

AN ANALYSIS OF ENGLISH LANGUAGE MANAGEMENT IN PAKISTANI UNIVERSITIES AND THE PRODUCTION OF ENGLISH LANGUAGE VALUE

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Abstract

Value as a cognitive vector of utility with exchange capability is associated with tangible and intangible products, services, faculties and attributes is an essential part of language management. Following the concept of capital by Bourdieu (2001) and its application in the economic, political and social domains by others, this study analysis the prospect of Pakistani universities in forming value of English language at the local and national levels. Both positive and negative value of English language can be mediated through language management. Analyses employing Language Management Theory and Q-Methodology data reveals a substantial potential to produce positive and negative values of English language through Pakistani universities. The positive value supports the local and national interests while the negative values jeopardize it. Analysis finds the positive value to be associated with promotion of individual careers and capabilities in the modern world that help local and national economy and prosperity, while the negative value of loss of cultural identity and heritage languages dampens the drive for learning and using English language. The ensuing confusion from the interplay of the positive and negative value is partially responsible for the universities not playing their role up to the maximum potential in the growth of society. The study proposes reforms in language management at the university level

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for the prosperity of the society both at the national and local level through their mediatory potential.

Keywords: *ELT, EMI, ELF, ESL, Language Management, Pakistani Universities.*

INTRODUCTION

Pakistan is home to about 74 languages and among these languages. English is official language. Urdu is the national language. While Pashto Punjabi Sindhi and Balochi are the regional. or provincial languages. Before 1947 Pakistan was the part of united British India, at that time English was the dominant and official language of the colonial rulers. It is a fact that the rulers from promoted English language. They were of the view that promotion of English language would result in better governance in the British India. At that time, the British Raj was convinced that opening opportunities for the ruled to learn English language maybe a step in the direction of implementing their colonial agenda. Therefore, the British rulers encouraged the constitution of where is educational institution where modern education was imparted through the medium of English language. Not only the British rulers opened a number of schools colleges where English was medium of instruction they also encouraged the Christian missions to open educational institutions where religion and English language what promoted together. The answer allowed the visionary Indians to open educational institutions where English was the medium of instruction e.g. Muhammadan Anglo Oriental college directed by Sir Syed Ahmed Khan. Despite providing the opportunities for the promotion of English language there was a debate among the rulers' whether promotion of English language is better or the promotion of local languages is better choice during British Raj. On this controversy that thinkers among the rulers what are divided on a clear line by either affiliating with the orientalist perspective or the occidental perspective. Orientalists considered promotion of local Indian languages as a better option where British rule could penetrate the hearts of the Indian population while on the other side Occidentalists thought that promotion of English language would help the Indian population to understand the fruits of modernization and

industrialization enshrined in English language. This tug of war between the two sides of Oriental list and Occidental lists was a reason behind the fluctuating leaning towards that's staggered and partial support for the promotion of English language in British India. Despite English being the language of the rulers, segments of the population who were not comfortable with the British rule and colonialism confronted the spread of English language and considered English language learning as a step toward accepting the yoke of British Raj. The resisting forces Muslims were largely left behind because they were more sceptical than other ethnic groups towards learning of English language. As a matter of fact, they were also the more persecuted among the population under British rule. The backwardness off Muslim population of India loss keenly observed by number of intellectuals among the rulers as well as Muslim intelligentsia. Despite embracing partially English language now Muslim population largely remained left behind in the education politics enter economic activities of in colonial era. After partition, a newly founded Pakistan was desperately in need of a national identity stupid promoted Amanda various ethnic groups that became part of now liberated Pakistan. At that time nationalist sentiments were ripe to substitute English language by one after languages that played important role in movement for independence. At that time, Bengali was the language off the largest segment of population while Porto had the distinction Toby none to a large number of Muslim regional groups, therefore, the issue of building national identity through language became problematic. In addition to this con tension between two major languages of the newly independent Islamic Republic of Pakistan education was abysmally low in substandard among population of the country. For epic development, modernization, continuation of government structure karma communication with the international audience English language was at that time an apparent necessity for the news stat. As before independence of Pakistan English language was largely embraced by the political and economic elite after Muslims, and this trend continued after freedom. The newly formed state's decision-making fell into the hands of this elite who increase the number of educational institutions and training institution for the government machinery, relying heavily on using English

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is medium of instruction. So, from the beginning of the new country the tension between promotion of national identity based on a national language and improvement of educational systems standard and increasing the international prospects for the Pakistani population rocked the boat of decision making regarding English language continuously. Further, while the national stage remained undecided the variegated ethnolinguistic composition of Pakistan at the local level complicated the dynamics of accepting, rejecting, utilising English language remained complicated. While at the national level the mélange of promoting standards of education scientific knowledge technological advancement national unity and identity what are used as guidelines for checking out a policy of English language using medium of instruction using Anglophone nations as reference for setting up standards, syllabi and educational materials. On the other hand, economic divide of elite working-class people and middle class along the cultural values of various ethnic classes create it a very complicated end difficult arena for implementation. Further, lack of resources, poverty of manpower to teach English language, absence of proper opportunities, all played a decisive role in setting up the grounds for diverse outcomes in terms of level of proficiency in English language and readiness to use it for key functions and purposes.

Language management in the universities in Pakistan is entrusted with the task of providing quality education and development of Pakistan besides providing protecting career of the students. Coleman (2010, 2011) proposes that in developing economies, like Pakistan, the local and bottom-up perspective plays a significant role in the utilization of English language learning for development whereas the national, broad-based policies often fail as they do not take into account the various mismatching contexts where these policies are applied. Bourdieu considers language as a form of resource or capital that can be converted into other capitals in the market. A person who has linguistic capital can convert it into prestige, currency, etc. The produced value then helps in inducing a willingness to dedicate greater human and material resources for learning of English language.

Languages in Pakistan have been instrumentally managed by the elite in the center in support of various national aspirations, including national unity and economic development. However, at the local and regional level in Pakistan consensus lacks in the implementation and acceptance of the center's approach (Rahman, 1998). The historical legacy and current globalized politico-economic realities make English language a valuable asset for policy makers and middle class in Pakistan. Higher education plays a key role in providing a skilled workforce and access to the lucrative workplace to realize this national goal. The education policy while emphasizing the importance of English language for quality education and laments its deteriorating standards in Pakistan considers that English language learning and teaching in the universities has failed in improvement of education (Government of Pakistan, 2017). The students who enroll in various disciplines are confronted with English as the medium of instruction and reading materials. The management of the university, teachers, students' own experience and expectations and the local community contribute to formation of the value which is the sum of the mutually exchangeable economic, social, political and cultural local factors, related to English language, which Bourdieu considers as economic (that is measured in currency), social (measured through networks of civic interactions), cultural (measured in skills gained through education) and symbolic (measured in the form of prestige).

After the inception of the sovereign state of Pakistan, her successive governments attempted a top-down control of language management. The attempts employed language as a tool of value production. National unity and national development were set as a valued product of this process by the language managers/policymakers in the center. English was retained for development through quality education and Urdu was introduced to promote national unity. The top-down aspect of management made the policymaking elite in the center synonymous with the national interests. Formulation of education policies in Pakistan excluded vital stakeholders (including the local periphery) from the decision-making process (Siddiqui, 2016) thus creating an isolated national level of policymaking and local level of policy implementation. Under the national level, Pakistan is divided into provinces which effectively play the

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role of the local. Pakistan is not a monolith of economic, ethnolinguistic, cultural, political and social features, she is a kaleidoscope of variations in them, each province as the local exhibit this variation. At the local level, therefore, the implementation of a single language policy of promoting unity at all costs does not succeed as it does not fit well with the diverse local economic, ethnolinguistic, cultural, social and political realities. These factors produce local values in line with the diverse local ethnic, political, economic, social and cultural realities for language learning and use which do not match with the values of the national level. The local attempts to engage in various domains to engage in bottom-up planning for influencing the center for their own interest. A mismatch thus forms between the national approach which favors homogeneity and the heterogeneous local realization in the four provinces of Pakistan. Further, the local interest in provinces competes with each other to maximize their interest. Therefore, divergent local values forms in the four provinces that do not match with the national value and also differ mutually at the local level in the provinces. Higher education, in particular, becomes an important domain reflecting this divergence and competition. University

RESEARCH QUESTIONS

administration and curriculum in Pakistan is controlled by national policies devised by the HEC; however, they provide services at the local level and engage local actors and most often make many decisions under the local conditions. Therefore, they become the loci where the education domain becomes an exchange point between the national and the local. Ideally, universities are supposed to be independent bodies constituted for the promotion of higher studies and provide knowledge and skills (including language learning) to the students which facilitate the harmonious development of the local community and the nation. However, this mismatch and divergent contact of the local and the national for the value production of English language at universities hamper the universities fulfill their role and result in wastage of resources and dampens the career prospects of the students.

In light of the stated objectives, the research will answer the following

questions.

1. *How is the value of English language produced at the national and local level?*
2. *What role do Pakistani universities play in the production of the value of English language?*
3. *What reforms are needed in language management at the Pakistani Universities for the prosperity of Pakistan?*

The 20th century was significant as it ushered in the birth of modern linguistics. Saussure as its founder considered language the collective social asset, but he did not consider it worth the time of a linguist and focused solely on the internal aspects of language ignoring the external social dimension (de Saussure, 1915). Following his line, the social side remained obscure in linguistics, however, in the second half of the twentieth century interest in the social dimension became so intense that a number of works started to pour in from Halliday, Bernstein, Malinowski, Voloshinov and Fishman which investigated the relationship between language and society (Coulmas, 1998). These studies were partly the product of the global transformation inspired by the end of the World War II, which ushered in the end of colonialism and emergence of a number of independent states in Asia, Africa and America. The newly independent states were busy in transforming the language landscape that they inherited from their colonial rulers. These experiments in the post-colonial context made the early sociolinguists interested in understanding the effects of these intentional and unintentional or planned and unplanned practices on languages. Rahman (1998) considers Uriel Weinreich as the founder of studying the policy and planning of language. Weinreich (1953) considered contact between the speakers of different codes as an opportunity of friction as well as the convergence of linguistic items. Fishman (1965) as one of the earlier experts published an article, "Who speaks what language to whom and when?", wherein he laid down the foundation of studying language policy and planning by pointing out the participant speakers, the code and setting that determine such study. The study was then formally labeled by Fishman (1971) as "language policy and planning". The label itself presented a top-down orientation but Fishman focused on the significance of the local in

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studying the societal effects of language and its formative role in the policy and planning at the national level. Commenting on the scholarly discourse of the time, Nekvapil and Sherman (2015) identify the opposition of top-down and bottom-up linking to macro and micro perspectives of research on language policy and planning. They propose the “Language Management Theory (LMT)” which focuses on the interplay of the top-down and bottom-up. They highlight language management as one of the four broader approaches adopted to language policy and planning i.e., the classical approach, the language management approach, the domain approach and the critical approach. Spolsky (2004, 2009) defines the approach to language management as “any specific effort to modify or influence language practice” and it subsumes the institutional efforts to modify beliefs and practices about language while focusing the domain of language. In order to explain how language management works, Nekvapil and Sherman postulate that an institution effects change through structuring “numerous interactions” in the presence of “ideologies” and “language as discourse” while “the object of management is language as system” (2015, pp. 7-8).

While LMT facilitates understanding the process of language policy and planning at national and local levels connecting in an organizational or institutional setup, the study of its effects is undertaken in other works. At the macro level, these studies normally relate the effects of language management in social, political and cultural outcomes while on the micro-level they relate to practices within specific locality or institutions. Rahman (1998) and McGroarty (2008) explore the result of LPP on the distribution of political power among various ethnicities, so does Mac Giolla Chriost (2003), who explains the effect on ethnic conflicts and emergence of modern European states. The critical approach of Phillipson (1992) highlights the threats of linguistic domination for marginalized and minority languages. Besides these macro perspectives, domain-specific, institution or locality focused studies provide a trove of insight into the working language policy and planning at the local level. Contributors in Canagarajah (2005) edited book focus on a wide-ranging issues that may emerge at the local level such

as contention of the local cultural knowledge with the center, protection of the local culture from the effects of globalization, catering to the local needs of multilingualism or the problems of TESOL professionals in the schools of a locality. Among the effects of language management, an economic perspective is important as it may be used in for a better assessment of existing policies and it would help in choosing the best alternative. The economic perspective was initially based on ethnic and cultural values which were economic in character in the metaphorical sense. Later, the study of language started to describe language as an asset or human capital. Eventually, the studies started to analyze the relation of the cultural aspects and the human capital description (Ahmad, Hussan, & Malik, December 2018). Contributors of Van Parijs (2013) book consider economic indicators such as value help in understanding the cost of various choices that aim to manage linguistic diversity for development and avoiding waste of resources. Marschak (1965), the pioneer of the study of the economics of language, considers language policy a process of assigning value to the features of language(s). These values can be translated into economic units such as money. A value helps in prioritizing among the available choices regarding language and its features. Grin (1996), the latest and most influential theorist, relates language and economics in such a way that economic factors can be used in ascertaining the effects of language management. In another work Grin (2006) identifies three aspects of this relationship:

- 1. Economic variables influence language variables*
- 2. Language variables influence economic variables*
- 3. The economic processes such as value (expressed in the form tangible and intangible assets) influence language processes such as assigning functions to a language feature.*

Language management as a set of interventions becomes necessary when “market failure” occurs which is a condition when the cost of providing language services are very high. In such conditions, states attempt to manage it. In addition to high cost, inadequate information, monopolies, negative externalities and hyper-collective goods cause the failure of the language market. Assessment of policy divergence on value can be made

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when a particular cause of failure invokes the action of the state or the local actors and others are ignored. The net value of language can be broken down into component values that are assigned to separate language features. Another aspect of the calculation of value is that social market value is the sum of all individual private values of the members. "For each policy contemplated, one would then compute the sum of the social market and social non-market benefits and costs, yielding the overall net value; the policy that promises to give rise to the highest overall net value should, ceteris paribus, be selected." (Grin, 2006, p. 86). In the same context, Grin further points out that norms, outputs, outcomes, costs and counterfactual details help in the evaluation of a policy. Using an instrumentalist approach, Toscano (2009) has identified two kinds of values i.e., communicative and cultural heritage. Bourdieu (1991) conceptualizes that the value of language exist in a society and its organizations due to a habitus which he considers the sum of "dispositions" which make an individual act in a particular manner. Therefore, habitus creates a regular and predictable context. In the absence of formal rules, habitus makes a sense for an individual to act or react in an expected manner. The predictability of an individual action is not a product of habitus but it is attributed to the interaction between habitus and fields. A field for Bourdieu is a social context that he commonly explains with the help of market as a metaphor. A market enables exchange and conversion of different kinds of resources or "capital". These resources, as already given, include, economic (that is measured in currency), social (measure through networks of civic interactions), cultural (measured in skills gained through education) and symbolic (measured in the form of prestige). He considers language as a form of resource or capital that can be converted into other capitals in the market. A person who has linguistic capital can convert it into prestige, currency etc.

British Council has remained an active promoter of English language after the independence of its colonies. The formation of commonwealth is seen by Phillipson (1992) as an attempt to retain this former glory and the support for English language teaching in former colonies remains a part of

this effort. Jenkins (2015) like Kachru, considers English in former colonies constitute an ESL sphere which make such an English less desirable in international market. British Council has sponsored various studies such as Coleman (2010, 2011). Coleman (2010) asserts that English ensures development of people and societies by increasing employability, international mobility and unlocking opportunities for promoting careers. It plays a very helpful role in conflict afflicted multilingual context. Such assertions are echoed in language management at the national level in Pakistan. Pakistan is endowed with multilingualism as a result of the historical process of conquests and migrations. Currently, she is home to 74 languages. English language in Pakistan is termed as non-indigenous with an L1 population of 12,500 and L2 population of 17 million (Simons & Fennig, 2018). However, such claims do not reflect the ground realities.

This problem is explored in various studies that attempt to highlight the macro and micro language management in Pakistan. Ahmar Mahboob (2003), Tariq Rahman(1998), Sabiha Mansoor (2004), Shahid Siddiqui (2013), Syed Abdul Manan, Maya Khemlani David and Francisco Perlas Dumannig (2015a) among the local scholars focus on the macro-level covering aspects of nationalism, identity construction, marginalization, domination and struggle for power. These works largely comment on policies from a critical perspective and unearth the hidden agendas of domination and exploitation linked with policies of ELT. These works collectively emphasize the production of value of the English language, which is based on the process of national identity construction, elitism and globalization. The English language is assigned simultaneous positive values of power, prestige, knowledge and global access along with the negative values of marginalization, linguistic imperialism and cultural loss. The macro level analysis presents language management of English marred by contradictions in value production. Besides commentaries on macro management of the English language, some works focus on the micro level as well. The micro level discussions mostly focus on a particular region or aspect of education domain. Among these authors, Siddique, Mahmood, and Abiodullah (2014) evaluate assessment criteria of English language in higher secondary education of Pakistan. Hina Ashraf in her Ph.D.

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dissertation, “A Study of English Language as an Element Affecting the Social Capital of the People of Pakistan”, delimits her study to Karachi. Sabiha Mansoor (2005), in her paper, “Language Planning in Higher Education: Issues of Access and Equity” focuses her attention on the problems of access to English language learning arising from mismanagement of multilingualism in higher education in the major cities of Pakistan. Manan, David, & Dumanig (2015b) while studying the correlation of fee and quality of teaching in low-fee private schools finds that these schools exploit parental assigned value of better employment to English language by providing low quality service. The growing body of publication on language management (that is often referred in these publications as planning, policy, practice and ideology) education (ranging from primary to higher) is normally focused which highlight the centrality of education in the management of English language in Pakistan. Furthermore, the bipolar distribution of the existing studies provides room for a meso-study that attempt to find a link between the micro and the macro.

While Canagarajah (2005) broadly considers the local in contrast to the global, we find, Hornberger and Johnson (2007) comparing the local against a national layer of policy and practice. In the context of Pakistan, the monumental work on the scope of the local against the national is that of Tariq Rahman. His *Language and Politics in Pakistan* (1998) remains the most influential work in demonstrating the role of the local/regional politics and movements in shaping the value of English, Urdu and the major local languages (Sindhi, Baluchi, Pashto and Punjabi). He presents the local as resenting and resisting population imbued with nationalist sentiments. He identifies power as value producing element because it guarantees the tangible and intangible interests of the speakers of a language. The local non-elite historically resisted learning of English as part of their anticolonial struggle and then resisted Urdu as they found it a challenge to their identity. In this sense local ethnolinguistic identity is presented as an asset to increase their power. His study presents the local through their resistance which earned many concessions in Pakistan. The last chapter of

this book discusses the competition between Urdu and English at the national level and highlight the fact that despite nationalist sentiments, the middle class of Pakistan supports learning of English medium education as it promotes the career prospects of their children. The similar findings are again reflected in his later publication (Rahman, 2004) where he claims on the basis of a survey of a number of local college and university students that English is preferred over Urdu for securing better jobs.

THEORETICAL FRAMEWORK

As explained in the literature review, the proposed research will use the concept of Language Management Theory proposed by Nekvapil and Sherman (2015) as a component of the research framework helping in contextualization of the interaction between micro and macro in language policy and planning. Within the context of language management, the concept of Grin (1996, 2006) and Bourdieu (1991), as given above, serves as component that will be used in identifying the types of values and the process of their production. The concept of capital as proposed by Bourdieu will be taken as identical to the concept of value as proposed in the work of Grin due to theoretical similarities between Grin and Bourdieu. Whereas the absolute fixation of value is the interest of an economist. The current study is intended to look at the management of language where the value production is highlighted in a metaphorical sense, implying that the qualitative aspect of value will be focused.

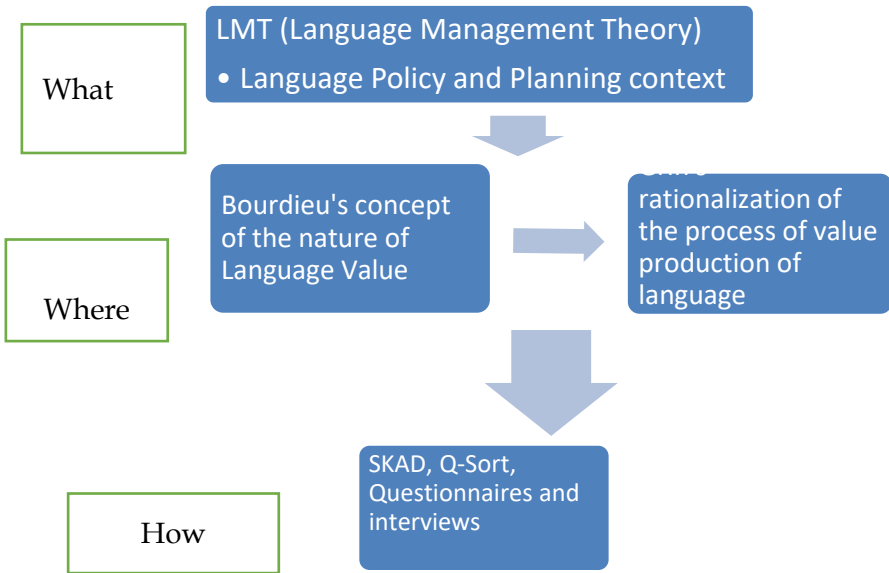
While LMT (language management theory) provides a language planning and policy context where the organized top-down and bottom-up interventions in language beliefs, practices and ideologies instrumentalizes language, Bourdieu structures this instrumental aspect of language value in general terms as language habitat, market and capital production. Grin specifies the value production as an economic process of exchange of goods and investments so that the margin between the investment and returns can be calculated. Therefore, language skills fetch a value reflected in demand for the language. This demand produces economic variables such as jobs, market commodities (English courses, books, media, etc.).

This construct helps in the identification and rationalization of data. The primary data will comprise the text of policy documents and planning of the

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policy makers. The researcher proposes SKAD as a sufficient tool for textual analysis focusing on language management leading to value production. Further, the actors' views will be recorded through Questionnaires, Q-Sorts and Interviews. The theoretical framework is materialized in Fig.1.

Fig. 1: Incorporation scheme for LMT, Bourdieu and Grin



Based on the preceding discussion Fig. 1 visualizes the application of the theoretical framework's components in the proposed research. LMT describes what language policy and planning perspectives can be explored at the universities when contact between the local and the national value production happens. Bourdieu and Grin's concept helps in locating the data. SKAD and Q-Sort help in the interpretation of data. Therefore, LMT answers "what" in the application of the framework. Then, Bourdieu and Grin's concept point out "Where" to look for information and finally SKAD and Q-Sort help in "how" to interpret data.

RESEARCH METHODOLOGY

Using the theoretical construct, a mixed-method approach is proposed, so the qualitative aspects such as explaining the process of value production and negotiation of English language at the local and national level are

explained in such a way that they are elucidated by descriptive statistics such as frequencies, cross-tabulation and means and inferential statistics such as correlation, T-test, Z test ANOVA (Analysis of Variance).

- ***Data Collection through Interview***

A semi-structured interview (sample attached) format would be followed to collect information, opinion and expert views from selected respondents of questionnaires in addition to key administrative position holders in the universities and HEC. An influential role in English language management will be the criterion of selection. A total of 20-25 interviews, each of 20-30 minutes duration, will be recorded and then transcribed.

- ***Q-Sorting and SKAD***

Following Lo Bianco's (2015, pp. 74-76) experience in Q-sorting for gaining reliable information of language management, this study, in addition to interviewed participants will include a purposive sample of 20 respondents to undertake the battery of 40-50 items Q-sorting. The following procedure will be followed:

- 1. An extensive concourse/sample of the public argument on the value production of English will be collected*
- 2. The repeated arguments and statements will be combined*
- 3. The selected participants will be asked to "rank and evaluate" the sample*
- 4. Statistical analysis such as Z-Score will then be performed*

Above are the standard steps proposed by Lo Bianco (2015). Here, participants will be selected if they are a stakeholder and play a role in English language management in the selected universities and officials of ELTR.

The data of this research will be divisible into statistical quantities and qualitative contents. The statistical quantities showing distribution, trends and relation of variables will be first compiled by coding questionnaire items (Q-Sort responses) and the data will be entered into statistics software such as SPSS, version 21 and above (for questionnaire-based data) and QPC (for Q-Sort responses). Software assisted statistical tests will then be performed on the data.

For content analysis of the text of the language management related

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documents and transcripts of interviews, this study will use an analytical tool called Sociology of Knowledge Approach to Discourse (SKAD) developed by Reiner Keller. He considers SKAD suited to understanding “the discursive struggles and controversies around problematizations” of text in specific institutions. Analysis in SKAD includes the components of (a) knowledge configuration, (b) discourse production and (c) power-effects. The knowledge configuration bases on interpretation schemes and classifications help in “content related structuring of discourse [written]”, where a typical analysis, structures the contents around issues, e.g. the analysis of administrative discourse on English language management includes causes, responsibilities, need for action/problem-solving, self-positioning, other-positioning, culture model and value. In power effect, “SKAD refers to different kinds of intended or non-intended consequences emerging out of a discursive field.... range of ‘changes in the world’ that are linked to the social processing of the discourses.” (Keller, 2011, pp. 57-60) . Further, he identifies “historical events”, “genealogical understanding of discourse as a power struggle”, social actors, competition, subject position, comparison with other societies and social contextualization as another useful aspect that helps in identifying a text as a discursive piece in the larger discourse (Keller, 2006). When the texts of language management are viewed through the lens of SKAD for finding answers to the set questions, the researcher assumes, comprehensive insights will emerge.

SKAD supported analysis of “National Education Policy 2017” for Discourse of Value production of English language in Pakistan.

Ministry of Federal Education and Professional Training Government of Pakistan proclaims itself the author of this document on the title page. The first line of the Minister of State states, “Education is the only source of human capital formation” and with this the tone of the education policy is aimed to improve the human capital in Pakistan. The problematization of the role of education in the development of human capital is achieved by (a) knowledge configuration, (b) discourse production and (c) power-effects of human capital through education.

1. The configuration of Human Capital and education as an Issue

Quality of education and access leads to socio-economic development, More resources, Better training of teachers, English as Medium of Instruction is considered necessary for the quality of education that would lead to the socio-economic development of Pakistan. This document makes top-down management of English language as viable option for national development and thus forms the English language market where government has to make the major investment on the behalf the majority of the citizens who happen to be so poor to make such investment. The document, proposes eventual returns in the form of economic benefits.

Focus, (re)focus on key skills comprising, technical education, science, research and English language

The document declares English to be compulsory from first grade and improvement in it is linked with improvement in Mathematics and science. Internet, teacher training and availability of technology is offered as the sufficient measure of achieve the aim.

It is recognized that quality education is offered in elite English medium schools and access to these schools is beyond the financial capacity of the poor. The lack of access produces “societal divide” (p.113).

2. Production of the Human Capital Discourse in education

Major actor being the government, Private sector as supporting actor, addressee of the policy being the masses specifically the students.

Technical education, science and higher education are identified as potent venues which can effect the transformational power of education where EMI (English as Medium of Instruction) can be effective. The human capital is projected here as the outcome of English language capital.

3. Optimism about education’s Success in the production of Human Capital

The policy recognizes the failure of earlier policy without recounting what was wrong with earlier policies. The implicit optimism conveyed in the forewords and introduction of the document is not augmented with substantive and procedural details.

The document establishes economic, technological and scientific worth of English. The document also implies social value of English language by associating it with the elite schools with quality education and exorbitant

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fees. However, the effect of social divide implies that English language has a negative social value.

Q-sort is a method for ranking items based on a subjective evaluation. Q-sorting as method of measurement of subjectivity was proposed by Stephenson in 1935 (Stephenson, 1953). The best illustration of its use, that gave rise to its wider application in the measurement of subjectivity was proposed by Brown (1996). While earlier, the subjectivity measurement was carried out through case-studies the method through interviews and reports based on observations. The method is best suited to measure subjectivity (through qualitative tools of inference drawing) with the support of quantitative tools to establish patterns. It allows for sample size of participants to generate more reliable data in comparison to the size of the sample, so the data does not suffer from limitation of the sample size (Brown, 1996). The essence of Q methodology rests on measurements of the p-set (the participants or the sample), the q-set (items or statements selected to be sorted by the participants), analysis of the q-set (q-analysis, using statistical tools) and generating factors which illustrate point of view through f-sets. Therefore, the basic steps of the methodology include production of Q items and sets, selection of participants P-sets, collection of data q-sort, performing correlation and factoring and interpreting the factors. The basic steps to perform a Q-sort with more detail are as follows:

Defining the items to be sorted: A set of items were chosen for ranking from the discourse on value production of English language while care was taken to contextualize the items in the setting of the higher education (universities).

Defining the sorting scale: A scale for sorting the items was created. For this purpose, the most common type of scale in Q-sort was used with a set of cards with numbers / labels ranging from -5 to +5. For the sake ease of the participants, physical cards were used.

Sorting the items: Participants were asked to start with the first item on the list and place it in the middle of the sorting scale. Then, they were asked to take the next item and compare it to the first item, and decide whether the

second item is more or less favorable than the first item and place it accordingly on the sorting scale. This process was repeated with the remaining items, comparing each item to the others.

Refine the sort: Once all the items were sorted, the placement of each item on the sorting scale was reviewed by the participants. They were provided opportunity to make adjustments to the placement of some items to better reflect their subjective evaluation.

Analysing the results: After completing the Q-sort by the participants, the researcher analysed the results to gain insights into the subjective evaluation of the items. The researcher then evaluated the response to items by examining the pattern of placements on the sorting scale, looking for clusters or patterns of items that are consistently ranked higher or lower.

Q-sorting was performed by participants individually for gaining insight into personal preferences regarding the value generation potency for the items in the sort.

After conducting the Q-sort, the following steps were adopted to analyse the results:

Calculate the mean: Find the mean score for each item by adding up the scores assigned to that item and dividing by the total number of sorters. This gives an idea of the average ranking for each item.

Calculating the correlation, standard deviation, z-score and factor loading: Calculate the standard deviation for each item to see how much agreement or disagreement there was among sorters. A smaller standard deviation indicates more agreement, while a larger standard deviation indicates more disagreement. Application of other statistics: Other statistical tools were applied to analyse the sorts.

Looking for patterns: Patterns in the rank order, such as items that consistently receive high or low scores were explored. Clusters of items bearing similarity or difference were also explored for patterns and insight. Comparison with other data: The Q-sort results were compared to collected other data, i.e., survey responses and interviews. Similarities and differences were identified to gain insights into the underlying reasons for the Q-sort rankings. Interpretation of the results: The results of the Q-sort were interpreted in the context of the research questions and objectives. The

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analysis produces a unique arrangement of the statements included as Q-set. They arrangement present a normalized analytical view of the sorts. The inferences are drawn from the arrangements as factor with the help of loading, similar and distinguishing statements of the factors. Additional help is provided by the analysis of Z-score and correlation.

Q-sorting was done against the backdrop of the research questions and objective, and the interpretation of the results are be grounded in the specific context of the study.

Characteristics of Factors and the Q-Sort Statements

Table 1 1: All Statements with Factor Ranking and Z-Score

<i>St. No</i>	<i>Statement</i>	<i>Factor 1 Z-score</i>	<i>Factor 1 Rank</i>	<i>Factor 2 Z-score</i>	<i>Factor 2 Rank</i>	<i>Factor 3 Z-score</i>	<i>Factor 3 Rank</i>
1	<i>English language is an asset as it has Efficiency (in getting jobs etc)</i>	0.69	7	-0.1	7	1	0
2	<i>English language is an asset as it has Efficiency in becoming a tool, in communication)</i>	0.73	26	-1.16	87	0.25	39
3	<i>English language is a super language as it has at best what a language can do</i>	0.35	38	1.14	14	0.58	28
4	<i>English language is an asset as it has Economy(less is enough, big bang for little buck)</i>	0.24	42	0.3	37	2	
5	<i>English language is an asset as it has Productivity (higher possibility to yield desired results)</i>	-0.03	52	-2.5	97	-0.32	60
6	<i>English language is an asset as it increases the chances of the learner</i>	1.2 5	5	0.8 5	2	.14	3

	<i>to be successful (with less chance to fail)</i>						
7	<i>English language is an asset as it has versatility. (Adaptability to diverse purposes and contexts, possess diverse features that enable it to be compatible to a large range of purposes)</i>	-0.32	6	0.04	5	2.11	
8	<i>English language is an asset as it has inclusivity. (It is to be able to enfold a large number of contexts and users)</i>	-0.8	73	-1.1	85	-0.4	64
9	<i>English language is an asset as it has comprehensiveness. (It must be a very large sir house/market/resource)</i>	0.39	5	-1.21	88	-1.53	3
10	<i>English language is an asset as it has Sufficiency. (It must be the most suitable choice for the purpose for which it is used)</i>	.82	3	.99	9	.89	9
11	<i>English language is an asset as it has Sustainability. (It must be a resource that may not vanish suddenly or lose its utility)</i>	.13	4	.91		0.6	2
12	<i>English language is an asset as it has Compatibility with the demands of modernization and globalization</i>	-0.09	5	0.77	4	-0.97	9
13	<i>English language is an asset as it has Portability to fit various contexts as a lingua franca and as an international language</i>	-1.05	1	0.29	8	0.3	5
14	<i>English language is an asset as it has Universality of ensuring the fullest expressive ability of a language</i>	-0.29	5	-0.62	2	0.51	9
15	<i>English language is an asset as it has Serendipity (It brings good luck to the users)</i>	0.89	1	-1.41	2	1.51	7

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16	<i>English language is an asset as it confers superior identity.</i>	-2.29	8	-0.18	7	1.17	1
17	<i>English language is an asset as it has reliability as a tool of communication.</i>	0.93	8	1.59	7	-0.5	8
18	<i>English language is an asset as it has Richness of expression in literature and expression of subtle thoughts</i>	-0.51	9	-1.4	1	-0.11	3
19	<i>English language is an asset as it has resourcefulness to provide vocabulary for any thought and content</i>	0.99	6	-0.73	7	-0.37	2
20	<i>English as a global language is an asset as it gives anonymity to the speaker</i>	-1.36	7	0.51	1	-0.46	6
21	<i>English language is an asset as it gives Prestige</i>	-0.09	6	0.51	3	1.3	0
22	<i>English language is an asset as it gives Mobility (such economic and cultural)</i>	0.64	8	-2.19	6	-1.23	8
23	<i>English language is an asset as it has Sublimity and grandeur</i>	0.04	0	0.51	2	1.08	2
24	<i>English language is an asset as it is Futuristic (is likely to continue in future).</i>	0.05	9	-0.12	2	0.85	3
25	<i>English language is an asset as it is Classy</i>	-0.15	8	-1.26	9	2.37	1
26	<i>English language is an asset as it has Communicative ease</i>	1.2	2	1.16	3	-0.7	5
27	<i>English language is an asset as it has Robustness of use in mathematics, logic and scientific expressions</i>	-1.8	4	-0.37	5	-0.05	9
28	<i>English language is an asset as it has Exclusivity in storing and nourishing modern knowledge</i>	-0.67	2	0.79	3	-0.19	5
29	<i>English language is an asset as it has Ease of learning</i>	-1.53	2	-0.23	1	0.17	1
30	<i>English language is an asset as it has Power</i>	-0.53	0	-0.7	5	-2.31	8

31	<i>English language is an asset as it has Knowledge</i>	-0.15	9	-0.78	9	-0.09	1
32	<i>English language is an asset as it has Science and technology</i>	-1.61	3	-0.22	0	1.47	8
33	<i>English language is an asset as it has Commerce and industry</i>	1.27	1	1.26	0	0.28	6
34	<i>English language is an asset as it has a Devoted society</i>	-0.08	4	0.63	9	-0.93	7
35	<i>English language is an asset as it has Authority</i>	-0.07	3	-0.49	9	1.64	6
36	<i>English language is an asset as it is Cultured and educated</i>	-1.28	6	1.73	5	-0.23	58
37	<i>English language is an asset as it is Resilient</i>	-0.09	7	0.98	0	-1.18	6
38	<i>English language is an asset as it is Ubiquitous. Everything and everyone and everywhere</i>	-0.86	6	-0.95	3	-0.38	3
39	<i>English language is an asset as it has Neutrality</i>	0.79	5	-0.15	4	0.02	8
40	<i>English language is an asset as it has Divinity and religion</i>	-0.91	8	-0.32	3	-0.75	6
41	<i>English language is an asset as it has widest discourse on Humanity</i>	0.31	9	0.74	5	0.5	1
42	<i>English language is an asset as it has widest discourse on Democracy</i>	-0.18	2	-0.16	5	0.84	4
43	<i>English language is an asset as it has widest discourse on Morality and wisdom</i>	-0.84	5	0.23	1	0.33	4
44	<i>English language is an asset as it has widest discourse on Machines and cyberspace</i>	-1.38	8	-0.67	4	-0.96	8
45	<i>English language is an asset as it has Creativity and art</i>	-0.37	7	-0.1	8	0.06	5
46	<i>English language is an asset as it has widest discourse on Freedom</i>	2.01	2	-1.38	0	0.23	0
47	<i>English language is an asset as it has Instrumentality</i>	0.83	4	0.17	6	.81	6

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48	<i>English language is an asset as it has widest discourse on Security</i>	0.01	1	1.98	1	0.55	9
49	<i>English language is an asset as it has widest use in Translation</i>	0.48	2	0.73	8	-1.88	7
50	<i>English language is an asset as it has widest use in doing the job of interpreter</i>	1.43	8	-0.78	8	-1.76	5
51	<i>English language is an asset as it has widest use in doing the job of content writing</i>	-1.82	5	1.02	6	1.11	4
52	<i>English language is an asset as it has widest use in doing the job of creative writing movies, novels etc.</i>	1.19	3	1.76	4	0.86	2
53	<i>English language is an asset as it has widest use in doing the job of ESL and EFL tutor</i>	-1.5	91	0.62	30	-0.62	74
54	<i>English language is an asset as it has widest use in doing the job of language therapist</i>	0.58	0	-0.46	7	-1.43	2
55	<i>English language is an asset as it has widest use in doing the job of forensic linguist</i>	-1.45	0	-0.11	0	1.12	3
56	<i>English language is an asset as it has widest use in doing the job of anthropology and sociology</i>	-1.43	9	1.34	9	0.87	20
57	<i>English language is an asset as it has widest use in preaching and religion</i>	-1.11	3	1.78	3	0.48	2
58	<i>English language is an asset as it has widest use in advocacy (national and international)</i>	0.9	7	0.56	0	.04	7
59	<i>English language is an asset as it has widest use in Artificial Intelligence</i>	0.38	7	1.4	8	0.27	7
60	<i>English language is an asset as it has widest use in education planning</i>	1.68	4	-0.27	2	0.87	1
61	<i>English language is an asset as it has widest use in language planning</i>	0.2	4	0.18	3	-1.13	5

62	<i>English language is an asset as it has widest use in international tourism/ tourist guide</i>	1.07	5	-0.1	9	-0.61	3
63	<i>English language is an asset as it has widest use in social media</i>	0.91	9	0.73	7	-0.48	7
64	<i>English language is an asset as it has widest use in online services language assistance</i>	-0.99	0	-0.48	8	-0.09	0
65	<i>English language is not an asset as it weakens morality</i>	0.41	4	.22	2	-0.45	5
66	<i>English language is not an asset as it weakens religion</i>	-0.56	1	0.83	1	0.26	8
67	<i>English language is not an asset as it weakens local culture</i>	-1.23	4	-0.11	1	-1.38	1
68	<i>English language is not an asset as it weakens national identity</i>	-0.29	4	-0.13	3	0.99	6
69	<i>English language is not an asset as it weakens local identity</i>	.46	6	0.49	4	0.21	7
70	<i>English language is not an asset as it only promotes international identity</i>	0.58	1	0.31	6	-0.1	2
71	<i>English language is not an asset as it only promotes unbridled liberalism</i>	0.17	46	0.21	2	0.05	6
72	<i>English language is not an asset as it only promotes Western humanism</i>	.43	7	0.12	4	0.51	0
73	<i>English language is an asset as it has widest use in doing the job of event organizer</i>	0.63	9	0.81	2	0.31	9
74	<i>national values are same as the local values of English language</i>	0.39	6	-1.1	6	-1.2	7
75	<i>University can play a significant role in the negotiation between the local and nation in value production</i>	0.3	0	0.4	5	.78	5
76	<i>Promotion of English endangers Urdu, the national language</i>	.87	3	01	6	1.34	0
77	<i>Promotion of English endangers local languages / provincial languages</i>	.91	0	0.84	1	0.2	6

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78	<i>Promotion of English obstructs efficient dispensation of justice</i>	.3	1	1.73	5	0.55	1
79	<i>Promotion of English obstructs administration's efficiency</i>	.42	3	.01	7	.82	5
80	<i>Promotion of English does not help in economic growth of the nation</i>	.32	0	0.33	4	.97	8
81	<i>Universities are barrier in access to the benefits of English language</i>	.09	8	0.6	1	.13	2
82	<i>English should not be used as medium of instruction as it obstructs communication in the classroom in universities</i>	.19	5	3.04	8	0.13	4
83	<i>English language wrongly increases the status of the speakers</i>	.8	4	1.09	4	.06	4
84	<i>Universities should promote Urdu, the national language of Pakistan instead of English</i>	0.22	3	0.21	8	.13	2
85	<i>Universities should promote local/provincial languages instead of English</i>	.14	7	.73	6	1.6	4
86	<i>Universities should promote other European languages such as French, Spanish and German etc instead of English</i>	0.92	9	0.64	3	0.53	0
87	<i>Universities should promote Arabic language instead of English</i>	0.16	0	0.8	0	0.32	1
88	<i>Universities should promote Persian language instead of English</i>	.07	1	0.21	9	1.1	3
89	<i>Universities should promote minority languages of Pakistan like Wakhi etc. instead of English</i>	1.9	6	.29	9	1.01	1
90	<i>Universities should promote Chinese language instead of English</i>	2.08	7	.27	40	1.87	6
91	<i>Universities should protect local culture while allowing the use of English</i>	.93	7	.23	1	.15	2

92	University English language teachers and administration should empower local / provincial identity.	.82	2	1	8	.98	7
93	University English language teachers and administration should empower national identity.	.49	5	1.48	4	.01	5
94	University is pivotal to promoting awareness of language rights	.21	3	0.45	6	1.12	4
95	University is pivotal in promoting equitable access to English language, especially for the marginalized sections of society	0.17	1	.62	6	.45	3
96	By using English language, universities promote the wrong side of modernization in community	0.51	8	.05	5	1.3	9
97	English as a vehicle of globalization is dangerous for the national interests	1.07	82	0.71	6	.47	9
98	English language is a vehicle of promoting neo-colonialism	.41	9	1.44	3	.79	7

4.4.2. Factor 1 Analysis (The Adversarial-Localizer Standpoint)

Statements number 88, 46, 76, 60, 93, 69, 72, 50, 96 and 80 emerge to lead Factor 1’s loading. S, 12 and S7 (from Sindh Urban area), KP 30 (from rural Khyber Pakhtunkhwa) and Punjab 11 (Urban Panjab) as typical positioned participants. The Z-score for these statements is 2.06, 2.01, 1.86, 1.68, 1.49, 1.45, 1.43, 1.41 and 1.31 respectively. Leading statements in this factor ask for promotion of Persian language, consider English threat to Urdu (the national language), national identity, neocolonialism and does not help in the economic uplift of Pakistan. English is allowed only for international communication (not favored inside Pakistan), instead promotion of Persian language is favored. With the help of visualizer of the KADE software, the consensus statements identified for F1 are 70, 71, 79, 86, and 87. These statements ask for promotion of European languages and Arabic languages instead of English language and further consider English language a tool of international domination and unbridled liberalism

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(economic and cultural). These consensus statements belong to the negative value production; however, the Factor also has positive value production statements including, 8, 10, 14, 38 and 41 stressing inclusivity, sufficiency, universality of expression, ubiquity (presence in the most contexts and places) and breadth of discourse.

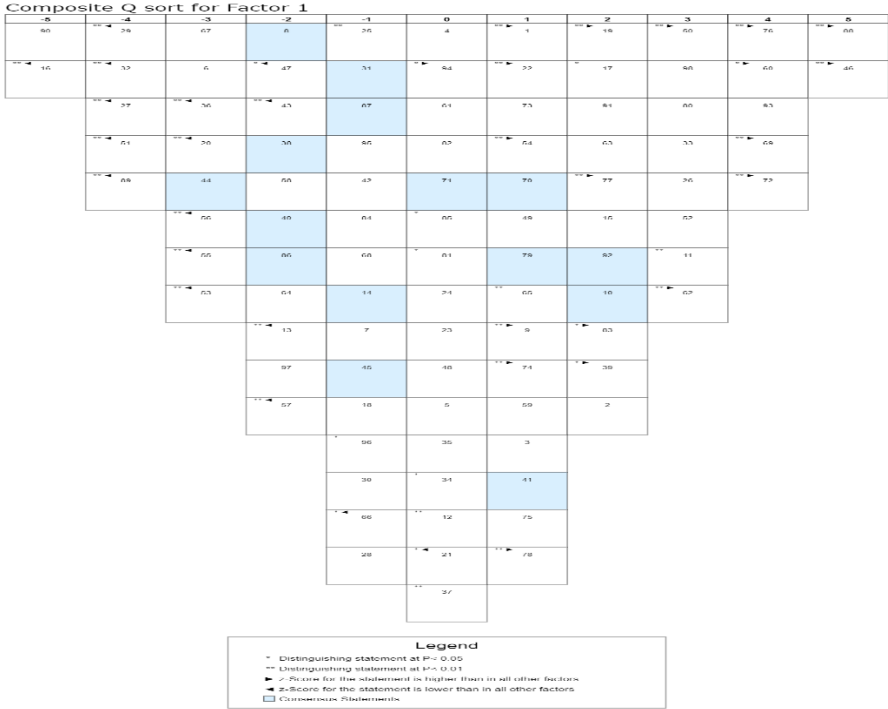


Figure 2 1: Composite of Q-Sort for Factor 1

4.3.3. Factor 2 (Supporters with Localizing concerns)

With top-10 defining statements No. 48, 11, 57, 52, 36, 95, 17, 59, 56, and 33, with Z-Score of 1.98, 1.91, 1.77, 1.76, 1.73, 1.61, 1.59, 1.39, 1.33, and 1.26 and Leading position from S22 (rural Sindh), P1 and P6 (Urban Punjab), B24 (Rural Baluchistan and KP19 (Rural Khyber Pakhtunkhwa). The leading statements in this factor present English as an asset for being

part of discourse of security, and possessing sustainability, ability to be used in religious preaching to English speaking world, having culture, and being the best tool of communication. It is used in artificial intelligence; it provides job in social domains; it is used in commerce and industry and universities should protect local culture while promoting English language. These leading statements make the second factor as supporter because of diverse applicability of English language with care for the local culture and languages.

Composite Q sort for Factor 2

	-5	-4	-3	-2	-1	0	1	2	3	4	5
**	5	15	83	86	84	71	49	51	59	57	48
**	82	95	6	44	85	61	63	79	56	52	11
**	93	74	30	32	72	34	92	33	26		
**	75	2	97	29	7	83	10	91	56		
**	22	9	19	69	70	20	37	65	17		
**	25	31	40	1	21	66	26				
**	46	50	80	82	23	73	3				
**	19	97	27	45	99	20	90				
**	77	84	85	75	13						
0	64	67	70	41							
38	64	24	4	85							
35	65	13									
50	39	99									
81	42	90									
14	47	43									
	16										

Legend

- * Distinguishing statement at P < 0.05
- ** Distinguishing statement at P < 0.01
- 2-Score for the statement is higher than in all other factors
- ◄ 2-Score for the statement is lower than in all other factors
- Common Statements

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Figure.3: Composite Q-sort for Factor 2

4.4.3. Factor 3 Emotional Attachment with English and Care for the National

This factor is led by statements No. 25, 84, 7, 4, 75, 35, 15, 32, 97, and 21 with Z-Score of 2.36, 2.13, 2.10, 2, 1.78, 1.64, 1.51, 1.47, 1.46 and 1.3. The typical positioning participants for this factor are KP20 (Rural Khyber Pakhtunkhwa), B2 (Urban Baluchistan), B18 and B31 (Rural Baluchistan), S9 (Urban Sindh). Leading defining statements present the idea of English as an asset as it classy, it has versatility, it has economy, it has authority, it has serendipity, it provides prestige and superior identity and it is used in science and technology, and the national language (Urdu) needs promotion along the promotion of English language.

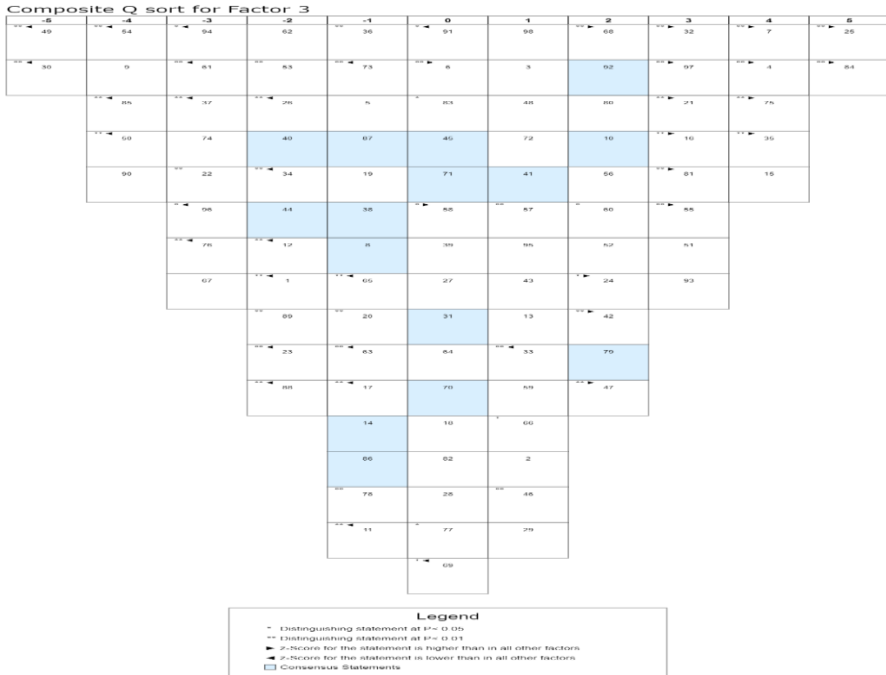


Figure 4 2: Composite Q-sort for Factor 3

It is obvious from the analysis of factors that the leading positions is adopted for factor 1 in Punjab, Sindh and Khyber Pakhtunkhwa and for Factor 2 and 3, the positions come from all four provinces. The urban and rural areas participants both adopted leading positions and added to the loading of the factor. The relationship between the factors is interesting as F1 stands in negative correlation with F2 and F3 with -0.0434 and -0.0475 score respectively, while F2 and F3 have a positive correlation of 0.0325. The factor analysis and the underlying Z score and the loading and ranking of the factor achieved through judgmental rotation of 33 degree (positive), it is obvious that besides positive value of English language, there exist a negative value of English as well. Pakistan is not bound to English language permanently and it will go to other languages if the incentive and resource of switching exist. English language sustains in Pakistan largely due to the utilitarian and instrumental perspectives, besides having a positive emotional and psychological appeal for the policy makers and the students.

Factor 1 is the most loaded of the three selected factors of Q-set. As it represents an adversarial and antagonistic position to English language, it is the factor that represents the negative value production of English language in the universities of Pakistan. This factor indicates the prominence of the negative value and its causal factors. The level of antagonism is reflected in favoring the prominent regional language, Persian, or other European languages. The causes of this antagonism, identified through the Q-Sort analysis include threat to the local culture and identity and the fear of the promotion of the neocolonial and neoliberal ideology in culture, society and especially in the field of economics. The promotion of Persian language as opposed to English language has the highest Z-Score of 2.068 meaning that up to 2.07 standard deviations this position is extremely loaded towards the negative value of English language. The promotion of a regional central Asian language in opposition to English language means that the position contained in Factor 1 represent the tangible causes of negative value productions in the universities of Pakistan. Persian remained a dominant language of the region for a long time, before the ascendance of the English language in the South Asian subcontinent during British dominance. Due to anti-colonial sentiments, still most of the

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producers of the negative value of English language opt for Persian language or other European languages. This position is best represented in the position adopted by experts from the universities of the urban and rural Sindh, rural Khyber Pakhtunkhwa, Urban Punjab. Baluchistan is absent from the loading position of the participants. While the adversarial loading of the Factor 1 defines the negative value production of English language in the universities of Pakistan, the position value production in the universities is loaded in Factor 2 and Factor 3.

Factor 2 emerged from the correlation and deviation of the loading of the Q-sort's S-set, taking into account the distinguishing and the consensus statements statistical relationship. The aforementioned features make Factor 2, loaded with the support of English language, thus making Factor 2 the explanation of the positive value production of English language in the universities of Pakistan. However, this loading has relevance to Factor 2 entailing care for the local culture and languages and is sensitive to the need for their production. This factor produces positive value of English language due to the presence of the discourse on security and the language being sustainable; it being capable of presenting the speaker educated and cultured; promoting the rights of the marginalized; it being a preferred tool of communication; it being able to get jobs in specialized fields; it being pivotal to commerce, industries and the development in the field of artificial intelligence. The concerns for moral weakness being associated with English language are simultaneously balanced by the liking for English to be used for preaching of Islam. Therefore, this factor presents the positive value of English language arising from the instrumentalism of English language where the personal concerns dominate. Leading position from S22 (rural Sindh), P1 and P6 (Urban Punjab), B24 (Rural Baluchistan and KP19 (Rural Khyber Pakhtunkhwa) make this position typical of these areas. The loading of this factor is unique as it subsumes knowledge and awareness of the security, sustainability, social appearance (of being cultured and educated), with the domain of religion, economics, technology (industry, artificial intelligence), and the desire to promote local culture and a little

fear that English will negatively affect moral positioning of the population. Factor 2, shows a cautious approach to the learning and promotion of English language, and it advises against the utilitarian aspects of English as the positive value production. This cautious approach well reflects the ambivalence of value production of English language in Pakistan. This factor is positively correlated with Factor 3 and negatively correlated with Factor 1. This factor as producer of positive value is inclined to the cultural and economic capital. The positive value production of this factor is further expanded by Factor 3.

Factor 3 (English and asset with emotional/personal attachment and care for Urdu, the national language. Factor 3, being positively correlated with Factor 2, presents the positive value of English language comprising of subjective association of the speaker with the value arising from the application of English language, mainly for individual subjective aspects. Leading defining statements present the idea of English as an asset as it classy, it has versatility, it has economy, it has authority, it has serendipity, it provides prestige and superior identity and it is used in science and technology, and the national language (Urdu) needs promotion along the promotion of English language. The typical positioning participants for this factor include KP20 (Rural Khyber Pakhtunkhwa), B2 (Urban Baluchistan), B18 and B31 (Rural Baluchistan), S9 (Urban Sindh). As evidenced by the life style and success of the elite class and their association with English language and their borrowing from Western culture, make English an icon of the positivity and power conferred by Western dominance to the language that would enable the speakers with what they have. The positive value production here more personal than that is evidenced in Factor 2. The finesse, civility, serendipity, class, prestige and superior identity are the social and cultural capitals that have a symbolic transformation as well and the economic capital, therefore, arises from this transformation is reflected in the loading of the statement of this factor. The leading economic positions that generates the positive value of English language is its profitability and returns features as it offers larger returns for the investment (of learning and using) on English language. Like Factor 2, this factor advocates the promotion of the collective culture and identity, however, in Factor 3 we find

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national language promotion as the priority against Factor 2, where we found the promotion of local culture and identity as a priority. Therefore, Factor 3 loading is oriented more towards the national while Factor 2 was more loaded towards the care for the local (provincial) culture and identity.

Collectively we find in Factor 1, Factor 2 and Factor 3 ample evidence of the production of the positive and negative value of English language and this confirms the position that universities are the converging points of the value production at the national and the local levels. The university positioning in negative value production is aligned more to the local as compared to the national, and in the positive value production we find a dichotomy where the local and national concerns in value production are balanced. However, keeping in view the international orientation of English language, the value of the local is largely in favor of promoting English language for the sake of the collective identity and culture where the national dominates. The loading of statement contained in these factors and the general correlation of all statements assign to universities a deciding role in the success of the national orientation of the value or the local orientation of the value of English. As the universities operate under the local conditions, they act as buffer between the local and national and thereby help the national value production process get feedback on language management and help the local stakeholders a direct and accessible place of addressing their concerns in the value production of English language.

CONCLUSION

The research aimed to investigate the role of language management at Pakistani universities as a converging point for the value production of English language at the national and local levels. The study had three objectives to achieve i.e. to find the nature and process of value production of English language at the local level, compare it with the national level and determine the role of universities as the instrument of local language management that is linked with the national level. To investigate value production, it was essential to base the study on sound theoretical footings, that was provided by the theories derived from Francois Grin and Pierre

Bourdieu. While Grin's concept of viewing language as hyper-commodity helped link the language with the concept of value production, Bourdieu's interchangeable typology of capitals (economic, cultural, social, and symbolic) helped the study to identify the various forms of capital English language acquires. The study also took help from the language management theory, where a language is systematically investigated through the lens of management (for value production as one of the mechanisms) for certain set goals. Employing LMT analysis of key policy documents, and Q-sorting from students, teachers and experts of the four provinces of Pakistan, i.e., Punjab, Sindh, Khyber Pakhtunkhwa, and Baluchistan data was collected from 132 experts participated in Q-sorting. In addition to the primary data from the aforementioned stakeholder, the policy documents were also reviewed and analyzed for the discourse of value production in the national policy documents on the role of language in key domains, legislative, executive, judiciary, education, and commerce. The employment of a variety of methods helped in the triangulation and verification of the findings. The study eventually led to finding answers to the set questions (see chapter 3 for details).

In the domain of education, the interaction of the local and national levels happens more visibly, especially in the context of higher education. Pakistan has seen a mushroom growth of universities over the last two decades, which makes universities the ideal place where we find the highest demand and application of the English language, and except few universities, the overwhelming majority of the universities use English as the sole medium of instruction for all subjects except the regional and national languages, Arabic and Islamic Studies. In Pakistan, higher education was a federal subject controlled by the HEC (Higher Education Commission of Pakistan), however, after the 18th amendment, education as a subject has been devolved to provinces in 2010. All provinces have been devising a mechanism of shouldering the responsibility of overseeing the functioning of universities, and subsequently, a parallel mechanism of HEC at the center and provincial HEC and Higher Education Regulatory Authority (HERA in the case of Khyber Pakhtunkhwa) exist simultaneously. Such a situation makes higher education a convergence point of the national and the local,

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and this was the reason behind setting up the third question of the study.

The study finds that university students and teachers show a divided approach in accessing key aspects of value production of English language. It is identified in the chapter, the students were less enthusiastic about the national issues being solved through English language while they were more conservative in negating the local cultural, economic, societal, and symbolic values of English language as compared to the teachers who were more enthusiastic about the rosy prospects of English language. As compared to the more urbanized Lahore and Karachi we find in Peshawar and Quetta a more restricted view of the positive value of English language. The reason for such conservatism is an obvious absence of reaping the benefits of English language in the capitals of the lesser two provinces as compared to the capitals of the larger two provinces.

The collected data comprised three types of tools, first was the questionnaire-based data, collected separately from students and teachers (besides including parents), then some qualitative aspects of the data were explored through the interview-based data, and finally, to statistically analyze the subjectivity on leading aspects of value production of English language, Q-Sorting following by QA session was used. The tools provided sufficient room for insight to triangulate findings on the convergence of value production in the universities of Pakistan. The questionnaire-based data included 26 items gauging positions/opinions and a few items of enforcement of stratification of urban/rural, gender, education, income, first language, experience (for teachers only), first language, ethnicity, and province. More or less the same stratification was enforced in the questionnaire of the students (and the questions were also left to be the same). In the lead-up to the opinion cues, some items measured positive value production and others negative value production, while the use of the Likert scale assured the case of valuelessness or irrelevance by the neutral/undecided option in the middle. It is interesting to note that both teachers and students majority endorsed the positive value of English language across all categories of capital, i.e., economic, cultural, social,

and symbolic. However, teachers were more excited about valuing English language as compared to the students. Further, it is identified that the urban residents of the major provinces were more optimistic about the positive value of English language as compared to the rural citizens of lesser provinces.

While we expected the university to be a place of balancing the national and the local, the study revealed that the local was more pronounced as compared to the national average; however, in the big cities, the national value influence was higher as compared to the smaller provinces, i.e. Khyber Pakhtunkhwa, and Baluchistan.

Several elements were added to measure an affinity with the protection of the local languages, and the minority languages. The study reveals awareness and readiness to preserve the minority languages, however, despite voting for the promotion of the provincial and minority languages, most of the respondents whether they were students or teachers, considered English language a highly valuable language.

Among those who measured the value of English language as negative, we find them to be a significant sliver of the pie that can not be ignored and require proper consideration on the part of the researcher. Therefore, viewing the responses of those who valued English language negatively, meaning English to be dangerous, and considered it a risk to learn English language. It is strange that among those who were pursuing a degree in English language or a degree in another field that was heavily dependent on skills in English language, we find a significant number who have a valid reason to consider English language bearing negative value. Among such responders, we find some interesting thoughts such as English is very hard to learn despite putting in a lot of effort (perhaps the language learning/teaching method might be at blame), English is not for the poor/middle class, English corrupts morally, etc, English is a threat to the local culture/identity. Such arguments coupled with a lack of prospects for reaping the windfall of English language appeared as the leading factors of negative value generation for English language.

The significance of the local in language management through Pakistani Universities in the production of the value of English language emerges as

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a well-established fact in this study. The role of the local is the basis of understanding the converging ability of the universities and the rationale behind the need to align the local and national. The analysis revealed that the centralizing top-down tendency of value production is dysfunctional theorem rejected by the rest of the world around 1960s (when the centralized language management backfired in most of the newly independent states of the commonwealth). The diversity of the local value production offers an opportunity for a realistic and workable value of English language, and the universities play active role in such an enterprise as is evidenced by the analysis and discussion and analysis of chapter 4 and 5, especially the interviews with the local stakeholders in chapter 4 and the Q-sort sets by the experts in chapter 5. The study established that the value generated by the local is more potent for the learning and use of English as compared to the value that is produced at the center.

This study provides insight into the criticality of universities in value generation of English language. Logically, the identified problem is the misalignment of the national and the local, especially what constructive role universities can play in the convergence of the national and the local. In this regard several proposals came forth, some were intentionally added to the study and others came forward as a way to deal with the impending problems of marginalization and rights.



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