is also a language of transaction however; it is not considered a language of utility, but merely a language of emotions. Some answers of the respondent are diplomatic, which are based on a desire to appear patriotic and loyal. It is strongly an integrative need, where a language becomes a symbol of solidarity. Urdu has played a dominant role in the making of Pakistan therefore; students have supported Urdu in a way which for instance would show devotion towards it. However, students want to see their national language to play its development role. This is a clear cut and instrumental reason and they hope and expect Urdu to perform an equal role along with English in the nation’s progress and development.

8.4.4 Offshoot Analysis:

8.4.4.1 Loss of Mother Tongue Education:

The results of the survey indicate that in the era of globalization students are drifting away from their mother tongue, as a language of schooling and a medium of instruction. If a language is not learnt as a mother tongue for wider purposes of
communication and governance, there are possibilities that the concerned language will gradually disappear from the society as an effective medium and will assume the role of an identity marker only.

8.4.4.2 Repression of Regional Languages

According to Cobarrubias (1983) ‘selecting one language (in this case Urdu) in a multilingual state over all others as national symbol represses other regional languages.’

The study reflects the decreased use of regional languages. It is a matter of grave concern, because Pakistan is a multilingual and pluralistic society. We must celebrate it. But on the contrary, the society is in the process of becoming a bi-lingual state. This state of affairs calls for measures for the safety of these languages. The extinction of regional languages means extinction of literature, culture, identity and heritage. Secondly, English and Urdu have excluded people from political power, social prestige and respectable life. As a result, the present situation of languages calls for equal language rights to revive them in order to play their role effectively in multicultural and multiethnic society.

8.4.4.3 Conclusion

The research has revealed some crucial facts about the existing situation of English and other languages in Pakistan.

Pakistan is a multilingual and pluralistic society. The people have immense linguistic ability to learn a foreign/second language. They prefer to learn English in spite of their limited resources, or linguistic complexities that they come across during its learning.

According to Crystal ‘there is no theoretical limit to the number of special purposes to which a language can be put. As society develops new facets, so language is devised to express them’.

In recent times whole new areas of expression have emerged
in Pakistan. It is no more seen as a language of colonial times, but it stands for scientific knowledge, mobility, technology, media, modernization and development. The youth of our country is growing up in an intensely technology-driven society, their needs are different than in the past and they require a new approach to education and language. The importance of language in education does not need any introduction. Globally, it has been observed that countries attach great priority to the language due to its notable role in tertiary education i.e. in science, medicine, agriculture, technology and industry etc. The findings of this study suggested that more attention should be extended to English language to meet the professional requirements, primary education and aspiration to higher education, thereby effecting a positive transition from school to the world of work.

The results of this survey disclosed that English is the main choice of large population of students for education and career. Regrettfully, there is non availability of English language education for common people in Pakistan. It is uneven and inadequate in urban areas and absent in rural areas. Students come from far flung areas to the cities to get education. But English becomes a barrier for them. They lag behind in their academic performance despite their best mental capabilities and they face its implications while applying for a job. Since the capital oriented world has weakened the attitudinal resistance to English and there is an increase demand of it by the younger generation who are eager to equip themselves with this linguistic tool to reap the educational and economic benefits attached to it.

Urdu language holds a very special place in the hearts of the people of Pakistan. It is their first language which they use for intimate talks and discussions although; formally it does not have any significant role, except that it is a national language of communication.

Mother tongue/regional languages have been deprived of their place and position in a tug of war between English and Urdu. They have been put aside on the pretext that they have failed to become the language of opportunities. They do not fulfill any
educational or communicative role; as a result they are restricted to domestic boundaries. However, the present situation of regional languages calls for setting up language legislation to preserve their rights and save them from total annihilation.

In summary, this study found a significant concentration of Pakistani students towards English language learning. They need English mainly for instrumental reasons; such as for higher education, information, technology, and white collar jobs. They consider lack of proficiency in English as disadvantageous to compete in today’s global knowledge based economy. Interestingly, positive attitude seems to inspire learning English. English has traditionally been the language of government and other domains with prestige and still it carries more prestige than Urdu. However, both are considered important and an advantage to the country as a whole.

In the domain of education, English shows, itself, without doubt, as the most preferred medium. Today English language and education have become synonyms; therefore students demonstrated distinctively the choice and preference for English medium education. They perceive it as a most useful language and opined that all children should learn English at school. The approach of the students is formed to be modern and progressive. They do not see the study of English harmful to their culture, but rather as a necessity for the development and progress of the country. However they feel neglected and outcast on the denial of English at the onset of their schooling, which later isolate them from the society.

Lastly, this study also found a significant loss of mother tongue and regional languages. This is unfortunate and retrograde step for any society. To make them functional, it needs a prompt action by policy makers to revitalize and make them useful languages of the country.
8.5 Survey Two

8.5.1 Print Media – Choice of Newspapers

<table>
<thead>
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<th>(Comparison) Newspapers</th>
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<tbody>
<tr>
<td>Question 1: Which English newspaper do you read?</td>
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</tr>
<tr>
<td>a. Dawn  b. The Nation  c. The News  d. other</td>
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</tr>
<tr>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
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<tr>
<td>NR</td>
<td>2</td>
</tr>
<tr>
<td>Dawn</td>
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<tr>
<td>The Nation</td>
<td>2</td>
</tr>
<tr>
<td>The News</td>
<td>23</td>
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<tr>
<td>The News &amp; Dawn</td>
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<tr>
<td>Other</td>
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<tr>
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</tbody>
</table>

Table :9

English print media is used by large number of respondents living in Rawalpindi and Islamabad. Preferences for the newspaper by the respondent are represented in Table 9. The respondents who preferred Dawn are 28%, The News 46%, and The Nation 4%.

The next four questions from Q.2 to Q.5 have been evaluated against the first question to find the role of English in each newspaper.
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<thead>
<tr>
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<th>The News</th>
<th>The News &amp; Dawn</th>
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<td>Right Cause</td>
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<td>1 4%</td>
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<td>Wider Perspective / Wider Coverage / Current Affairs</td>
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<td>3 13%</td>
<td>6 22%</td>
<td>1 8%</td>
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<td>Informative / Authenticity / News Quality</td>
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<td>6 25%</td>
<td>1 50%</td>
<td>2 7%</td>
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<td>No Particular Reason</td>
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<td>4 15%</td>
<td>1 8%</td>
<td>1 100%</td>
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<td>For Article / columns / letter to editor</td>
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<td>1 4%</td>
<td>1 50%</td>
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<td>Family Newspaper</td>
<td>Yes</td>
<td>1 4%</td>
<td>5 19%</td>
<td>1 8%</td>
<td></td>
</tr>
<tr>
<td>Unbiased / Avoids Yellow Journalism</td>
<td>Yes</td>
<td>3 13%</td>
<td>3 11%</td>
<td>1 8%</td>
<td></td>
</tr>
<tr>
<td>Language Quality / Easy to Comprehended</td>
<td>Yes</td>
<td>4 17%</td>
<td>2 7%</td>
<td>1 8%</td>
<td></td>
</tr>
<tr>
<td>Reporting / Correct</td>
<td>Yes</td>
<td>3 13%</td>
<td>1 4%</td>
<td>1 8%</td>
<td></td>
</tr>
<tr>
<td>Reporting / Responsible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting / Neutral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large Circulation / Popular</td>
<td>Yes</td>
<td></td>
<td>1 4%</td>
<td>1 8%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>2</strong></td>
<td><strong>27</strong></td>
<td><strong>12</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

The Table 10 shows the specifications of reading the newspaper by the respondents. It reflects the popularity of each newspaper in its own way. The Nation enjoys the most readerships for authenticity and for the standard of information. Where as
Dawn has the highest percentage of correct and neutral reporting. On the other hand the data shows that the ‘The News’ is the most popular paper among the chosen segments of the society for my survey. It has a friendly approach and uses easy language, therefore families subscribe to it.

### (Comparison) Newspapers

<table>
<thead>
<tr>
<th>Question No. 3: Which part of the newspaper do you read most?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Columns</td>
</tr>
<tr>
<td>Articles</td>
</tr>
<tr>
<td>Entertainment / Language Games</td>
</tr>
<tr>
<td>Sports</td>
</tr>
<tr>
<td>Letter to the editor</td>
</tr>
<tr>
<td>Horoscope</td>
</tr>
<tr>
<td>City News</td>
</tr>
<tr>
<td>News</td>
</tr>
<tr>
<td>Detail of Books</td>
</tr>
<tr>
<td>Headlines</td>
</tr>
<tr>
<td>Front Page</td>
</tr>
<tr>
<td>Business Page</td>
</tr>
<tr>
<td>Editorial Page</td>
</tr>
<tr>
<td>Fashion</td>
</tr>
<tr>
<td>Political Analysis Section</td>
</tr>
<tr>
<td>Entire News Paper</td>
</tr>
<tr>
<td>Comments &amp; Opinion</td>
</tr>
<tr>
<td>International News</td>
</tr>
<tr>
<td>Children Magazine</td>
</tr>
<tr>
<td>Jobs</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Table:11
Table: 11 reveals the choices of reading content which varies in each newspaper. In Dawn people mostly read articles, columns, entertainment, business page, front page, however the entire newspaper is read by 12%. It also shows that The News is closer to people. It understands the popular feeling and gives expression to it. It communicates with its readers through city news, comments and opinions and children magazine. It is influencing the life styles of the people by promoting fashion and glamour. The Nation communicates more with its readers through Letters to the Editor in comparison to Dawn and The News.

**. (Comparison) News papers**

<table>
<thead>
<tr>
<th>Question No. 4: How does it help you to deal with English language in daily life?</th>
<th>Dawn</th>
<th>The Nation</th>
<th>The News</th>
<th>The News &amp; Dawn</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>Informative/Keep in touch with current issues</td>
<td>Yes</td>
<td>3</td>
<td>20%</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>Low Standard</td>
<td>Yes</td>
<td>2</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Useful in language skills / (activities / drills)</td>
<td>Yes</td>
<td>2</td>
<td>13%</td>
<td>4</td>
<td>15%</td>
</tr>
<tr>
<td>Speaking Skills</td>
<td>Yes</td>
<td>1</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of contemporary expression/jargon/catch phrases/new words/clichés</td>
<td>Yes</td>
<td>3</td>
<td>20%</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>No utility</td>
<td>Yes</td>
<td>1</td>
<td>7%</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>Improvement/Enrichment of vocabulary</td>
<td>Yes</td>
<td>2</td>
<td>13%</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Not sure</td>
<td>Yes</td>
<td>1</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps to express languages analysis/thought/polish/logically/methodically</td>
<td>Yes</td>
<td></td>
<td></td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>Useful</td>
<td>Yes</td>
<td>3</td>
<td>20%</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Books are more useful</td>
<td>Yes</td>
<td></td>
<td></td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>Improve formal/business writing</td>
<td>Yes</td>
<td></td>
<td></td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Not much / little</td>
<td>Yes</td>
<td>4</td>
<td>15%</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>2</td>
<td>28</td>
<td>11</td>
<td>1</td>
</tr>
</tbody>
</table>

Table:12
Table 12 depicts that English language is helping people in several ways in their daily life. Dawn newspaper is playing a useful role in disseminating information, familiarity with contemporary expression, improvement in language skills, and enrichment of expression and vocabulary. Only 7% respondents did not find it useful. According to the percentage analysis, Nation is playing a useful role. 50% of the respondents were of the opinion that it is a source of enrichment and improvement in vocabulary. The News is helping the respondents improving their language skills. It also reveals that it improves formal and business English. Only 11% respondents said it has no utility.
### (Comparison) News papers
**Question No. 5: What is the significance of the increased number of pages of Sunday’s Edition?**

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Dawn</th>
<th>The Nation</th>
<th>The News</th>
<th>The News &amp; Dawn</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
</tr>
<tr>
<td>No Significance</td>
<td>Yes 2 10%</td>
<td>2 8%</td>
<td>1 10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wider Choice/ Variety/ more information</td>
<td>Yes 3 17%</td>
<td>1 25%</td>
<td>5 20%</td>
<td>3 30%</td>
<td></td>
</tr>
<tr>
<td>Cheaper Source</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td>1 10%</td>
</tr>
<tr>
<td>More Reading time/ improves reading habit</td>
<td>Yes 2 10%</td>
<td>1 25%</td>
<td>5 20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified Adds/ Business/ Generate Revenue/ Marketing</td>
<td>Yes 4 23%</td>
<td>1 25%</td>
<td>5 20%</td>
<td>3 30%</td>
<td></td>
</tr>
<tr>
<td>Utilization of time in constructive/ positive way</td>
<td>Yes</td>
<td>1 6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fashion/ glamour/ entertainment/ lively/ colorful</td>
<td>Yes 1 6%</td>
<td>2 50%</td>
<td>3 12%</td>
<td>1 10%</td>
<td></td>
</tr>
<tr>
<td>Can be read throughout the week</td>
<td>Yes</td>
<td>1 6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulation of Personal view point/ knowledge</td>
<td>Yes 2 10%</td>
<td>1 4%</td>
<td>1 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lengthy (can’t, pay attention to all)</td>
<td>Yes</td>
<td>1 6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplement which highlights important events</td>
<td>Yes</td>
<td>1 6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review/ analysis of weeks happening/ sum up</td>
<td>Yes</td>
<td></td>
<td></td>
<td>2 8%</td>
<td></td>
</tr>
<tr>
<td>Caters working class on Sunday</td>
<td>Yes</td>
<td></td>
<td>1 4%</td>
<td>1 10%</td>
<td></td>
</tr>
<tr>
<td>Patronizing Employment</td>
<td>Yes</td>
<td></td>
<td>1 4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>4</td>
<td>25</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

Table: 13

Table: 13 shows that the increased number of pages has a lot of significance. Only 10% respondents say that it has no significance. The significance of all the three papers is shown in different ways.
17% respondents say that extra pages have a wide range of choice to read. It has a high percentage 23% of classified ads. The significance of the extra material is that it develops the habit of more reading and has an impact on the formulation of personality.

The Nation has the highest choice and variety of reading material in the Sunday’s issue of the newspaper, along with the highest classified ad percentage. The extra pages provide entertainment and more fashion and glamour therefore it reveals it is more of a commercial issue.

The News has 20% of wider choice and variety. It has 20% of its classified ads which are patronizing employment for the people. The extra pages contain reviews and analysis of week’s events to give updates to the working class on Sundays. It contains 12% fashion glamour and entertainment, only 8% of the respondents said it has no significance.

The analysis of next four questions about print media from Q.6 to Q.10 have been summarized and marked in points for clarity.

Newspaper:

Q6. With regard to the role of English Language in a developing country like ours:

- English newspapers are contributing to information and education.
- Assisting people in learning English as a foreign/second language.
- Helping writers who write in English to be recognized globally.
- Lessening the communication gap with other countries and helps to compare our rate of progress with the development of other countries.

Q7. How English language affects the lifestyles of people in our country. Responses can be summarized as:
• It broadens people’s outlook.
• It gives people a wider perspective.
• It gives a sense of sharing and bonding and helps to maintain a trustworthy relationship through communication in the same language.
• It helps to arrive at balanced views or opinions.

Q8. Regarding the role of English newspapers expected to play in the age of globalization. Views can be briefly stated as:

• They play their role by giving exposure to the language and shedding light on international events as well as giving awareness about dealing with daily problems of life in a better way.
• They help in building a better understanding of issues faced by developing countries on account of globalization.
• They act as an international link through which more effective interaction can be promoted at a global level.
• Diverse articles comprising political, religious, social and communal opinions from not only across the country but also across the globe are conveyed via these.

Q9. With reference to the importance of Newspapers in the age of electronic media
The views can be summed up as:

• They help in covering aspects that cannot be covered appropriately by electronic media such as job advertisements.
• The analytical power of print media exceeds that of electronic media.
• The provision to access it in one’s own time makes it more convenient and practical.

Q10. It was about using the newspaper for teaching English language in the rural areas:
The suggestions were:
- They can be used in the process of establishing prowess over reading and understanding the language as well as an exercise for developing confidence in the ability of learning the language.
- Newspapers can serve as a supplement to English text books.
- Description and Illustration using pictures.

### 8.5.2 Electronic Media – Choice of channels

<table>
<thead>
<tr>
<th>Electronic Media</th>
<th>Comparison (Television)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question No. 1: Which TV channel do you watch?</td>
<td>a. PTV      b. ARY      c. DAWN      d. other</td>
</tr>
<tr>
<td>Teachers</td>
<td>General Public</td>
</tr>
<tr>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>PTV</td>
<td>1</td>
</tr>
<tr>
<td>ARY</td>
<td>5</td>
</tr>
<tr>
<td>Dawn News</td>
<td>2</td>
</tr>
<tr>
<td>Geo News</td>
<td></td>
</tr>
<tr>
<td>BBC</td>
<td></td>
</tr>
<tr>
<td>CNN</td>
<td></td>
</tr>
<tr>
<td>AAJ</td>
<td></td>
</tr>
<tr>
<td>Aljazira</td>
<td></td>
</tr>
<tr>
<td>QTV</td>
<td></td>
</tr>
<tr>
<td>Ten Sports</td>
<td></td>
</tr>
<tr>
<td>Sony</td>
<td></td>
</tr>
<tr>
<td>National Geographic</td>
<td></td>
</tr>
<tr>
<td>Star Movies</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

Table :14

### Television

According to Table: 14 PTV and ARY which are Bilingual channels are watched by all the four categories of respondents. 17% of general public, 8% of teachers and 12%
of armed forces respondents watch PTV. Where as, 42% of teachers, 22% of general public and 12% of armed forces watch ARY. This percentage is higher than the respondents who watch Dawn news which is an exclusive English channel. 17% teachers, 13% general public and 28% respondents from armed forces watch ARY. While students like to watch ‘other’ channels which is 9%. The highest percentage of viewers is 44% from armed forces respondents who watch ‘other’ channels. 39% general public and 25% also watch other channels.

The analysis of next 8 questions (Q2 – Q9) about electronic media (TV) have been summarized and marked in points for transparency.

Television

Q6. As to whether promoting English language in media is bridging or creating a communication gap amongst people:

- Due to the high illiteracy rate, it is bound to create more problems.
- A few English programs can not make much of a difference.
- It is bridging communication gaps for those who understand but isolating those who do not know the language or have no access to television.
- On the international level it is bridging gaps but locally is widening them.

Q7. About how media can help in shedding people’s negative attitude towards English language programs:

- Portrayal of local culture and traditions in English based programs instead of western culture would increase their acceptability.
- English programs about Islam for the more neutral groups of Islamicists in the country are bound to have a considerable audience.
- Coverage of issues pertaining to the larger part of society rather than limited, elite groups would make the English programs relevant for a larger number of people.
Q8. With regard to how the general public can benefit from English language programs:

- Watching English language programs regularly can contribute to developed ease in understanding and, eventually, even speaking the language.
- Programs aiming at a younger audience can make for enhancing the learning process of the language for them.

Q9. With respect to the role English Language is playing in the age of globalization:

- English, having established itself over time as the most widely spoken language in the world, acts as a major contributor to the process of globalization itself by bridging communication gaps worldwide which would otherwise prove to be a major hindrance for the same.
- Command over English language contributes to acceptability at a professional as well as social level around the globe.
- By acting as a common factor amongst people of various nations, the English language provides a conducive environment for sharing of all kinds of problems, knowledge, information etc.

<table>
<thead>
<tr>
<th>Electronic Media</th>
<th>Comparison (Radio)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question No.1. Which radio channel do you listen to?</strong></td>
<td></td>
</tr>
<tr>
<td>a. English Channel FM 89</td>
<td>b. Partial English FM 91</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers/educationists</th>
<th>General public</th>
<th>Civil/ Armed Forces</th>
<th>Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>English (FM 89)</td>
<td>2 17%</td>
<td>5 41.67%</td>
<td>7 70%</td>
<td>14 28%</td>
</tr>
<tr>
<td>Partial (FM 91)</td>
<td>7 58.33%</td>
<td>3 25%</td>
<td>4 25%</td>
<td>14 28%</td>
</tr>
<tr>
<td>Radio Pakistan</td>
<td>4 25%</td>
<td>4 25%</td>
<td>4 8%</td>
<td></td>
</tr>
<tr>
<td>Both FM 89/91</td>
<td>2 16.67%</td>
<td>8 50%</td>
<td>3 30%</td>
<td>13 26%</td>
</tr>
<tr>
<td>None</td>
<td>3 25%</td>
<td>2 16.67%</td>
<td>3 30%</td>
<td>5 10%</td>
</tr>
</tbody>
</table>

Table: 15
Table 15 shows the popularity of FM 89 which is 28%. Similarly the table shows the equal popularity for a bilingual channel FM 91. Radio Pakistan is found to be the least popular among the masses which is only 8%. However, 26% people listen to both channels i.e. FM 89/91. And it is only 10% who are not interested in radio broadcast.

<table>
<thead>
<tr>
<th>Question No.2: Why do you listen to these specific channels?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>1. To kill time when I am driving</td>
</tr>
<tr>
<td>2. For large variety of programs</td>
</tr>
<tr>
<td>3. By chance</td>
</tr>
<tr>
<td>4. For Relaxation</td>
</tr>
<tr>
<td>5. It does not have any announcements</td>
</tr>
<tr>
<td>6. Play list is good</td>
</tr>
<tr>
<td>7. Discussion</td>
</tr>
<tr>
<td>8. Entertainment</td>
</tr>
<tr>
<td>9. When I have no access to other media means during exercises</td>
</tr>
<tr>
<td>10. Reminds me of frustration Radio shows</td>
</tr>
<tr>
<td>11. Other channels barely use English</td>
</tr>
<tr>
<td>12. Sense of humour</td>
</tr>
</tbody>
</table>

Table: 16

Radio – specific channels

Table 16 shows that respondents listen to these specific channels because other channels barely use English. It shows that radio is mostly used for entertainment and people listen to it while traveling or driving a car. Music songs are source of relaxation among the respondents, the category of teachers which is 8% is the highest percentage of radio listeners. Second category listens to radio because as a music channel it has a good
play list. Respondents from armed forces listen to radio when they are on outdoor exercises and listen to it for information and entertainment.

<table>
<thead>
<tr>
<th>Electronic Media</th>
<th>Comparison (Radio)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question No.5: Which would be a better medium radio or TV for the teaching of English to the beginners?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Civil/ Armed Forces</th>
<th>Student</th>
<th>G. Public</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. T. V. it caters to both listening and visual skills</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>2. Radio can be encouraged to listen to English native</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>3. Lasting effect on children</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>4. Both may be used for different purposes</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>5. No one would tune to English channels in TV or radio in rural areas</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>6. Any medium but with proper planning</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>7. TV is more effective because of its</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>8. TV has more influence on the psychology</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>9. Radio is best as its transmission is easily received throughout the country</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>10. TV</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
</tbody>
</table>

Table :17

The major responses for this question were received from the teachers and general public. They believed that both media are good according to the situation and requirement but radio is the best as its transmission is easily received throughout the country. However, they also believed that TV has lasting effects on the psychology of people specially; children are more attracted to it because of their impressionable age. People can enhance their listening and speaking skills. Therefore it can be adopted as a tool of teaching English but with proper planning.

The analysis of questions 3, 4, 6, 7 and 8 about radio have been summarized and marked in points for transparency.
Radio

Q3. With regard to the kind of programs that are broadcasted.

- On Radio Pakistan the only English program is news. Development programs related to health, population control, agricultural, adult literacy are in Urdu. It also it broadcasts national songs, drama, old hit songs etc.
- FM channels broadcast call-in-programs, English songs, general updates about events and people in the city.
- Discussion programs but restricted to trivial and irrelevant matters.
- An interview of musical bands, amateur actor/actresses of different plays i.e. theatre in the city.

Q4. With regard to the enjoyment of English broadcasts.

- It is largely attributed to the educated upper middle class comprising of different walks of life.
- Generally it is the urban society which likes to listen to English and partial English channels. Bilingual channels which use Urdu and English are very trendy. As the code switching is a popular phenomenon in Pakistan thus people enjoy it.
- Mostly young educated boys and girls from English medium schools. Teenagers are attracted to English songs and music. They like to listen to request shows and dedicate songs to their friends.
- A small percentage of westernized youngsters enjoy English broadcasts, particularly music for festivity.

Q6. With regard to the significance of having a radio set in mobile phones.

- It is handy and does not conflict with work.
- It makes leisure time enjoyable. It acts as a companion while traveling or alone. It does not let one feel bored or isolated.
- One can tune in to listen to news updates, call for prayers(Azan), weather updates, live sport commentary, entertainment programs, music at any time and place.
• It is a relatively affordable, cheap and accessible tool of information and entertainment.

Q7. With regard to the role English language is playing in radio broadcasts:
• Role is yet to be evaluated because rural population is not familiar with English.
• It plays a constructive role in conveying such broadcasts to special people such as the blind/handicapped.
• Plays a commercial role. It is promoting business and creating jobs.
• Giving exposure to English; teaching vocabulary, functional English, problem recognition, argument and debate.
• It provides distraction from important and serious issues.
• It provides for broadcasting English programs to people in the rural areas who do not have access to television.
• Listening to English programs on the radio will automatically contribute to the improvement in speaking skills.

Q.8. About the role the respondents want English language to play in radio:

• First it should be determined if a standard needs to be created for the use of English in the electronic media. Second, a way must be found to attract the younger generation of Pakistan to English broadcasts.
• Programs should be broadcast with more understandable English so that a larger audience can benefit from them.
• To create awareness of education among masses, especially in rural areas and the lower class of society.
• Should broadcast user friendly programs to develop a better rapport between people of different age groups.
• To promote English among the deprived segment.
• Must help to make English widespread as it is vital part of national education.
• It should start with easy English and introduce programs for the beginners.
• Ought to play a productive role to make radio programs a success i.e. like the British English program ‘Archer’.
• It is expected to play a useful role in our society to improve the perceptions of people towards life in general and social changes which are taking place around the world specifically.
• Preferably should move on to cable radio and exploit all its potential to boost the image of the country and influence the international audience too.

8.5.3 Findings:

Mass media is playing a major role in the lives of people on this earth. It is difficult to island ourselves with world wide broadcasts, direct-to-home television and online newspapers on the internet.

To begin with print media the strength of the written word has not reduced today. The power of written language is directly linked with literacy rate in the country. The Economic survey of 2006-2007 indicates that in recent years the literacy levels in Pakistan have improved over a time at a modern pace. However over all literacy rate (10 years and above) was 45 percent in 2001 which has increased to 54 percent in 2005-06, indicating at 9.0 percent points increased over a period of only 5 years9. As a result there is a rise in the readership of newspapers.

The findings of the survey show an increase in the circulation of English newspaper by 10-12 percent in 2004- 2005. The English language press is growing in influence and popularity. It has become a potent force in shaping public opinion. The English newspapers are responding to the demands of the market. They besides offering news, and current affairs, are providing space for other aspects of life including entertainment, sport, fashion and life style. Local editors have a separate page for local city news, while there are specialized weekly issues i.e. business, education, literature, technology etc, which generates more interest and develops reading habits. Hence the strength of the written word has not diminished even in the age of electronic media. The
analytical power of print media exceeds that of electronic media. It provides masses access in their own time and makes it more convenient and enjoyable.

In a developing country like Pakistan, the role of English newspaper is found to be encouraging and positive. By providing information and knowledge it is influencing people and strongly motivating them to read and learn English as a second language. It has a robust impact on the life style of people of our country. It gives them a wider perspective to improve concepts and thus broaden their outlook. It is promoting communication, interaction within the society by publishing opinion essays letters to editor, columns etc. It helps reader to share and arrive at a balanced view.

English print media has become popular, more important, progressive and powerful by participating in global media through global language. However, it has yet not been successful to introduce the phenomenon of globalization, its consequences and its impact on our society and issues on which newspaper needs to devote more attention to educate masses at large about them. However it acts as an international link through which more effective interaction can be promoted at the global level. And at home it is creating awareness among people for dealing with daily problems of life in a better way. It is a challenge for the newspapers to play some kind of role in teaching English language. However, as suggested by a respondent that delivery of one newspaper at a tea shop of a village would spread an English word faster then electronic mail.

The potential of the English press at present is magnificent and tremendous. It is protecting and projecting the national image of the country. It is dealing with the issue of militancy in Pakistan and War against Terror in a pragmatic manner by adopting a pragmatic approach. Due to competitive edge and technological advancement, English newspapers are better produced and are more attractive and interesting. It also shows greater professional commitment by providing a wide range and in depth coverage of national and international affairs. It displays impartial approach which reflects professionalism within the press.
The present century is of media revolutions. The two revolutionary media—radio and television has gripped the people in its magic around the world.

According to the Ministry of Information and Media there are 62 new TV channels in Pakistan. The global communication and dominance of English language has given rise to English in electronic media of Pakistan. The respondents believe that TV is playing a ‘BIG’ role in promotion of English. The promotion of language is stimulating and motivating people to learn English as it is the most important medium of communication around the globe. Regular exposure to television is developing interest in the people who do not know the language and is influencing children and teenagers who are at an impressionable age. English is playing an enormously influential role in Pakistan media, as it is communicating across the multilingual and multicultural country.

English having established itself over time as the global language of the world acts as a major contributor to the process of globalization itself by bridging communication gaps world wide which would otherwise prove to be a major hindrance for the same. Recently, there has been upsurge of interest in English in Pakistan. As the country is considered to be an emerging nation with moderately growing economy, it has helped middle class to grow. For trade and commerce, command over English contributes to acceptability at professional as well as social level around the world. By acting as a common factor amongst people of various nations the English on television provides a conducive environment for receiving all kinds of knowledge and information.

Most of the respondents were of the opinion that as English is the language of international discourse and transmission. It is likely to expand its influence. As a result public televisions are programming, what people ought to see without regard for their audience’s habits. Therefore all TV channels telecast programs in English in one way or the other. Watching English programs can be beneficial for people in many ways. Regular watching can improve their listening skills. It can contribute to develop ease in understanding and eventually help people to speak it. Programs aiming at younger audience can help in enhancing the learning process of the language for them. The adult
audience who are little familiar with language can learn better. It can help to improve their concepts and perception by watching and listening simultaneously. So overall TV can infect confidence in viewers to understand and learn the language.

The findings about the role of English in media have been quite promising. However as illiteracy is the chronic situation of the country, despite having obtained 54 percent literacy rate the ground reality is completely different. The data disclosed that it is essential to improve the English language teaching situation in the country. To do so it is important to shed peoples’ negative attitude towards English as now it is a language of education and information. This is a time of great challenge and of growth for students, a time when English has been introduced in the country from class one. The respondents were very hopeful that attitude of the masses can be improved or changed if media shows some commitment and understanding towards its audience. It should portray the local culture and tradition in English based programs instead of projecting the western culture or this would increase their acceptability. It should give coverage to issues pertaining to the larger part of the society rather than limited elite group. The English programs must be relevant for a larger number of people.

It was pointed out by respondents that presently TV has become a political arena for the politicians and its day-to-day role mostly reflect political situation. It should rather focus and engage the target group of youth with education and knowledge which is desperately and urgently needed. In present circumstances media can perform the role of an instructional tool. With a combined effort of the government and media English should be taught to the deprived masses so they can become a part of the informed society. TV in this situation can be the rescue of technology. In forms of reach among media, radio comes first.

“In developing countries radio is the only medium that can really be labeled “mass” where a large proportion of the population can be reached by radio broadcasts and possesses the means to receive them”.10
The survey has revealed that Pakistan being a developing country, radio has the potential to reach a large number of people effectively for information, education and entertainment purposes. Since radio is the most powerful medium in Pakistan to reach its people, neither radio nor television could be employed for education effectively. Radio and TV has remained government’s monopoly for a very long time which has deprived its people of a media which could have been enormously valuable for them. However it is only recently that communication revolution has broken government’s monopoly.

The governments’ decision to set up FM radio station has helped to serve the diverse population of Pakistan with alternative languages (in this case English) as a medium of communication. FM channels mainly attract young audience by broadcasting lively and vibrant programs. The RJs are young college students. They possess strong communication skills in English, since they come from private English medium school and colleges. The programs on English channels largely cater to the educated, upper middle class- FM 89 is popular among boys and girls. Teenagers are attracted to global music and English songs. FM 91 is a bilingual channel, so the respondents feel at home and enjoy its broadcasts.

However respondents were disappointed as they think radio is not doing justice to the role of English. As rural population is unfamiliar with this language and rest of the population is deprived of English. In this scenario radio’s broadcasts are enlarging the existing communication gap. The findings of the study reveal that proper understanding of communication process is indispensable to introduce a change in the society. Merely English broadcast will not help what is needed at the moment is to ascertain the role of radio and English. As radio is found to be the most useful and intimate medium, in the given situation it can rapidly improve English language teaching situation in the country. Therefore FM radio has deeper impact than AM radio. If we want to produce social capital, the target should not be large audience, but a small audience who can learn, share and discuss issues at community level.
8.5.4 Conclusion

Constant exposure to media has become a fundamental part of contemporary life. Given the pervasiveness of media and their significance in our lives and society, it is surprising to realize that mass media has not been used for the development of the masses in Pakistan.

Fortunately, the electronic media has brought about transformation in the media landscape of Pakistan. The advent of new technology, media convergence, globalization and increasing business compulsions within media shows that information is controlled and processed in a new and different way. Subsequently the role of media and most importantly the role of English in our media are under investigation. Recently there is a growing rate of growth of English in mass media of Pakistan. It has become a prominent and popular language. The media by promoting English is trying to shed the monolithic concept of language and at the same time it is attracting, encouraging, and motivating masses to know and understand this language. Electronic media, especially radio and television are playing a tremendous role in its spread and expansion. It is the time to grab this opportunity and convert media into an instructional tool for education and learning of English. It is said that strike when the iron is hot, so by making a right decision and a policy the ‘Power that be’ can compensate for its unjust and unfair policies.

Presently English newspapers are also growing in influence and popularity. However, electronic media is the strongest and fastest source of communication which can help to bridge the existing gap of communication among the people of its country. The availability of new channels and modern communication technologies provide a necessary and strong infrastructure to construct new paradigm of learning. All what the government needs to do is to plan and organize in a more rational way, so that it can become a medium for education and tool for teaching/learning English which schools and teachers have failed to do in 60 years.
8.6 Answers of the Research Questions:

The study seeks to answer the following research questions:

1. Why has English become a prominent language of mass media of Pakistan?

From the data analysis, it is evident that there is an increase use of English in electronic media and print media of Pakistan. Three forms of media were selected for the study i.e. newspaper, television and radio, for an in depth analysis. The data has been analyzed according to each medium.

Newspaper

From the data analysis it is clearly depicted that English had become a prominent and influential language of mass media. In print media there is found to be 10-12% increase in English newspapers during 2004-2005. This is of course very surprising given the fact that newspaper readership corresponds with national literacy rate. According to official figures the literacy rate is 54 percent. It is only 1 to 3 % of Pakistani population who knows English yet the significant rise in English newspapers itself indicate the influence of English on our society.

Most of the respondent reported that newspapers are promoting English to cater the interests of different readers; foreigners, educated and business class, students and children. It publishes wider spectrum of topics in supplements and magazines, such as education, art, literature, fashion, theater, politics, travel, film, history, geography, economics, sports etc. Supplements and magazines literally appeal to every conceivable taste and interest. Fresh and up-date international current issues and leisure based reading is enjoyed by the people in metros. It is however, important to note that minority interest publication will never grow; it is one of the principles of economics and of free market. Therefore by providing variety in entertainment and information, print media is promoting English. Since English is a key element of success now days, the English newspapers encourage literacy and quenches the thirst of language of masses.
Hence the increased readership of English newspapers is for commercial reasons. It has high rate of classified ads which are published daily and specially on Sundays. It provides publicity and business to people i.e. HR consultation, real estate, automobile etc. The data reveals explicitly that English is promoted for commercial reasons and therefore, it is fast becoming and dominant and prominent language of newspapers. Advertising in print media has enormously increased. Private and Multinational companies buy a full page but create a hike in advertising, but generates striking revenue.

The age of electronic media has elevated the status of English newspapers. They are globally on World Wide Web through internet. It is in touch with the entire world. Some respondents have called it as a ‘live paper’. In their opinion it has kindled the interest of a literate person. It is also creating enthusiasm among students who are regular users of computers.

The growth of English in media is primarily a result of population expansion in Pakistan. The young generation, which is reasonable of a large number is attracted and fascinated by English. Their positive attitude towards English motivates them to learn it. It is equally popular among school, college and university students. They find newspapers a means of improving their reading and writing skills. Because of the diversity of information, they can get material according to their academic need and requirement. It provides authentic material to teachers according to their subject while English teachers find newspapers useful for language activities for teaching of English as a second language. The readers over all experienced that English newspapers are leading to modern enlightenment which creates inquisitiveness and leads to an ambition to acquire knowledge, skill and expertise.

The English readership is limited to the segment of the urban society. It is very interesting to find that readership of English newspaper is higher in the cities where military cantonments are situated. It is this educated English-medium elite class which has established and determined strong position of English in print media of Pakistan.
Last ten years have witnessed some dramatic changes in the country which are directly accountable for the increase use of English in mass media. It is ‘War against Terror’ that has played an enormous role in promoting English language. Columns, editorials, articles on this topic are regular feature of daily newspapers. Through this local level policy, English press has become a potent force in shaping public opinion at home but it needs to do more to influence internationally about our point of view. In the backdrop of ‘War against Terror’ however English newspapers also try to present soft image of Pakistan. They publish pages on fashion, glamour, life styles of celebrities, food, film, sports, culture, etc.

English as the language of international discourse and transmission of knowledge is likely to expand its influence, so it is a reason for promotion English in print media of Pakistan. It has also helped to expand an overall market for English newspapers. Today English newspapers are more vibrant as compared to past. English press has capitalized on facts such as improved technology, residual influence of English around the world and aggressive marketing. Globalization and its dynamics are a reason for massive increase in flow of international news and content in English press. Newspaper have adapted to it and reoriented their content and marketing strategies.

**Television**

Today television has witnessed tremendous expansion in the country. It is no more limited to small audience. It is for everyone; even a house in a slum has a TV. Cable television provides 24 hour transmission of local and foreign channels in English. It has become a potent force in shaping public opinion. The explosion of TV will continue in future, or so allowing people to be in a much better position to exercise critical judgment. The Pakistani society is passing through the period of transformation. During this period it is facing several challenges, mainly geopolitical and economic. In this uncertain situation Pakistan media needed to respond to the growing pressures at home and abroad. To perform its role more effectively focused strongly on its official language English to combat the pressures in order to damage control country’s image.
The prominence of English in the television ever since 9/11 has become striking feature. It has been realized the most effectively vehicle to communication to the world. Media people confess themselves that English cannot be for masses except for certain class and number of people in Pakistan, but for everyone across the world. The relationship between language and people is not evaluated by the numerical preponderance, but the people who speak it. The present expansion of English in electronic media is the result of alliance of military ruler with American on ‘War against Terror’. In this background TV is playing a substantial role in promoting English. It telecasts programs related to this issue based on discussions, debates and critical analysis direct from expertise.

Satellite technology has broken the monopoly of state television. Now several foreign English channels are watched in Pakistan for entertainment and information. Some of them are quite popular, while some are not liked by the masses for their disagreeable language forms and projection of western culture, therefore their role has been questionable. As a result government decided to have own English channels which cater the needs of the viewers in English. But indigenous English media is a minority media. It has an appeal for small segment only. However foreign English channels are still more popular, for movies, music shows, cartoons, etc whether they understand the language or not. Visual effects really work and hold the attention and interest of audience.

The size of advertising has grown in English language media. From newspaper, now it is directed largely to television. Stimulated by competitive pressures from corporate sector, advertising is on the up-swing. Television advertising is growing and fetching attractive revenues. The culture of short break in between the programs reveals its purely commercial approach.

The data also reveals that electronic media and English language has made the phenomenon of global village a ‘truth’ a ‘reality’ and it has more closely connected the world. Language and media is acting as an ambassador for the nation. It is filling a
pressing need for knowledge and information in Pakistan. One of the respondents remarked ‘English has always been with us but TV has made its presence to be felt strongly and clearly’. It is available even in busses and coasters while traveling and above all ‘it is a popular item of dowry,’ said one respondent. It was her very interesting observation which speaks volumes about TV’s penetration in our society. Naturally its telecast in English influence people and contributes to the spread of English language. Therefore in her opinion, the way ahead in English language teaching is in the use of mass media especially television.

Radio

Radio, according to the data analysis is the best medium of communication as its transmission is easily received throughout the country. It serves both illiterate and literate. Since it has a reach to common man therefore, it has a great impact and it is a powerful medium to convey a message. It has a lot of penetration in our society, and the respondents assume that lower class of the society is more exposed to radio. People who are uneducated are getting perception and awareness about English through common medium like radio.

The data also displays that radio was rapidly losing its audience in the wake of cable television therefore; to attract the audience FM radio stations have been setup. Some of the channels broadcast exclusively in English, while rest of them barely use it. Some channels broadcast in English and Urdu. In the past Pakistan radio broadcasting had special instructions not to use English in their broadcast except news however, an incredible and remarkable change has taken place in the age of communication, and it is also broadcasting now in English. It is also discovered that radio is accessible and popular among children of the lower strata of the society and they have persistent exposure to English language.

If print media is offering diversity, radio offers variety; particularly in music, teenage rock, jazz, hip hop, trance, techno, rap, blues, heavy metal, etc. Generally, it is
catering for the upper middle class and westernized youngsters. It also caters to people who feel comfortable with the use of English language, especially youth having English medium schooling. The urban society is more exposed to its English transmissions. It broadcasts a wide variety of programs i.e. call in programs, interviews, sports, comedy, songs, discussion and debates.

On radio, all speakers and comparcs are non-natives therefore; it is easy for listeners to understand their English as it is un-accented. Those who do not understand English enjoy music programs as respondents believe music has no language it is the tune and the rhythm so many people enjoy. However it is also creating jobs for young educated boys and girls who have strong communication skills in English. This gives inspiration to listeners to speak as fluently as them.

2. **What impact does English language have on the psychology of the people who do not understand English?**

There is no denying the fact that English language has become a prominent language in the media of Pakistan. It has brought a revolution in our outlook and changed the values of our society a great deal. However, there are three opinions about the psychological impact it has on the people who do not understand English; positive, negative and no impact at all.

Some respondents have reported that the impact is probably none because English is not new language in Pakistan therefore; they take it in their stride while others don’t pay attention to it. They either change the English Channel or watch with amusement. One respondent answered “it is the same impact, it has on me when I watch Chinese programs; confused but interested”. Therefore there is no significant impact of it. Secondly, religious minded people who are already antagonist about it are uninterested and indifferent towards it. There is another category of people who wish to hide their embarrassment for not knowing the language, claiming to be nationalists. About such people one respondent remarked ‘angoor khatay hain’ (translation) grapes are sour.
Many respondents answered that, it has a very positive psychological impact on the masses because it gives them an urge and drive to learn English, so that they should understand and accordingly communicate with others. The motivation gives them thirst to learn as they get more awareness of this important medium of communication around the world. However, they said English may not be the best choice; but an obvious choice; we are not left with any alternative and for the changing economic structure of the world English is indispensable.

Most of the respondents answered that it has a very negative impact on the psychology of people. Those who do not understand English feel inferior; they think they are unwanted or have no importance in the society. It makes them insecure though it shouldn’t because “has any one ever heard of Germans or French feeling insecure/embarrassed if they cannot speak English?” said one respondent. But it is a dilemma of our society that Urdu or local languages are made to look inferior. Our society has remained enslaved to the colonial rulers for a long time, their minds have accepted their subservience, and the impact has not been washed away even after more then half a century. In our society, one who speaks English carries a positive image, while others are lookdown upon. He is considered more knowledgeable, more respected consequently other people, develops shyness, and psychological complexities which make them introverts and excludes them from participating in social life.

Now, this is a very disturbing phenomenon which is rapidly growing. One of the respondent, responded “I call it ‘psychological epidemic’ of individualism; socially a degree of isolation, deprivation and alienation develops. Economically, it leaves the person at a loss. Not knowing English is a barrier to work which further aggravates psychological conditions”. While on young minds, it has a very cynical impact. They tend to loose confidence and grow with the feeling of deprivation and neglect.

The mixture of ‘frustration’, ‘envy’ are adjectives, respondents have used to express their opinion about the psychological impact of not knowing English language,
because people gradually associate more credibility with English transmission, which leads to information gap.

However, it was also found that English is less understood by most of the population but they like English movies. Though, they understand it through body language, but their mannerisms are influenced. It can be positive or negative, but invariably it is negative; the programs with visual scripts are susceptible to a lot of misunderstanding without knowing a language. The action movies are watched by such individuals who see violence without understanding the background and this kind of impact leads to criminal activities in society.

3. **How can English be promoted and made language of communication of people throughout Pakistan?**

According to the analysis, the respondents believed that all the three mediums i.e. radio, television and newspaper are the most powerful, ideal and feasible tools, each of them in their own way, to make English the language of communication of people across the country. However, there are two basic problems which should be tackled first i.e. illiteracy and change of attitude.

Mainly, high illiteracy is the major impediment which is creating problems. To make the media effective, we as Pakistanis first help people in getting education and increase literacy rate so that people should understand the language, by showing them that it is a language of prosperity. Public exposure to the language is important, which electronic media is doing fairly well. The opening of the society, by making people perpetually aware, is the first step towards the development of English as a language of communication.

The communication gap will continue to exist due to different opinions towards English’ answered one of the respondents. We need to adopt a strategy to highlight positive and instrumental aspects of the language and need to tell people the reasons for
learning it. The communication gap is more prominent in rural and urban population of Pakistan.

Therefore, with the help of latest technology, the deteriorating condition can be controlled before it gets worse. A respondent commented "if it is good for one Pakistani to know English, it is good for all without any discrimination, the media can help. Some things require consistent hammering. To show the benefits of language, it will convince people to adapt English in their life styles which can be beneficial.

Now, I will look upon the significance of each medium as shared by the respondents for its role in teaching of English as a language of communication. Their views have been summarized accordingly.

**Newspaper:**

For early literacy in rural areas one of the respondents said, English newspaper can be used to give the 'feel' and 'look' of the language to Pakistani children. We need to build the base and then employ paper, as a tool to enhance their learning abilities. To give them a jump start, illustrations, pictures and stories will create the required interest in them. Generally there is a need to build a perception which can motivate people for learning of English language and bringing about a change in their attitude.

In a developing country, like Pakistan, access of the people to electronic media is less so newspaper has its importance which cannot be over looked. English papers can be a tool of teaching language, but it needs a platform for interaction which can be created at the local and community level to introduce it to the people, according to their age group.

**Radio:**

Radio has a deep penetration in our society. It is looked upon as the most credible medium to communicate with people. It is affordable and within the reach of a common
man. Radio is declared to be the best tool by most of the respondents, because its transmission is easily received throughout the country. They also mentioned that the target audience of radio programs is mostly illiterate and poor segment of the society, therefore, distant teaching programs can be beneficial. They also referred to the role of Allama Iqbal University in this regard, and now that many universities have their own radios, which if coordinated can provide educational service to the nation. They suggested broadcasts of semi English shows for educational purpose with the support of translation to their native language in the rural areas.

Language starts with the ear; therefore radio can prove to be a very useful tool to sharpen listening skills. English songs in native accent, poems, rhymes and folk lore’s can prove interesting and stimulating. The people of rural areas tend to be more religious, therefore religious programs, Quranic verses, translation of 'Azan' in English can help to deal with people psychologically. Pakistan should become an English speaking country, because influence of English is growing day by day. It has developed its momentum, independent of the policies and beyond their control therefore, greater public exposure is required. Radio needs to transmit programs in easy English because; people living in the rural areas are not familiar with this language. The native speakers who know English as a second language can make the communication easy and friendly. Some respondents gave examples of 'Indian English', not in a sense of structural diversity, but which contains the element of ‘localness’ is very essential. It should touch the mind and heart of the people to make them self motivated for learning of English language.

Television:

Television is no more a black and white box; it is potential cable technology which is a medium of instantaneous communication and part of a broad informative system that sustains social and economic life. As compared to the analysis of newspaper and radio, the data shows that TV is looked upon as the most potent and informative tool of media. English is the predominant language of this medium which is promoting the language in our country. It is high time, the “importance of English should be propagated
to the people through media. Being a multilingual country, 80% of documentation is in English, therefore, its importance is undeniable. It should be told/shown to the people that they can communicate with the rest of the world, if they know English. The language has a global reach. It should be reflected as a language of prosperity. “A person has more chances of success in most fields of life if he knows the language”, commented one of the respondents.

To make, English the language of communication across the country most of the respondents believed that TV can play a major role. They said that, it is a better medium of teaching English as it provides an audio/visual aid. Due to its visual appeal it has a great influence on the psychology of the people. It can explain a lot of things by examples, and can make you understand different types of situations. The visual images have a more lasting impact on the minds, especially of children. They are the most ideal class of the society. For the teaching of English, they should be shown interesting and friendly programs, which can attract them. They love cartoons and supernatural things which can make them pick up the language quickly and fairly well.

For the achievement of national task policies are important. To make English the language of communication the government should “incorporate teaching of English in media policies so that people know a way of learning a language and understand programs” suggested one of the respondents. But learning and teaching of a language strongly depends on the attitudes of the people. Pakistani society is divided on the language issue. English still needs a greater projection “it needs more coverage in the line of local culture in English”. By focusing on the positive aspects of English, the more it is emphasized the more people would learn it as it’s the language that helps in many spheres of life, opined one respondent. A number of respondents were of the opinion that foreign English channels are affecting the moral values of the society, which tends to create hatred against the English language, making it difficult to change the attitude of people. Keeping in mind, it is a Muslim country the respondents suggested that strong rating should be kept on charge. Censorship and blocking of unethical programs can be a remedy for their negative attitude.
To spark the interest of people, media can provide helpful English based interactive channels or program for people. Like “Mind your Language” by making the program viewing more friendly would be quite favorable for the rural population. Lastly, the analysis reveals that by working on these factors media could probably help to make English the language of communication of people which can harbor an understanding and empathy between the have and have-nots of the society e.g. elite and the ordinary.

8.7 Hypothesis Testing

The key hypothesis of the study was:

English being the official language of Pakistan is a popular language of electronic media i.e. TV, radio and print media. To statistically verifying the research hypothesis, the quantitative data was subjected to statistical analysis of frequencies. The frequencies of specific codes were analyzed by importing code table into SPSS. The results of this analysis showed that English is a popular language of electronic media i.e. TV, radio and newspaper. Based on these results the hypothesis is accepted.

The qualitative data was scrutinized thoroughly in a logical consistency and prudent form to seek answers for the research questions. According to the interpretation of data, all findings align with the research questions and hypothesis, therefore hypothesis is substantiated.

8.8 Part Two

Summary of Interviews

From electronic media five people and from print media two people have been interviewed. The names of the interviewees have not been revealed, as they asked to keep their identity confidential. However, their designation has been mentioned.
ARY TV Channel
Program Producer

The interviewee was of the opinion that electronic media has made a remarkable progress within a short span of time. It should be used for the nation’s social, economic and communication development. Enhancing our capability of self-reliance of technology should be the core of Pakistan’s national development strategy and key to improving, our national education.

He further said that media was not a new entity in our country; it has been working for educational purposes here for a long time. However, in the present scenario, it needs to be reorganized in a global perspective to face the challenges of the world. He also said that today the emphasis is on the total society and the masses. As the societies grow, there is a need for social stability and harmony which can be achieved at the behest of media. He quoted an Indian writer Medha Patkar who had said: “Media is a link, a means to mediate between any event, action, institution or social unit and large section of society, including those otherwise excluded, aloof or even opposed”. In his view the definition of such parameters and enhancement of media’s role to this effect would work towards making media a better tool for the teaching of English to the masses and create a homogeneous society.

He agreed that mass media are the agents of social change in the service of national development but in Pakistan, despite recent gains, he thinks this society is still backward and slow moving given to negativism, fatalism and resistance to innovation. For the media to be effective it should not be presented in a medley of tongues, but to have a vision and planning.
Pakistan Television

English News Caster

Regarding the role of English language he answered that English has grown in the past couple of years, especially in electronic media. The world has become a global village, there are lots of channels coming up and the younger generation is becoming more interested in it. There is a media revolution all over the world. English language is very important as it is understood widely.

The role of English in electronic media of Pakistan has not been to a great extent because population of Pakistan is mostly rural based and most of them do not understand English. But otherwise channels are becoming more accessible to people which allows them to understand the language. It is productive in the sense that things are moving in some direction, anyhow a lot of work is yet to be done.

When asked about the promotion of English language he responded that English is slowly finding a place for itself in the society. If you see channels, Dawn News and PTV as well which show programs plus news cast in English. Majority of programs brought to Pakistan as far as radio and television is concerned are in Urdu. Few channels are exceptions that play songs in English and even those are only heard by a certain part of the society.

In his opinion English and media are bridging a communication gap. The common people are trying to learn the language to get a better job or just to come to the same level and blend with the society however, he was not very sure about it. Talking about the strength and weaknesses of media he believed that there are no weaknesses, rather the lack of educational programs can be seen as a weakness not otherwise.
Dawn News Channel and FM 89
General Manager, Northern Region

He took pride in stating that 62 channels have been introduced in Pakistan within the past seven years. It is probably the most dynamic move ever taken in the history of Pakistan electronic media. However the English media does not occupy much share in the electronic media pie, but the little it has is quite enough for those who understand and appreciate English. Compared to countries like India, Malaysia, Sri Lanka and other Asian countries he said that Pakistan is way behind in education. Their views are mature and they have more knowledge and awareness about their rights.

Television posses a great challenge to the press. Once the press has been forced to concern itself with other media, both in term of business and culture it had to examine possible future changes in its own role. So regarding the launch of an English channel in Pakistan he explained that they had no choice but to launch it because, of less readership of English newspaper in the country. Secondly, the idea that they had at the time of the launch was that as there were more visual channels than audio, they would have more viewer ship but it only appealed to the segment masses. Though Dawn is recognized in the international community and watched in Pakistan by all how ever, due to low literacy level people are inclined to speculations, assumptions and suspense stories rather than authenticity.

Regarding the freedom of media he said that electronic media in Pakistan is totally dominated by the political scene. He quoted the recent example of shutting down of Geo News channel. Predicting the future for English TV/Radio channels is quite bright unlike the print media these channels have more costumers. This media is more dynamic. The competitive edge in English electronic media means being more innovative as it gets you more viewer ship.

The electronic media is more approachable, but relatively it is more popular within the urban areas. Rural areas need more exposure to this language in form of easy
educational programs. Regarding the role he said that at the moment electronic media has not defined any specific role as it is in state of infancy. Moreover so far there are no laid down rules for the protection of the channels and its viewers. The end result is that viewers get a lot of knowledge influx which they have to distill themselves.

**CNBC Pakistan**
Marketing Manager

He informed that CNBC Pakistan has access to the global CNBC network. It is a bilingual TV channel transmitting live programming in both Urdu and English from a Pakistani perspective 24 hours a day. The channel is already poised as the most important media outlet in Pakistan for the economic sector, reflecting the sustained growth and opportunities in the nation’s financial market. It delivers continuous flow of relevant engaging news from all of the Pakistani markets and from business centers around the world.

When questioned about the importance of English in our media he answered that today’s economic world has become very competitive, everyone is striving to be successful, and as English being the currency of the economic world, it is essential for our people to learn English language skills in order to become equal competitive partners.

Asked if television can be used as an instructional tool for learning of English across the country, he answered that the old TV channels in Pakistan have been showing English learning programs and for other various courses as well. Virtual universities teach in English, it is a distance learning course but it is good in English. Television is a very important medium as it can be used to teach English and other subjects, considering the literacy rate of Pakistan.
**Dawn Newspaper**

General Manager, Northern Region

As regard to the significance of newspaper in the age electronic media he was of the opinion that print media has dramatically lost its readership in younger age groups. Nevertheless it is popular and widely read by middle and older age groups. Print media has its own pros and cons, the strongest pro being its durability at a low cost. The buzz word is ‘Quality’. If you give quality and credible news people would read your newspaper. Dawn gives both.

Concerning the promotion of English in the print media he strongly proposed that English is a global language and if we have global benchmarks English has to be promoted on every level and print media is one of the most widely used tool for accomplishing it.

When inquired if English could become the language of communication of people of Pakistan, he was critical of the poor performance of the schools. He asked how it is expected from people to understand English when it is not being taught accurately at school and at university level. He believed that people in rural areas are more readily adaptable to learning English than urbanites. Urbanites take it for granted.

To educate people print media has a lot of challenges both in English and in Urdu, but especially English print media that’s why Dawn has ventured into events i.e. Dawn Lifestyles, Dawn Spelling Bee, Dawn Education etc. these events highlight the newspaper products i.e. the magazines and give choices to the readers and advertisers. It is educating masses. They can improve English by reading the newspaper. According to him if Dawn is read for two years the person can qualify for the CSS exam.
The News
Journalist

In his opinion the readership of English newspapers has not dwindled but it does not have any definite increase either. On the other hand the circulation of the newspaper has risen because the revenue generated from advertisement has certainly swelled.

When questioned as to why it is difficult to have English as a language of communication in our country, he replied that since there are many mediums of instruction it gets very chaotic for the education system to function. Unless it is not rectified, communication is impossible.

Secondly, students belonging to the elite class study foreign books while those who belong to the so-called English medium schools are unable to write a paragraph in English. On the other hand students of the government schools are the victims of language policies. So it would take another generation to learn English.

Radio Pakistan
English News Producer

The growth and role of English in media especially in radio has been overshadowed by the policies of the government. Radio, he said that it has greater potential in mass media than other medium for two reasons. Firstly it reaches even the remote corners of the country and secondly, it provides entertainment and disseminates information to both literate and illiterate listeners. Regarding the role of a language in media, he answered that radio has a major role to play in language. The language used in radio impacted the previous generation very much. He informed that presently there are many channels of radio Pakistan which is producing programs in different languages. However, Urdu has a significant place in this medium. It has a dominant role to play to project national identity.
In his opinion since internet revolution have changed the communication patterns it is influencing the electronic media, i.e. TV and radio. Now private FM radio channels are broadcasting their programs in English which are very popular among urban youth. He feels the balance of convenience seems to rest with the use of English in this present generation in Pakistan. The government should respond to the needs of the people and benefit from new technologies to achieve important national goals.

**Conclusion**

The survey through the interviews has proved to be very valuable for my study. It has provided me with the information from a media practitioner’s perspective.

The television is the fastest-growing medium that has ever been recorded in Pakistan’s history. The recent audience shift to satellite-distributed cable network television is the most influential and popular of the mass media owned by the corporate sector. The growth of English and media is the result of globalization and its economic market. It is of late, English has become a prominent language of Pakistani media. However, its role is not clear which poses some questions. As Pakistan is mostly rural based, its population does not understand English. Secondly, the literacy rate of Pakistan is lower than other countries in the region. But people are anyway catching up with the language as more choices of channels are present.

English is trying to establish itself in electronic media. The opening of Dawn News Channel is first of its kind in the country. However, more English based public networks are needed to be setup, mainly in rural areas. It should be according to Pakistan’s peculiar culture and educational background.

For print media English language teaching is a challenging task, nevertheless, the newspaper like Dawn is trying to create interest of English language in younger generation by initiating educational programs for them. But it is not seen as a solution to the existing language teaching situation in the country. It is difficult to bridge the communication gap among people unless schools take some definite measures to teach
English effectively. In this context the role of media technology cannot be simply overlooked. The broadcast companies must respond to the influence of new technologies to overcome the dilemma of English. The mass media of Pakistan is highly developed to carry out any national task. Its contribution in education programs can make it a national strength.
8.9 Part Three

Experimental Research Study

Students’ Profile

Experimental Sample:
Certificate A

Figure: 31

The students of certificate ‘A’ comprised of twenty boys. They were divided into three age groups. The number of the group which ranged between 15-20 years of age was 45% which was the highest in class. 35% were between 21-25 years of age. And only 20% were found to be above 26 who were quite mature students. Most of the students who were enrolled for the English language proficiency course were teenagers.
The highest academic qualification of the student was graduation (55%). Those who were graduates and higher degree holders were 35%. Only 10% were matriculates.

The students who wanted to learn English for academic purposes was 50% as compared to those who wanted to learn English to go abroad which was 35%. 15% wanted to learn it for occupational purposes.
The percentage of having a job experience by the students was found to be 50%. Similarly 50% did not have any job experience.

Students’ Profile

Experimental Sample:
Certificate B

The students of certificate ‘B’ comprised of twenty boys. They were divided into three age groups. Percentage of the group which ranged between the ages of 15-20 was the highest (55%). The second highest percentage was 35% who were between the ages
of 21-25. Only 10% were found to be above 26 years of age. In this section also most of the students were found to be teenagers.

![Qualification chart]

Figure:36

Most of the students (60%) were graduates. 30% were found to be higher degree holders. An equal percentage of (5%) were matriculate and intermediate.

![Purpose of Learning chart]

Figure:37

The highest percentage (65%) were found to have academic purpose of learning English. 20% wanted to learn it for occupational purpose and 15% wanted to do English language course for going abroad.
In this section 70% of the students did not have any job experience, however 30% had. This shows that students wanted to improve their language skills before taking up a job.

**Students’ profile: A summary**

The two sections of the students who were selected as samples for experimental study were enrolled for English proficiency certificate course in NUML 2007. They were 50% teenagers who ranged between 15-20 years of age. Academically most of them were graduates however there were also a high percentage of the students who possessed a higher degree. 57.5% of the total number was learning English primarily for academic purposes. However 17.5% were learning English for occupational purposes and 25% for going abroad. In a nutshell, the young generation comprising of students consider English as the most important language for education and career. The weak state of our English language teaching for decades has raised serious proficiency issues. The students get only a brief exposure to language in public schools and there is no residue. As our educational setup does not cater to this need; the students tend to join different institutes and language centers to do a proficiency course in English. They take up these courses in order to get admission in the universities to complete their higher education and to get a
good start in their career. They believe it is important for them to have good communication skills in English, as the current market requires it.

8.10 Statistical Analysis of the Data

In pre-test 70% of students in both the sections A and B failed in speaking skills. Both the classes scored the same average marks.
8.10.1 Experiment Results:

In the post-test case all the students passed the speaking skills test, however the average marks obtained by class B were 13% higher than class A. Class B was taught using audio and video aids, addendum to regular teaching methods.

The speaking pretest evaluations show (graphically) that students of class ‘B’ who used TV with supporting activities for speaking that reinforced the major objectives of the program have significant, greater developmental gains when compared to the students without TV experience in similar class rooms gains in verbal skills, structural knowledge and long term memory. In addition TV and radio enhanced students listening and students demonstrated increase level of spoken communication and cooperation. It made them confident and developed positive attitudes towards learning of a language.

The experimentation has shown that educational television can improve quality of instruction and provide a stimulus to hearing at particularly all age levels. “Children and
adults feel their interest quicken when language is experienced in a lively way through television and video” as pointed out by Susan (1990) indeed proved to be true.

As the emphasis in modern-language instruction is on speech therefore media can contribute immensely for its development. Finally in this part of the research (experiment) the use of media technology in the class created an enthusiasm among the students. They learnt the language faster in an enjoyable manner. TV and radio were found to be rich medium; TV offered students a wide variety of visual experience as well as great range of language. The students by watching video of each episode of Sit Com understood better by focusing their attention on various aspects of communication, such as appropriateness of language in different situations, gestures and behavior, as well as language formulations. Experiment demonstrated strongly that audio-visual aids can be powerful stimulators in developing oral language ability. It helped them to become fluent speakers as compared to those students who did not use TV and radio. They experienced listening to radio on their mobile phones, which they found very fascinating and it also gave them a sense of empowerment over the technology which was handy and a quick source of information and entertainment. The main purpose of introducing mobile phones was to bring students closer to the understanding of communication technology and to prepare them for high tech age and its challenges. Secondly, in order to create awareness among them about its utility as a tool of learning. The new invention proved quite influential which generated greater motivation and interest for learning a language. It also illustrated that the communication technologies are not mere gadgets, but useful tools which can be used for facilitating the process of learning a foreign language.

8.10.2 Experimental Findings:

After the analysis of the whole data in form of lesson plans and comparison between pretest and posttest, the experiment revealed that media technologies can contribute towards meeting the challenge of communicative competence in a language more effectively. The media, especially television and video tape played a significant role in the development of listening skills and oral proficiency.
Most language learners were quite familiar with television but not in the classroom. They expected television to be a one-way medium from television to viewer. But students were encouraged to interact with video sequence. All the facilities of the video player were used. Freeze-frame, replay, playing without sound, playing without vision etc.11

The ideas outlined below concentrate on different aspects of language teaching and use of video. They were freely adapted according to the needs of the students.

1. Active viewing guides
2. Silent sequences
3. Video with no picture
4. Non-verbal signals
5. Recall and narration
6. Speculation/prediction
7. Register and appropriateness
8. Vocabulary development and structure practice
9. Transfer activities
10. Information gaps 12

As a result, the students viewed actively and responded to the video and they gained more from viewing. To make their viewing more strong students’ attention was focused on certain parts of each video sequence. This helped ensuring comprehension, as well as increasing their enjoyment and satisfaction in view. In addition, active viewing maintained the student’s motivation.

Mobile phone was introduced as a tool of learning. The new invention proved quite influential which generated greater motivation and interest for learning a language. Mobile phones are now ubiquitous and have an ever multiplying repertoire of functions. It would be imprudent to ignore a language medium as a powerful tool as this. On mobile phones the students listen to the radio FM 89. They listened to news and English songs. They also use them for dictionary look ups, games, text-messaging and videos.
8.10.3 Conclusion:

Quasi-experimental study was an important part of research study. It was useful for organizing comparisons in time (pre-test and post-test) for the treatment and control groups. The comparison sites served as valid controls for treatment sites in evaluating the net impact of demonstrations.

The experiment was based on one of the objectives to assess the strengths of media technology. How it affects learning of a second language and the level of proficiency achieved by the technology user. It clearly provided evidence about it that media technology can induce a significant and substantial improvement in listening and speaking skills. And it can improve the standard of language teaching/learning.

The next and final chapter winds up the study by presenting conclusions and some recommendations.
End notes:


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CHAPTER 9

CONCLUSION AND RECOMMENDATIONS

This chapter gives conclusion and recommendations.

9.1 Conclusion

As an offshoot of this study, I have had an opportunity to assess the position and status of English in our society. It is clear that its status is far in excess of that merited by the number of people who use it regularly, and that it is an urban rather than a rural phenomenon, which restricts its outreach between a quarter and a third of the population. This means that nearly three-quarters of the population is still relatively untouched by important world events, which might include significant improvements in agricultural practices, or new technology likely to help them in their daily lives, among others. Under the British, it was considered necessary to learn English in order to get government jobs, but this applied only to a very small percentage of the population. It can be said that when the British were here, English was an elitist phenomenon, and that it continued to be so after independence. Now, in a world dominated by America, English has achieved the status of a true international language with ramifications in all corners of the world. There is even greater pressure, though indirect, to learn it now than there was before, and this pressure is for widespread exposure rather than selective learning restricted to a few.

There is also a relatively unobtrusive process of globalization underway, guided by the United Nations. It makes sense to use English for most of its transactions. However, in an unbalanced scenario such as ours we must assert that, if it is useful for some Pakistanis to learn English, it should be equally useful for all of them to do so. Exclusivity in these matters is an unacceptable violation of human rights. Also, the uncertainty generated from one government to another with regard to language policy has
left many people without true competence in either Urdu or English, or even in their mother tongues, which have largely been reduced to the status of spoken vernaculars. Instead of decrying past derelictions, the need of the hour is to take careful stock of the situation and reorganize our priorities so that future generations do not suffer from similar uncertainties. The researcher feels that both Urdu and English should be taken firmly in hand. Favoring one often leads to the depreciation of the other, yet both are important to this society, and both should be taught properly at school, where it matters most. However, what happens at school is not the focus of this dissertation.

We are faced with a complex language situation. At the moment we have the mother-tongue, usually a regional language. Then we have Urdu, the language of national communication. On top of both of these, we have English as the language of science, technology, medicine, commerce, national education, development and information. The thing is to make this society conducive to learning English, and the media can do a lot for this by projecting English as an important world language and creating learning ‘suctions’ through exposure, interest and involvement. At the moment, some palpable negatives are attached to this language. There are those who see a deep Anglo-Saxon conspiracy to create linguistic chaos in this country to prevent it from developing into a viable national unit. There are those who view the encroachments of English as entirely unwarranted, because they feel that Urdu is a satisfactory mode of communication for the country. The researcher is not willing to take sides in such matters. In any case, they lie outside the scope of this dissertation.

The study illustrates that media is playing an influential role in promoting English across the multilingual, multicultural and multiethnic society of Pakistan. The study has found that students consider English highly important for their education and professional life. As it is also a fundamental part of our education system, they believe good knowledge of this language is essential. It has also revealed that a capital oriented world has weakened the attitudinal resistance to English and there is an increased demand for it by the young generation eager to equip themselves with this linguistic tool to achieve the economic benefits attached to it. More over an internet revolution has changed
Computer education is promoting English. As a result the balance of convenience seems to rest with the use of English in this present generation of Pakistan. In this situation the media is found to be a readily available resource to meet the growing demand of education through English. Secondly, this is important as English is now a mandatory subject in all government schools starting from class one continuing to university level, since English is rapidly becoming the center of the educational paradigm, the findings of the study support that by employing media as an instructional tool for the teaching of this language to the people and students at large, we can overcome the ever present problem of non-availability of trained English teachers. This seems to be the best solution in the existing situation of English language teaching.

This is a knowledge-driven world; we need to learn a language that is shared globally or we risk sliding behind others. There is not much sense in throwing away what advantages we had with regard to English, despite its colonial implications. The world has changed quite a lot over the last sixty years. It has become a kind of language laboratory, and the sheer flood of information transferred by electronic means has brought erstwhile strangers, even enemies, into some sort of linguistic bracket.

The researcher’s interest has centered on the role of media as an agent of social change, as envisioned by Schramm as early as 1960. Pakistan is a developing country. It does not have the sufficient sources to overcome the challenges of education. Since education is becoming our focal concern; it is seen as in indispensable investment for individual’s personal development and for nation’s economic development and social conditions. Language in education is therefore of crucial importance. Present state of education is in exigent need of solutions to age old questions about teaching and learning by conventional methods and in which language. If not answered right away, the collapse of the educational system is closer then we apprehend.

The press is the fourth estate. In all countries whatever the state of law, the press has established itself as a force in society. Print is to remain a basic medium even after the electronic media has appeared. English newspaper in Pakistan provides fully verified
news and well considered information. English newspapers have incorporated healthy new material to attract old and young readers equally, covering many spheres of life. Therefore, some English newspapers are called ‘family newspapers’ because of their universality, credibility and friendliness. However they also enable students to develop their prowess to need, to comprehend, improve vocabulary, learn various construction of expression, learn usage of phrases, words and generally develop their confidence in their ability to learn English language.

It is sharing great responsibility to work for the interests of the country and people at large. It has an equally great responsibility to promote a kind of ‘international’ mindset among people, so that the evils of xenophobia and suspicion between nations are reduced. If the “Development Media Theory” is understood and employed in a true sense, it can help to bring about remarkable changes in our society. Good intentions on the part of government are not enough. Implementation is also required. Coordination and the creation of a workable psychological atmosphere for implementation can be assisted through the media.

Mass media is the driving force of world’s communication. Newspaper, radio and television have given humanity unbounded access to information which can be turned into knowledge. Appropriately used – interactively and with guidance – they have become tools of development of higher order scales. Recent cable technology and the Internet have changed the face of our society. The age of communication has improved the chances of reducing conflicts, and has created a suitable environment for national development. These are the modern world’s tools of nationalism and development, which can serve a large number of nationalities within the state subscribing to diverse cultures and political and sociological norms. The need of the hour is some sort of egalitarianism, and the media can do much to foster such values in this society.

Fast changing trends in technology have changed the dimensions of communication globally. In Pakistan we can see a rapid process of change. Where the media was once accused of being slack, it is now a dynamic and effective tool of
communication. Local TV channels have the enthusiastic support of the masses. We need to take advantage of this popularity to highlight real issues. Hence as compared to past, today we have vibrant media capable of accomplishing important national tasks in a relatively efficient and effective manner. From this point of view, TV, radio and newspaper have been hailed as major tools of mass education as well as mass communication in general and teaching English specifically.

It is concluded that the electronic media has enhanced space for the English language. In numbers it has made phenomenal progress: 62 TV channels have come into being over the last five years alone. It has encouraged people to participate as true stakeholders in the day-to-day affairs of this nation. It has fostered political consciousness and the power of decision-making. Its impact is so pervasive that it can convince people about anything. With this amazing potential, the power of the media must be canalized in the right direction. It can educate and guide over two-thirds of the population that English is a language of prosperity and development to help overcome current ambivalences in this society and bridge the communication gap between urban and rural population to create ‘unity in diversity’.

9.2 Recommendations:

1. There should be a separate Pakistan Television Channel for the teaching of English language
2. The government should incorporate teaching of English in the media policies, so that people know ways of learning the language and become active participants as media audience.
3. There are several English T.V channels in all the urban areas but the rural areas are still deprived of them. Media penetration in rural areas is required most to reach the people, not through cable but through terrestrial means to fill up the communication gap and to give fillip to development.
4. A media campaign should be started with support from the state on television and FM radios about the benefits of learning English.
5. Higher Education Commission is working on various projects to revitalize the educational structure in Pakistan. In the light of developmental program of English language, it is recommended that HEC should take help from electronic media by setting up local viewing centers in different cities to build its army of English language teachers. It can also work with the collaboration of Allama Iqbal Open University which has a rich experience in this field.

6. Media should work as ‘open universities’ to narrow down the information gap. Allama Iqbal Open University, which was set up in 1974, is doing a commendable job in Distant Learning Education program with the help of audio/visual materials. The materials produced include radio and television programs which are transmitted on the national broadcasting networks. They are conducting functional programs about Teaching of Literacy: “Urdu Parhana” “Urdu Likhana” etc. On the similar pattern, English Language Teaching programs can be started.

7. Radio has greater significance in our rural society. Therefore, FM radio can be utilized for the teaching of English language. In early 1956, a language program “Learn Bengali” was started; in 1984 an Arabic Language teaching program was started by Allama Iqbal Open University; similarly we can have a program called “Learn English,” or something along these lines, for providing an opportunity to the masses to learn English.

8. For the teaching of English in urban areas, cable technology with computer-aid can be used. For example, “French on line” is launched in collaboration with the French Culture Center for promotion of French in Pakistan by the Allama Iqbal Open University. Such a program could also be started in collaboration with the British Council for English on this medium: the British council has untiringly worked in Pakistan for the promotion of English education and its collaboration would be most valuable in this regard.

9. Virtual University is a newly established government university. It is functioning on the same pattern as of Allama Iqbal Open University with audio-visual technology. At the moment, it is operating its own four TV Channels. It has 120 campuses which are located in sixty cities of the country and they are fully equipped with the latest
information and communication technologies. The services of the university can be utilized in developing English as a language of communication.

10. There are a number of universities in Pakistan which have “Mass communication” Department. They have their own radio service which can be mobilized for the teaching of English at local or community level in government schools and colleges.

11. The government should frame a policy to nationalize language centers. The centers should be affiliated with Virtual and Allama Iqbal Open University so that they can play an effective role in raising the standard of English and contribute to the teaching of this language at a large scale.

12. British Broadcasting Corporation (BBC) has a vast and rich experience of teaching languages through radio programs all over the world. They would be too happy to extend this co-operation in this regard.

13. Print Media is developing synergistic relationships with electronic media, e.g. ‘DAWN’ newspaper has launched DAWN News; the first Pakistani English News Channel, while JANG Group has launched and Urdu TV channel GEO; Such TV Channels can pursue English teaching and Urdu teaching programs while print media can provide support on publishing basic instructional material.

14. The government through the ministry of education should make a clear policy on the integration of media into education.

15. A pilot project should be initiated in a certain city or region defining its time period for one to two years. It should be started in a planned and phased introduction. It is important as it will help to check the probability of its success.

16. In case of success, media transmission on English language teaching programs can operate on the trial forums before expanding to the national program.

17. Corporate sector, if given incentive, can come forward to set up educational public television. It can be a great booster for national development.

18. The results have significant implication for language and media policy makers suggesting to them to look at the language issue from a global perspective.
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