



**RESEARCH PAPER**

**Attitudes of Teachers towards English as Medium of Instructions in Pakistan**

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**ABSTRACT**

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The main purpose of this study was to explore the perceptions of government and private school teachers towards English medium of instructions in Pakistan. This was a case study of district Okara. The researchers adapted four variables frame works in which three variables (Teachers' Education, Attitudes of younger teachers, Attitudes of Science teachers) were independent and one variable (English as a medium of instructions) was dependent. A questionnaire consisting of 20 questions was distributed among 260 teachers. The researchers find that most of teachers of government schools were satisfied regarding new education reforms of the government regarding implementation of English at primary and middle level school education. They think that English is almost compulsory for bright future of the students because for the progress of Pakistan English is necessary. Researchers also find that private school teachers are more convinced on this point that English is mandatory for the future of Pakistan and that why they give more importance to English in their schools. This research study concludes that private school teachers and young educated science teachers give more preference to English because they know the importance of English for the future of Pakistan.

**Introduction**

It is broadly recognized that instruction is among the absolute most critical factor adding to poverty alleviation. Expanding educational fulfillment is probably going to reduce conflict risk, particularly in countries like Pakistan that have low levels of primary and secondary school enrolment. Also, in such manner, instruction quality, significance and content have an essential part to play in moderating brutality (Winthrop and Graff, 2010). "Education also plays an overarching role and has a cross cutting impact on all aspects of human life. It has always been considered as one of the vital factors for socioeconomic and subsequently the national development

because of its ability to raise the quality and productivity of human capital" (De Silva, 1997).

In case of Pakistan, there is hardly any convincing evidence to suggest that the country's education system has contributed to the development of a knowledge based economy (Kardar, 1998). However, so far as the question of ideological inspiration and national integration through education is concerned it has been the prime objective of policy makers in Pakistan since its very inception (Jaffrelot, 2002). In order to meet the end of Pakistani Nationalism 'language and religion were used explicitly to promote national cohesion. That is why the state declared the study of Urdu, Islamic studies and Pakistan studies compulsory not only in government funded schools but also in all private schools through-out the country. In Pakistan, Education conference was held in 1947, soon after freedom. "It was chosen by Government of Pakistan that Urdu will be utilized, as medium of directions, in Public schools. It was imagined that our youngsters would profit by Urdu-medium in the instruction framework as they would learn in their first language without the procedure of interpretation the outcome would be a superior comprehension of ideas. English dialect was given authority status in the nation.

The Government of Pakistan had approved in the curriculum-2006 that mathematics, science and social studies subjects would be taught in English. The School Education Department of Punjab had issued instructions for the implementation of the decision of the federal government; however, the Government of the Punjab was implementing the decision gradually. In the first phase, some primary, middle and high schools have been selected where the above mentioned three subjects would be taught in English. English being the official language of Pakistan is used in government, bureaucracy, military, judiciary, commerce, media, education and research at the highest level. In short it is utilized as a part of all spaces of energy. As it is engaging to learn English, individuals everywhere throughout the nation are prepared to put resources into it for the better eventual fate of their youngsters.

### **Literature Review**

This chapter presents a decisive analysis and synthesis of the research literature in the field being investigated by this study: Attitudes of teachers towards English as medium of instructions in Pakistan. The chapter begins with a comprehensive review of the research literature on teachers' perception about English in schools. This is followed by the review of the research literature on Government policy regarding implementation of English medium syllabus in schools. Then literature on independent attributes and dependent attribute of teachers are discussed. This ends with a plan and additional text that strengthen all the most important issues derived from the analysis of the literature.

People have attitudes/feelings/beliefs about language in general, their language, and the language of other people. "They may feel that an unwritten language is not a 'real' language. They may feel shame when other people hear their language. They may believe that they can only know one language at a time. They may feel that the national language is the best language for expressing patriotism, the

best way to get a job, the best chance at improving their children's future" (Haider, 2014).

Attitudes cannot be observed directly but "are demonstrated through actual behavior – for example, how people treat speakers of other languages (avoidance, approach), or in their desire (or not) to learn another language. The convergence of one's speech to conform to another's speech suggests a positive attitude toward the other's speech. By the same token, divergence suggests an intention for the opposite outcome" (Tariq, 2013).

Attitudinal studies aid in identifying "how people of one language group view the personal character and social status of speakers of another language and how they form associations about other languages. Therefore, the assessment of language attitudes aids in grouping communities on the basis of their intergroup affinities and, in combination with other methods, in estimating potential extensibility of materials" (Farooq et al, 2012).

In order to understand the language issues of the country, first we would draw our attention to the current situation of languages in Pakistan. There are six major and 58 minor languages in Pakistan (Rahman 2002). In 2009, government of Pakistan made English as medium of instruction at school level from 1 to 12 years of education but still there are many problems in its implementation due to lack of teachers' skills, students' attitudes, socio-cultural conditions, ethnic conflicts, and political concerns (see PEELI Report 2013).

In every foreign language classroom, language functions as "the medium through which teachers teach and students demonstrate what they have learned" (Johnson 1995). Teachers use the target language to control both the content and the structure of classroom interactions, learners try to respond to their teachers' use of language. However, the overall picture of classroom communication depends rather on the types of relationships between teachers and learners, and the actual patterns of communication established and maintained during regular lessons.

The teacher usually relies on a variety of interactive questioning strategies but in less-tightly controlled classes' modifications in the IRE model is often observed and learners can take on some part of this sequence. When learners take on all of them (initiation, response, evaluation), the sequence is abandoned altogether and the pattern changes into student-student interaction. In general, student-student interaction is the dominant pattern of communication in learner-centered classrooms, since it expands student talking time and fosters student use of language for learning, as opposed to only demonstrating what they have learnt. Working in groups on cooperative learning tasks produces many constructive student-student interactions which, in turn, enhance learners' educational achievement, aspirations, motivation, self-esteem, positive attitudes to learning (Webb 1982) and helps develop social skills.

In its earlier meetings, the Advisory board of Education had decided that at primary level the medium of instruction would be mother tongue that for the majority of population of Pakistan is either Punjabi, Siraiki, Sindhi, Urdu, or Pashto (ABD, 1948), but due to colonial influences and emotive value of Urdu especially in the Hindi-Urdu controversy, "Urdu remained the official medium of instruction in most

of the institutions of Pakistan" (Rahman, 1995). Pakistan's active constitution of 1973 states that Urdu would be national language and further necessary arrangements would be made in the next fifteen years for Urdu to be used officially and for other purposes (Article 251). This means that English would be replaced by Urdu at official and national level. But like most of the policies, it also doomed to the dust of papers. Rahman (2002) contends that the basic reason is the inclination of the ruling elite towards English for modernization, colonial asset, thirst for association with western culture and globalization.

### **Material and Methods**

The overall motive of this research study was to investigate the attitudes of teachers towards English as medium of instructions in Pakistan. This chapter will delineate the research methods used for this research study. It will start with a dialogue on the methodology selected and used for this study then target population, sample size and techniques, data collection methods and in the penultimate, results and outcomes of this research study generated using SPSS will be discussed. The researchers used quantitative method to investigate the attitudes of teachers towards English as medium of instructions in Pakistan especially in district Punjab.

In this research, there are three independent variables of attitudes of teachers; they are teacher's education, Attitudes of younger teachers and Attitudes of science teachers. Dependent variable is the English as a medium of instructions. The operationalization of three independent variables, teachers' education, attitudes of younger teachers and attitudes of science teachers were adapted from Amna Saeed & Tanveer Iqbal, Rabbia Azam (2014) and Raheem, Muhammad Arslan (2015) "Perceptions of Teachers regarding English-medium Instructions at Secondary Education in Punjab Province of Pakistan".

Likert scale is most repeatedly used disparity of the summated rating scale and construct simply and likely to produce a high reliable scale. Babakus and Mangold (1992) suggested that 5-point Likert scale probably minimized the dissatisfaction level of the respondents and increase response rate and quality. So the researchers used five point Liker scale.

The target population for this research study was 10,000 teachers approx that are teaching in district Okara. Such teachers may Graduate, Master or M.Phil. They can also belong from private or government sector. The sample will be taken from 10,000 teachers using Krejcie and Morgan (1970) table for sampling.

### **Data Analysis and Interpretations**

Data was collected from the teachers of different private and government schools. The questionnaire was the primary source of data collection. First we apply reliability test on our collected data. After reliability test we will explain demographics with detail. Then we have analyzed data. This analyzed data has been expressed through bar graphs. The researcher under the guidance of supervisor analyzed the questions. All the questionnaires were in English medium. Hard copies and online questionnaires were distributed among all teachers that were teaching in different schools of district Okara. Our respondents' are teaching in various academic

programs and classes. The questionnaire has covered the whole research area. The responsibility of the researcher to analyze and scrutinize the collected data and condense such collected records.

## Results and Discussion

**Table 1**  
**Teaching English is important because it will make student more educated**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	91	35.0	35.0
	Agree	94	36.2	71.2
	Neutral	27	10.4	81.5
	Disagree	38	14.6	96.2
	Strongly Disagree	10	3.8	100.0
	Total	260	100.0	100.0

This table shows that 35% school teachers strongly agree and 36.2% are agreed with researcher question. 10.4% teachers are neutral about this question. While only 18.4% respondents are disagreed with researcher's point of view. The overall result shows that most of the teachers of government and private schools think that teaching English is important because it will make student more educated.

**Table 2**  
**Being good at English will help student to study other subjects well**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	97	37.3	37.3
	Agree	116	44.6	81.9
	Neutral	25	9.6	91.5
	Disagree	19	7.3	98.8
	Strongly Disagree	3	1.2	100.0
	Total	260	100.0	100.0

The above given table shows that 97 school teachers strongly agree and 116 are agreed with percentage of 37.3 and 44.6 with researcher question. 25 teachers don't want to answer this question so they are neutral about this question. On other side 19 respondents are disagreed with researcher question and 3 respondents are strongly disagreed. They think that for being good in other science and arts subjects English is not necessary. The overall result shows that most of the teachers of government and private schools think that students who are good in English they will also be good in other subjects especially for math and science subjects.

**Table 3**  
**Studying in English helps students in personality development**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	72	27.7	27.7	27.7
	Agree	111	42.7	42.7	70.4
	Neutral	42	16.2	16.2	86.5
	Disagree	28	10.8	10.8	97.3
	Strongly Disagree	7	2.7	2.7	100.0
	Total	260	100.0	100.0	

The above given table shows that 72 school teachers strongly agree and 111 are agreed with percentage of 27.7 and 42.7 with researcher question. 16.2 percent teachers are neutral about this question. On other side only 10.8 percent respondents are disagreed with researcher question and 2.7 percent respondents are strongly disagreed. They think that English not help in personality development. The overall result shows that most of the teachers of government and private schools think that English is a great source for personality development.

**Table 4**  
**English should be used for class room discussion**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	60	23.1	23.1	23.1
	Agree	94	36.2	36.2	59.2
	Neutral	44	16.9	16.9	76.2
	Disagree	56	21.5	21.5	97.7
	Strongly Disagree	6	2.3	2.3	100.0
	Total	260	100.0	100.0	

This table shows that 23.1% school teachers strongly agree and 36.2% are agreed with this researcher question. 44 teachers are neutral about this question. While only 23.8% respondents are disagreed with researcher's point of view. The overall result shows that most of the teachers of government and private schools think that English should be used for class room discussion. In fact, in most of standard private school only English is used in class.

**Table 5**  
**English is needed for acquiring new ideas and broadening one's outlook**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	47	18.1	18.1	18.1
	Agree	115	44.2	44.2	62.3
	Neutral	50	19.2	19.2	81.5
	Disagree	44	16.9	16.9	98.5

Strongly Disagree	4	1.5	1.5	100.0
Total	260	100.0	100.0	

From the above given table and table we can conclude that 47 teachers strongly agree and 115 are agreed with researcher's this question. Where 19.2% teachers are neutral about this question. While only 18.4% respondents are disagreed and strongly disagreed with researcher's point of view. The overall result shows that most of the teachers of government and private schools think that "English is needed for acquiring new ideas and broadening one's outlook".

**Table 6**  
**The role of English in personality improvement**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	70	26.9	26.9	26.9
	Agree	109	41.9	41.9	68.8
	Neutral	30	11.5	11.5	80.4
	Disagree	47	18.1	18.1	98.5
	Strongly Disagree	4	1.5	1.5	100.0
	Total	260	100.0	100.0	

From the above given table we can conclude that 70 teachers strongly agree and 109 are agreed with researcher's this question. Where 30 teachers are neutral regarding this question. On the other side 51 out of 260 respondents don't believe that English helps in personality development. The overall result shows that almost 80% of the teachers of government and private schools think that English is mandatory for personality development or for good personality and image speaking and reading English is compulsory.

**Table 7**  
**Teaching in English makes me have more confidence in expressing myself**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	78	30.0	30.0	30.0
	Agree	103	39.6	39.6	69.6
	Neutral	39	15.0	15.0	84.6
	Disagree	34	13.1	13.1	97.7
	Strongly Disagree	6	2.3	2.3	100.0
	Total	260	100.0	100.0	

The above given table shows that 78 school teachers strongly agree and 103 are agreed with 30 and 39.6 percentage of researcher's question. 39 teachers don't want to answer this question so they are neutral about this question. On other side 13.1% respondents are disagreed with researcher question and 2.3% respondents are strongly disagreed. They think that teaching English does make confidence in teachers. The overall result shows that most of the teachers of government and private schools think that mostly teachers find confident while teaching in English medium.

**Table 8**  
I am relaxed whenever I have to speak in English with my students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	57	21.9	21.9	21.9
	Agree	96	36.9	36.9	58.8
	Neutral	49	18.8	18.8	77.7
	Disagree	56	21.5	21.5	99.2
	Strongly Disagree	2	.8	.8	100.0
	Total	260	100.0	100.0	

The above given table shows that 57 school teachers strongly agree and 96 are agreed with 21.9 and 36.9 percentage of researcher's question. 49 teachers don't want to answer this question so they are neutral about this question. On other side 21.5% respondents are disagreed with researcher question and 0.8% respondents are strongly disagreed. The overall result shows that most of the teachers of government and private schools feel relaxed whenever they have to speak in English with their students".

**Table 9**  
I feel excited when I communicate in English with my students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	58	22.3	22.3	22.3
	Agree	111	42.7	42.7	65.0
	Neutral	44	16.9	16.9	81.9
	Disagree	42	16.2	16.2	98.1
	Strongly Disagree	5	1.9	1.9	100.0
	Total	260	100.0	100.0	

From the above given table we can conclude that 58 teachers strongly agree and 111 are agreed with researcher's this question. Where 44 teachers are neutral regarding this question. On the other side 18.1 percent teacher are disagreed with researcher this question. These results shows that almost 82% of the teachers of schools feel excited when they communicate in English while discussing any topic with their students and fellows.

**Table 10**  
Science teachers have appropriate skills to Teach in English medium of instructions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	76	29.2	29.2	29.2
	Agree	114	43.8	43.8	73.1
	Neutral	35	13.5	13.5	86.5
	Disagree	34	13.1	13.1	99.6
	Strongly Disagree	1	.4	.4	100.0
	Total	260	100.0	100.0	



This table shows that 29.2% school teachers strongly agree and 43.8% are agreed with researcher question. 13.5% teachers are neutral about this question. While only 13.5% respondents are disagreed with researcher's point of view. The overall result shows that most of the teachers of government and private schools think that science teachers have appropriate skills to teach in English medium of instructions.

**Table 11**  
**Science students can have better understanding in English medium of instructions**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	74	28.5	28.5
	Agree	108	41.5	70.0
	Neutral	37	14.2	84.2
	Disagree	34	13.1	97.3
	Strongly Disagree	7	2.7	100.0
	Total	260	100.0	100.0

From the above given table we can conclude that 74 teachers strongly agree and 108 are agreed with researcher's this question. Where 37 teachers are neutral regarding this question. On the other side 15.8 percent teacher are disagreed with researcher this question. These results shows that more than 84% of the science and math teachers of schools thinks that science students can have better understanding in English medium of instructions. After that researcher's question no 12 is "Science students have more knowledge and more understanding while studying in English". Now, this question was also for those teachers of high and middle schools that were teaching science and math subjects in their schools. Respondents' (teachers) opinion about this is described below.

**Table 12**  
**Science students have more knowledge and more understanding while studying in English**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	71	27.3	27.3
	Agree	96	36.9	64.2
	Neutral	42	16.2	80.4
	Disagree	43	16.5	96.9
	Strongly Disagree	8	3.1	100.0
	Total	260	100.0	100.0

This table shows that 27.3% school teachers strongly agree and 36.9% are agreed with researcher question. 16.2% teachers are neutral about this question. While only 19.8% respondents are disagreed with researcher's point of view. The overall result shows that most of the teachers of government and private schools agreed on this opinion of the researcher that "Science students have more knowledge and more understanding while studying in English".

**Table 13**  
**If science and Math subjects are taught in English, the students can learn the language of science and technology**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	74	28.5	28.5
	Agree	116	44.6	73.1
	Neutral	41	15.8	88.8
	Disagree	21	8.1	96.9
	Strongly Disagree	8	3.1	100.0
Total	260	100.0	100.0	

From the above given figure and table we can conclude that 74 teachers strongly agree and 116 are agreed with percentage of 28.5 and 44.6 in this researcher's question. Where 15.8 percent teachers are neutral regarding this question. On the other side 11.2 percent out of total respondents are disagree with this opinion. The overall result shows that almost 90% of the teachers of government and private schools think that "if science and math subjects are taught in English, the students can learn the language of science and technology".

**Table 14**  
**English medium of instructions will have better effect on student achievement in science subjects**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	58	22.3	22.3
	Agree	146	56.2	78.5
	Neutral	37	14.2	92.7
	Disagree	15	5.8	98.5
	Strongly Disagree	4	1.5	100.0
Total	260	100.0	100.0	

The above given table shows that 58 school teachers strongly agree and 146 are agreed with 22.3 and 56.2 percentage of researcher's question. 37 teachers don't want to answer this question so they are neutral about this question. On other side 5.8% respondents are disagreed with researcher question and 1.5% respondents are strongly disagreed. They think that teaching English does make confidence in teachers. The overall result shows that most of the teachers of government and private schools think that English medium of instructions will have better effect on student achievement in science subjects.

**Table 15**  
**English language is essential for Higher Education in Pakistan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	93	35.8	35.8
	Agree	119	45.8	81.5
	Neutral	23	8.8	90.4
	Disagree	21	8.1	98.5
	Strongly Disagree	4	1.5	100.0
	Total	260	100.0	100.0

From the above given table we can conclude that 93 teachers strongly agree and 119 are agreed with percentage of 35.8 and 45.8 in this researcher's question. Where 8.8 percent teachers are neutral regarding this question. On the other side 8.1 percent are disagreed and 1.5 percent respondents are strongly disagree with researcher's this question. The overall result shows that more than 90% of the teachers of government and private schools think that English language is essential for Higher Education in Pakistan.

**Table 16**  
**We need English to improve our social status**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	50	19.2	19.2
	Agree	110	42.3	61.5
	Neutral	44	16.9	78.5
	Disagree	44	16.9	95.4
	Strongly Disagree	12	4.6	100.0
	Total	260	100.0	100.0

From the above given table we can conclude that 50 teachers strongly agree and 110 are agreed with researcher's this question. Where 16.9% teachers are neutral about this question. While only 21.5% respondents are disagreed and strongly disagreed with researcher's point of view. The overall result shows that most of the teachers of government and private schools think that We need English to improve our social status in Pakistan.

**Table 17**  
**English is an integral part of educational, political, economic and social life in Pakistan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	65	25.0	25.0
	Agree	123	47.3	72.3
	Neutral	28	10.8	83.1
	Disagree	35	13.5	96.5
	Strongly Disagree	9	3.5	100.0
	Total	260	100.0	100.0

From the above given table we can find that 65 teachers strongly agree and 123 are agreed with percentage of 25 and 47.3 in this researcher's question. Where 10.8 percent teachers are neutral regarding this question. On the other side 13.5 percent are disagreed and 3.5 percent respondents are strongly disagree with researcher's this question. The overall result shows that more than 85% of the teachers of government and private schools think that English is an integral part of educational, political, economic and social life in Pakistan.

**Table 18**  
**English is essential for future development of Pakistan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	80	30.8	30.8	30.8
Agree	119	45.8	45.8	76.5
Neutral	27	10.4	10.4	86.9
Disagree	21	8.1	8.1	95.0
Strongly Disagree	13	5.0	5.0	100.0
Total	260	100.0	100.0	

This table shows that 30.8% school teachers strongly agree and 45.8% are agreed with researcher question. 10.4% teachers are neutral about this question. While only 13.1% respondents are disagreed with researcher's point of view. The overall result shows that most of the teachers of government and private schools think that English is essential for future development of Pakistan.

**Table 19**  
**Teachers should encourage their students to participate in discussions in English in class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	81	31.2	31.2	31.2
Agree	141	54.2	54.2	85.4
Neutral	16	6.2	6.2	91.5
Disagree	12	4.6	4.6	96.2
Strongly Disagree	10	3.8	3.8	100.0
Total	260	100.0	100.0	

The above given table shows that 81 school teachers strongly agree and 141 are agreed with 31.2 and 54.2 percentage of researcher's question. 16 teachers don't want to answer this question so they are neutral about this question. On other side 4.6% respondents are disagreed with researcher question and 3.8% respondents are strongly disagreed. These results show that most of the teachers of government and private schools, teachers believe that they should encourage their students to participate in discussions in English in class.

**Table 20**  
**The suitable measures must be taken by government to develop awareness about significance of English at school level**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	78	30.0	30.0	30.0
	Agree	140	53.8	53.8	83.8
	Neutral	27	10.4	10.4	94.2
	Disagree	6	2.3	2.3	96.5
	Strongly Disagree	9	3.5	3.5	100.0
	Total	260	100.0	100.0	

From the above given table and table we can conclude that 78 teachers strongly agree and 140 are agreed with researcher's this question. Where 27 teachers are neutral regarding this question. On the other side only 15 out of 260 respondents don't believe that there is no need of taking suitable measures to be taken by government to develop awareness about significance of English at school level.

The overall result shows that almost 94% of the teachers of government and private schools think that suitable measures must be taken by government to develop awareness about significance of English at school level.

### **Conclusion**

The issue of medium of instruction has become a severe challenge for Pakistan that needs to be addressed on emergency basis to put the country on trek of development. Serious steps are required in status planning of all the languages to be selected for Pakistan. Massive planning should be done carefully that should consist of maximum cultural contents, for Pakistan, being an ideological state cannot move on while ignoring the cultural and religious aspects. This study concluded that middle and high school teachers face a numbers of difficulties while teaching English at school level especially in rural areas. "It can make easier if teachers use the direct method, no doubt traditional method is also the essence of teaching. So both methods should be applied side by side. Trainings should be given to the teachers so that they may teach English with interest consequently students may show better results". The researchers find that most of teachers of government schools were satisfied regarding new education reforms of the government regarding implementation of English at primary and middle level school education. They think that English is almost compulsory for bright future of the students because for the progress of Pakistan English is necessary. Researcher also find that private school teachers are more convinced on this point that English is mandatory for the future of Pakistan and that why they give more importance to English in their schools. This research study conclude that private school teachers and young educated science teachers give more preference to English because they know the importance of English for the future of Pakistan.

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