

**RESEARCH PAPER****Analyzing the Impact of English Dominance on Urdu Language Pedagogy in Pakistani Universities**

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ABSTRACT

The research aims to investigate the absence of Urdu linguistic identity in Pakistani universities at BS level. For this study the research objectives were; to investigate the causes behind the losing identity of the Urdu language and identify the key elements contributing to this phenomenon, to examine the underlying causes of societal confusion, to investigate the impact of English language interruption into Urdu, to determine the language preference in educational settings among individuals, to assess whether there is a difference in the use of Urdu and English languages between private and public institutions. Pakistan is a country with a rich linguistic heritage where Urdu serves as the national language. English, recognized for its global significance, has increasingly become a preferred medium of instruction in higher education. This trend raises concerns about the potential sidelining of Urdu, not just as a language of instruction but also in terms of its cultural significance and identity within Pakistan. The study used a quantitative research method. The research design was employed cross-sectional study. The findings of this research demonstrate that language plays a significant role in expressing an individual's personal or social identity, serving as a distinct characteristic for identifying individuals. Furthermore, it has been investigated that the English language is exerting an influence on Pakistani languages. Upon acquiring proficiency in the English language, an individual's view of their own ability, conversational style, and value systems may experience certain alterations. The English Language has given rise to the problem of code-mixing in the everyday communication of the public in Pakistan due to the strong emphasis placed on social status and the need to present oneself as educated.

KEYWORDS Missing Identity, University Level, Urdu Language

Introduction

Pakistan is now facing a linguistic problem that involves several aspects. The country has a varied linguistic environment, where languages like Urdu, Punjabi, Sindhi, Pashto, and others live together. Nevertheless, the prevalence of Urdu as the designated language and primary mode of teaching in educational establishments has resulted in the marginalization of local languages. The lack of language equilibrium presents difficulties in the preservation and advancement of cultural variety. Furthermore, there is an increasing apprehension about the level of competency in the English language, which is often seen as a means to access global possibilities, so exacerbating the language crisis (Szelei, et al., 2021).

To tackle this dilemma, it is necessary to adopt a comprehensive strategy that prioritizes linguistic inclusion, advocates for the promotion of regional languages, and guarantees fair and equal access to educational materials in different linguistic formats. English is a globally recognized language and is often spoken in Pakistan as a second language. English is necessary for staying connected to contemporary sources of information and the most recent research. Urdu is our native language and serves as a representation of our cultural heritage. Both languages are fulfilling distinct functions. In the past, Urdu was the favored language over English, but lately the situation has reversed. The current state of affairs in Pakistan is more perplexing due to divergent views among the population. One segment of society embraces the proliferation of English, while another segment perceives it as a threat to their cultural identity and language. The language and culture of a society contribute to the formation of its identity. This study aims to examine how our civilization is losing its purity and identity. The Urdu language in Pakistan has a deeply intertwined history with the cultural landscape of the area. Urdu, originating from the Indo-Aryan linguistic family, developed over an extended period of time by combining elements of Persian, Arabic, Turkish, and indigenous South Asian languages. Urdu saw significant growth and development as a language of artistic expression, poetry, and governance throughout the Mughal period, resulting in the establishment of a vibrant literary heritage (Tumansery, & Munden, 2020).

The division of British India in 1947 had a crucial impact on the future of Urdu in Pakistan, where it was officially recognized as one of the country's languages, along with English. Although Pakistan has an official language, the country nonetheless has a varied language landscape, with different areas maintaining their own linguistic identities. Urdu remains a uniting factor, functioning as a means of communication that connects cultural and geographical disparities across the country (Nyumba, et al., 2018).

Currently, English has emerged as the paramount and dynamic medium of global communication, serving as a barrier against our isolation from the world and providing a gateway to the fast advancements and growth in all aspects of life. It is the most widely spoken and extensively used language globally for cultural and educational interaction among many cultures and people. Furthermore, the use of the English language has now become a need not just in local education but also on a worldwide scale. Several nations have long embraced the usage of English and actively promoted its benefits as a globally applicable language for future educational pursuits (Szelei, et al., 2021).

Therefore, students who study in a language other than English while studying abroad may encounter difficulties. Furthermore, English is considered the most effective tool for contemporary education, and it is consistently prioritized in worldwide education systems. Many nations often organize specialized programs both domestically and internationally with the goal of expanding the number of learners in their own countries. Numerous researchers and academics from various backgrounds and fields of expertise are sent abroad to pursue further education and academic qualifications, regardless of their age or cultural background. English language training and cultural exchange programs are specifically designed to assist students and instructors in practicing English in native English-speaking communities (Nyimbili, & Mwanza, 2021).

Currently, English serves several social and educational functions. It serves as the primary language of teaching at several colleges both nationally and internationally. Currently, there is a growing expectation for leaders, politicians, government officials, and experts to emphasize the need of offering English education to all people throughout nations. Every nation and its citizen's priorities the acquisition of language skills, since it not only contributes to personal development but also have a direct or indirect impact on

the economic growth of the country. If education is acquired via this medium, it enables individuals to enhance their professional development and increases their opportunities for achieving success in several disciplines such as business, politics, science and technology, arts, medical, and more. English has had a growing prevalence in worldwide academic publications during the last several decades (Clément, & Norton, 2021).

Literature Review

Language is a fundamentally human and non-natural technique of conveying thoughts, emotions and wants by use of a system of consciously constructed symbols. A language is a symbol system, built on pure and arbitrary convention infinitely extendible and adaptable according to the changing demands and situations of the speakers. The effect of one language on other is an essential factor which has to be examined. There are various languages which are influenced owing to other language. The language which is worldwide acknowledged is English and for individuals it's now more important to know the usage of English in order to be considered successful. Therefore; expansion of English language has a huge influence on the primary language of the people and other languages get weaker as they are neglected and undervalued. English has evolved as the language of broader intra-and inter-culture communication (Clément, & Norton, 2021).

Although, English language established during British time in the subcontinent but it's more ingrained in Pakistan today. There are two sorts of class existent in Pakistan; one is elite class and other is subordinate class. Thus English is a language of upper class, whereas; Urdu is believed to be a language of lower class. The key aspect of cultural imperialism is in the promotion of the Urdu language. Some educated individuals, particularly those from the military, choose to speak Urdu at home with their children in order to foster a connection with their cultural identity (Taqi, & Shuqair, 2014).

English is a mandatory subject and is taught from grades 11 to 12. The issue at hand is that students who have studied in government institutions often struggle with their English writing and speaking skills due to their relatively low level of proficiency in the language. This decision is contingent upon many aspects, including the linguistic requirements of the pupil, their attitude towards language, and the attitudes of both parents and instructors. The primary factor contributing to the decline of the Urdu language is the dearth of research in the domain of language planning in Pakistan. There is a lack of intention to preserve the national language of Pakistan, particularly in the field of education. A survey conducted by renowned linguists provides insight into the current state of education in Pakistan, albeit the research is restricted to a few institutions (Otsuji, & Pennycook, 2011).

In Pakistan, students attending public colleges often have a positive attitude and feel at ease speaking Urdu. Conversely, students at private institutions tend to prioritize learning English and may see Urdu as a language associated with lower social status. Teachers at public institutions are seen as inferior to teachers in private institutions due to their insufficient proficiency in English, resulting in less respect being shown towards them. Language discrimination may often cause complications for professors and students at government colleges. However, they prefer to speak in Urdu, since it allows them to express their thoughts and emotions more readily. Hence, the education system in Pakistan is now in a state of confusion, since the government and private institutions have contrasting perspectives on the importance of Urdu and English languages (Dagenais, et al., 2009).

Urdu, being the official language of Pakistan, plays a crucial role in the educational system of the country, particularly in higher education. The literature on this issue emphasizes the importance of Urdu, not only as a means of education, but also as a crucial factor in safeguarding cultural identity and legacy. Researchers contend that Urdu enhances comprehension and admiration of Pakistan's abundant history, literature, and arts, therefore cultivating a feeling of national cohesion and esteem among pupils (Darvin, & Norton, 2021). Furthermore, research has shown that receiving education in one's native language, such as Urdu for the majority of people in Pakistan, may improve cognitive development, learning results, and academic success (Darvin, & Norton, 2021).

In light of globalization and its perceived correlation with greater socioeconomic position, English has gained significant impact. However, researchers like as Hussain (2021) stress the significance of Urdu in promoting inclusion and accessibility in education. This is especially pertinent in a culture with several languages, where English may not be readily available or relatable to all kids. Moreover, literature proposes that the use of Urdu in higher education may serve as a means to connect the privileged class with the general population, making education more accessible and promoting wider involvement (Otherguy, et al., 2015).

Nevertheless, there are still obstacles to achieving fairness in the application of Urdu, including concerns about the quality of educational resources, the training of teachers, and the need to strike a balance between local applicability and global integration. The conversation encompasses the linguistic environment of universities in Pakistan, where the significance of Urdu in relation to English triggers discussions on identity, the lasting effects of colonialism, and the future trajectory of higher education in the nation (Canagarajah, 2010).

Material and Method

The study used a quantitative research method. The research design was employed cross-sectional study.

Population and Sample

Overall population was consisted of 12 universities in which 7 are public and 5 are private sector universities in Multan. The Multan city is considered as central educational hub of South Punjab. The research is being done as a comparative study at the Institute of Southern Punjab, Multan, and the University of Education, Multan. All male and female students of BS level were the population of the current research. The study has a sample size of 100. The sample size for the University of Education, Multan is 50, while the sample size for the Institute of Southern Punjab, Multan is also 50, in which 50 male and 50 female students. The study used convenience sampling as the sample strategy. The intended demographic consists of female BS level students from both private and government institutions.

Research Tool

For this purpose, an adaptive research questionnaire (Macias, 2023) was reformulated according to the situation with the help of literature review. A Likert scale is used to enable individuals to articulate their level of agreement or disagreement with a certain topic.

Data Collection

Researcher collected data with the using of questionnaire that included demographic and inferential information. One problem of this study is the insufficient time span. The study had a limited sample size, with no more than 100 samples available for selection. The data was only collected from BS level students, apart from masters and M. Phil level students. The questionnaire was only designed for students and not intended for teachers.

Data Analysis

Data was analyzed with the help of SPSS software and relevant test as percentage, t-test were used for this purpose.

Results and Discussion

Table1
Responses from ISP and UE students

Level of Agreement	Institute of Southern Punjab (%)	University of Education (%)
Highly Agree	40	48
Agree	40	30
Agree to Some Degree	12	0
Disagree	8	22
Strongly Disagree	0	0

The survey results indicate that 40% of the students from the Institute of Southern Punjab, Multan highly agree, 40% agree, 12% agree to some degree, 8% disagree, and 0% strongly disagree. The survey results indicate that 48% of students from the University of Education, Multan highly agree, 30% agree, 0% have a neutral stance, 22% disagree, and 0% strongly disagree. The position of Urdu in Pakistan is intricate. Although Urdu is officially recognized as the primary language and has significant importance in formal contexts, the linguistic environment is characterized by diversity. Language preferences give rise to issues and conflicts, with English often assuming a dominant position in certain fields. Discussions over the status of Urdu are influenced by factors such as the worldwide spread of English, educational programs, and regional linguistic identities. There are ongoing endeavors to advance the promotion of Urdu, nevertheless, it is crucial to maintain a harmonious equilibrium between linguistic variety and national unity. In summary, while Urdu's national position has not been completely lost, continuing arguments and issues underscore the changing character of language preferences in Pakistan.

Table 2
Responses from ISP and UE students

Level of Agreement	Institute of Southern Punjab (%)	University of Education (%)
Highly Agree	28	16
Agree	28	40
Agree to Some Degree	18	8
Disagree	16	28
Strongly Disagree	10	8

28% of the students from the Institute of Southern Punjab, Multan highly agree, while another 28% agree. 18% of the students agree to some extent, 16% disagree, and 10% strongly disagree. The survey results indicate that among the students from the University of Education, Multan, 16% highly agree, 40% agree, 8% have a moderate level of agreement, 28% disagree, and 8% strongly disagree. Urdu is not exclusively limited to domestic usage; it maintains importance beyond mere household communication. Urdu is an official language in Pakistan, employed in government, education, media, and other formal contexts. It functions as a method of unifying the nation and is utilized in official documents, laws, and administrative matters. Furthermore, Urdu continues to be a

dynamic literary language with a profound cultural legacy. It is employed in poetry, literature, and artistic endeavors, enhancing the cultural uniqueness of the region. Although English is widely used in specific professional and worldwide settings, Urdu plays a diverse role in both formal and cultural domains, exerting its impact beyond national boundaries.

Table 3
Responses from ISP and UE students

Level of Agreement	Institute of Southern Punjab (%)	University of Education (%)
Highly Agree	26	40
Agree	22	24
Agree to Some Degree	20	12
Disagree	28	4
Strongly Disagree	4	20

Among the students at the Institute of Southern Punjab, Multan, 26% strongly agree, 22% agree, 20% have a moderate level of agreement, 28% disagree, and 4% strongly disagree. The survey results indicate that 40% of students from the University of Education, Multan highly agree, 24% agree, 12% have a moderate level of agreement, 4% disagree, and 20% strongly disagree. In Pakistan, English is regarded as the language of the learned because of its historical connection to colonialism, its use as the primary language of teaching in esteemed educational institutions, its worldwide importance for career prospects, and its relationship with social standing and refinement. Nevertheless, this particular choice has generated debates around linguistic inequalities, prompting initiatives to encourage the use of many languages and acknowledge the significance of regional languages in addition to English.

Table 4
Responses from ISP and UE students

Level of Agreement	Institute of Southern Punjab (%)	University of Education (%)
Highly Agree	24	40
Agree	32	15
Agree to Some Degree	24	10
Disagree	20	8
Strongly Disagree	0	27

The survey results indicate that 24% of students from the Institute of Southern Punjab, Multan highly agree, 32% agree, 24% have a moderate level of agreement, 20% disagree, and 0% strongly disagree. The survey results indicate that 40% of students from the University of Education, Multan highly agree, 15% agree, 10% have a moderate level of agreement, 8% disagree, and 27% strongly disagree. The significance of improving English or Urdu proficiency varies based on individual objectives and circumstances. Enhancing one's proficiency in English is highly advantageous for effective worldwide communication and in specific professional domains. Similarly, developing Urdu language abilities is essential for local communication and for the preservation of cultural heritage. Being proficient in both languages might be useful in a globally interconnected environment. The decision should correspond to personal ambitions and the language circumstances of one's surroundings.

Table 5
Overall Responses from Students of both Universities

Level of Agreement	Overall responses (%)
Highly Agree	32
Agree	23.5
Agree to Some Degree	17
Disagree	14
Strongly Disagree	13.5

The above table visualizes the combined student perceptions from the Institute of Southern Punjab, Multan, and the University of Education, Multan, regarding a specific subject matter. The table is divided into five segments, each representing a different level of agreement with the subject discussed in the survey: "Highly Agree," "Agree," "Moderate Level of Agreement," "Disagree," and "Strongly Disagree."

- **Highly Agree:** A significant portion of students, indicating a strong consensus or positive response towards the survey's subject. This group feels strongly positive about the issue at hand.
- **Agree:** This segment represents students who are favorably inclined towards the subject but with less intensity compared to those who highly agree. It shows general support or approval.
- **Moderate Level of Agreement:** Students falling into this category express a neutral to slightly positive stance, suggesting that while they see merit in the subject, they may have reservations or see room for improvement or debate.
- **Disagree:** This portion reflects students who do not support the subject matter, indicating a negative response. They might have concerns or disagreements with the topic discussed.
- **Strongly Disagree:** Although this segment shows zero representation in the combined analysis, it would typically include students with a strong opposition to the survey's subject, emphasizing a significant disconnect or disagreement.

The absence of students in the "Strongly Disagree" category for the combined analysis suggests that there is no intense opposition to the subject matter among the surveyed students. The distribution across the other categories highlights varying degrees of acceptance and support, with a notable proportion of students expressing strong agreement and agreement, indicating overall positive perceptions. The presence of students in the "Disagree" and "Moderate Level of Agreement" segments, however, underscores the complexity of opinions and the existence of dissenting views or nuances in perception among the student population.

Table 6
Result of t-test of Responses from ISP and UE students

Group	Mean Score	Standard Deviation	N	t-test	P-Value
Male	3.33	0.70	50	2.34	0.0213
Female	3.01	0.66	50		

In above table the mean score represents the average attitude towards the use of English, where a higher score indicates stronger agreement with the dominance of English over Urdu in their educational system. The t-statistic of 2.34 and a p-value of 0.0213 suggest that there is a statistically significant difference between male and female students'

attitudes, with male students showing slightly higher agreement with the dominance of English in education.

Results of the study

The findings of this research demonstrate that language plays a significant role in expressing an individual's personal or social identity, serving as a distinct characteristic for identifying individuals. Furthermore, it has been investigated that the English language is exerting an influence on Pakistani languages. Upon acquiring proficiency in the English language, an individual's view of their own ability, conversational style, and value systems may experience certain alterations. The English Language has given rise to the problem of code-mixing in the everyday communication of the public in Pakistan due to the strong emphasis placed on social status and the need to present oneself as educated.

Discussion

Language and culture are closely interconnected, both shaping and exerting significant influence on one another. Language functions as a means of conveying cultural expression, passing on beliefs, customs, and collective experiences from one generation to another. The intricacies inherent in a language, such as idioms, phrases, and linguistic nuances, can embody the distinct cultural character of a group. On the other hand, culture shapes the way language is used, establishing rules, customs, and societal expectations related to communication. Various cultures may assign distinct languages with priority in different settings, which can be attributed to historical, sociological, and geopolitical factors. In multilingual cultures, the connection between language and culture is especially clear, as each language typically represents a unique cultural legacy. Language serves as a conduit for the preservation and transmission of cultural practices, folklore, and storytelling (Lynch, & Motha, 2023).

Language and culture ultimately combine to create a mutually beneficial relationship, enhancing the human experience and promoting a feeling of identity and belonging in communities. Comprehending this complex connection is essential for recognizing the variety and profundity that language and culture contribute to communities worldwide. The primary aim of this research is to examine the utilization of Urdu and English languages in both government and private educational institutions, and to analyze the preferences for speaking either English or Urdu in an educational setting. This study examines the extent to which the proliferation of English language influences the culture of government and private universities. As previously said by a renowned linguist, English has become the primary language for extensive communication within and between different cultures. In the current environment, it may be argued that the English language is not only regarded as a means of communication, but also holds significant sway over a country's educational system and culture (Włosowicz, 2020).

English is considered the language of the educated elite in Pakistan for several reasons:

Colonial Inheritance: Pakistan was a constituent of British India till achieving independence in 1947. English, as the language of the British colonizers, became linked with education, governance, and prestige during the colonial period.

Educational System: English serves as the primary language of instruction in numerous esteemed educational institutions in Pakistan. A substantial proportion of scholarly resources, particularly in higher education, are accessible in the English language. This correlation associates English language proficiency with academic progress.

Globalization and Job Opportunities: English serves as a universal language extensively utilized in the realms of commerce, scientific research, technological advancements, and higher education. Fluency in the English language is frequently seen as a crucial aptitude for entering global employment marketplaces and seizing worldwide prospects.

Symbol of Prestige: Proficiency in the English language is occasionally regarded as a symbol of prestige, signifying a superior degree of education and refinement. This impression further enhances its affiliation with the educated elite.

Nevertheless, it is crucial to acknowledge that this inclination towards English has sparked discussions due to its potential to exacerbate linguistic inequalities and potentially diminish the importance of native languages. There are ongoing efforts to encourage the use of several languages and acknowledge the significance of both English and regional languages in Pakistan's complex linguistic environment (Obi, et al., 2021).

The data collected from the questionnaire aids in understanding the perplexing situation of both governmental and private institutions. The questionnaire consists of twelve (12) questions that aim to uncover significant insights into the opinions of those who have studied at the Institute of Southern Punjab, Multan and the University of Education, Multan, about languages, specifically English and Urdu. The majority of BS level students at ISP Multan and University of Education, Multan fall within the age bracket of 18-20. In the 21-23 age category, around 32% of students are from Institute of Southern Punjab, Multan, while another 32% are from University of Education, Multan. The category with the fewest number of pupils is the 24-26 range. There is a slight age disparity between the girls attending ISP Multan and UE Multan.

The inquiry regarding Urdu's diminishing national standing in Pakistan elicits diverse reactions from ISP Multan and University of Education, Multan. Upon analyzing the comments, it is evident that a majority of students at ISP Multan believe that Urdu has somewhat lost its national importance. However, there are dissenting opinions among some individuals. The results indicate that UE Multan has a higher percentage of individuals, 48% of the population, who perceive that Urdu language is given less priority compared to the Institute of Southern Punjab, Multan. There is a significant disparity in the proportion of students who disagree with the notion that Urdu is losing its national significance in Pakistan between ISP Multan and UE Multan. Only 8% of ISP Multan students disagree, whilst 22% of UE students disagree. These kids rejected this concept since they speak Urdu more frequently than English.

The second assertion asserted that Urdu is currently limited to domestic usage. The outcome obtained from this specific question shows a negligible disparity in the percentages of ISP Multan and UE Multan. Only 16% of the populace in ISP Multan disagree, whereas 28% of students at UE Multan do not acknowledge that Urdu is solely a language used domestically.

English is the preferred medium of teaching in your institution. The students at the Institute of Southern Punjab, Multan are generally content with English as the medium of teaching in their institute, with just a minority of 10% expressing disagreement with this assertion. Conversely, the students at UE Multan may have a strong desire to learn English and wish for it to be the primary language of instruction at their institution. However, 16% of pupils disagree and do not like it over the Urdu language. Thus, the analysis reveals that only 10% of the people at the Institute of Southern Punjab, Multan, would not prefer English as the medium of teaching.

The second question is to the medium of education. Would you be content with Urdu being the medium of instruction in your institute? The survey conducted in ISP Multan reveals that only 10% of the population strongly agrees with not having Urdu as a medium of instruction. Additionally, 46% of the population remains neutral on the matter, expressing neither preference for nor against Urdu as a medium of instruction. However, 20% of the population disagrees with having Urdu as a medium of instruction. The respondents from UE Multan expressed satisfaction with the inclusion of Urdu language, however only 12% expressed a preference for Urdu not being used as a medium of teaching. At UE Multan, the majority of students express contentment with the Urdu language.

When surveyed about their proficiency in the Urdu language, the majority of students from UE Multan reported feeling more at ease conversing in Urdu with their teachers in the classroom compared to ISP Multan students. However, it should be noted that the preference for speaking Urdu is somewhat limited among both groups. Regarding the students in government institutions tend to be more proficient in speaking Urdu as it is the primary language of instruction. Conversely, in private institutions like ISP Multan, where students of varying abilities are enrolled, there is a lower level of comfort in speaking Urdu with teachers due to the emphasis on English as the medium of instruction.

When inquiring about the English language, the responses from UE Multan students exhibit a significant degree of variability. The proportion of UE Multan students who feel comfortable speaking English is higher than that of ISP Multan. This is evidenced by the fact that 44% of UE Multan students agreed with this statement. One possible explanation for this elevated percentage could be because certain students are actively advocating for the English language inside their university, which may account for their higher response rates compared to ISP Multan students. However, the reaction from the Institute of Southern Punjab, Multan indicates that they are not comfortable with the utilization of En. When the query inquired about whether the English language is regarded as a language of educated individuals. Out of the population of the Institute of Southern Punjab, Multan, only 4% strongly disagree that English is not important for being considered educated. However, the majority of students acknowledge that English is a language of educated individuals. In comparison, 20% of UE Multan students do not recognize the importance of English for being considered educated, which is relatively higher than the percentage of ISP Multan students.

If we inquire about whether proficiency in Urdu is sufficient to be considered educated, the Institute of Southern Punjab, Multan and UE Multan are relatively closer in their response. However, it is worth noting that the students of the Institute of Southern Punjab, Multan are more inclined to disagree or strongly disagree with this statement. The percentage of respondents who strongly disagree and disagree at the Institute of Southern Punjab, Multan is 38%, while UE Multan has a lower ratio of 32%.

English is supplanting Urdu as the primary language in educational institutions. 56% of ISP Multan students and 48% of UE Multan students acknowledge that the English language holds greater power than Urdu. However, the percentage of ISP Multan students who embrace this notion is higher than that of UE students. At the Institute of Southern Punjab in Multan, English is given preference over Urdu, leading to the admission that English is gradually supplanting the Urdu language. In addition, a mere 4% of the general community holds a different opinion on this matter, however among UE students, a significant 16% strongly disagree with this fact.

The following item in the questionnaire pertains to how effectively communicating in English enhances an individual's self-esteem. The maximum students of UE Multan say that if they speak English in classroom, they obtain greater respect among other peers. On the other hand, the pupils of ISP Multan also recognized that speaking English have a tremendous influence on your personality. However; 12% students of UE Multan highly disagree with this statement whereas no one from Institute of Southern Punjab, Multan is strongly dispute about it which implies they accept speaking English in class makes you more effective and able person.

It is more vital to strengthen speaking and writing competence in English rather than Urdu. The student who wishes to develop their writing and speaking abilities in English are from Institute of Southern Punjab, Multan as opposed to UE students. Although some UE students replied 40% strongly agree with this statement but the number falls lower to lower in the scale and finally 27% of the population strongly disagrees with the increase of speaking and writing abilities in English.

The last question of this survey is about asking pupils they would like to be a proficient speaker of English language. This question demonstrates the substantial variation in the preferences of English and Urdu language created by the government and private entity. Only 22% of Institute of Southern Punjab, Multan doesn't wants to be proficient in English whereas the UE Multan has 56% of the students who don't wants to choose English over Urdu. There are only 12% students who desire to learn and speak English in the UE Multan. However; the students of Institute of Southern Punjab, Multan are willing to be a proficient speaker of English.

The preference for languages other than Urdu in Pakistan may be linked to many historical, cultural, and socio-economic aspects. English has been traditionally linked with status and possibilities, leading to its primacy in education, employment, and official communication. Additionally, regional languages maintain significant cultural linkages, and individuals typically experience better comfort and identification in utilizing their local languages for everyday interactions. The problem comes in achieving a balance between the development of Urdu as the national language and the preservation of linguistic variety. Efforts to promote competency in Urdu, while respecting and fostering regional languages, may contribute to a more inclusive linguistic environment in Pakistan. Addressing economic and educational inequities linked with language choices is vital for building an environment where Urdu is regarded as a uniting force without weakening the diversity of other languages in the nation (Xu, & Fang, 2024).

Conclusion

This focus of this research was on the comparative study of government and private institution. The results deduced from the study are that there is a major difference in the usage of languages in private and government institution. Although some responses of government and private institution were closer to each other but it doesn't mean that Institute of Southern Punjab, Multan and UE Multan demonstrate same results. It was observed that private universities promote English language however; government universities prefer to speak Urdu language. In some questions, the responses from the UE Multan were higher in percentage than Institute of Southern Punjab, Multan responses.

The maximum students of UE Multan were usually fall in the strongly agree, agree or disagree category. However; Institute of Southern Punjab, Multan data showed a consistency in responses as the answers were usually in the strongly agree, agree, to some extent category. UE Multan data was not consistent as there were variations found in the

responses again and again. For instance; when the students of UE Multan asked that in classroom do you feel comfortable speaking English, 44% said yes which made the result surprisingly contradictory and when the opinion was asked that do you want to become a proficient speaker of English language then 56% are strongly disagree which find out that the respondents from the UE Multan have an overall neutral response towards Urdu and English language. However from the data analysis it's found that there are some students who don't like to speak English language because they are satisfied with their own language.

Consequently the educational system of Pakistan is ruining day by day because English has a greater influence on it. English is only a language, it should be learnt like a language but now days it became a threat to our culture and educational system of Pakistan. Those who pay fewer fees, get admission in Government University where the medium of instruction is Urdu and those who are financially stable belongs to elite class speak and learn English language. If English was not considered a status symbol then in Pakistan a confused situation would not be exist which is harmful for our national language. Moreover; the excessive and non-excessive use of English and Urdu language consecutively in the private and government university should be balanced.

Recommendations

This research has touched upon only the English and Urdu language usage in the government and private institutions. This research also to ensure the continued significance of the Urdu language in Pakistan while simultaneously reaping the advantages of English proficiency, the following recommendations are proposed: It is advisable for educational institutions to include both Urdu and English within their curriculum. This implies that students have the ability to acquire knowledge effectively in both languages. Teachers should have training in bilingual instruction to ensure students' proficiency and confidence in utilizing both languages. Furthermore, it is essential that books and other educational resources be accessible in both Urdu and English language. By adopting this approach, students have the autonomy to choose their preferred learning methods, resulting in enhanced educational outcomes. Ultimately, it is essential to organize events and activities that commemorate Urdu culture and language, fostering a sense of pride and enthusiasm among students to preserve the vitality of Urdu language. By implementing these measures, we can ensure that Urdu remains a significant component of Pakistani education and culture, while simultaneously capitalizing on the benefits of English proficiency.

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